



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

Wednesday, April 10, 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 may 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 January 30, 2019 (For Possible Action)
- 2.03 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from February 20, 2019 (For Possible Action)
- 2.04 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from March 13, 2019 (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; and proposed inclusion of three videos: Teen Voices: Sexting, Relationships, and Risks <https://youtu.be/IZwVT6WnPOY>, Internet Danger-Everyone Knows Sarah <https://youtu.be/ThxmgXMBpoM>, #ThinkTwice-Your Digital Footprint Matters <https://youtu.be/9eSxZPu4oqQ>; 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 Six and the concepts proposed to include defining consent, coercion, and incapacitation; and the proposed inclusion of two videos: "2 Minutes Will Change the Way You Think About Consent" <https://www.youtube.com/watch?v=laMtr-rUEmY> and "Pitch Perfect 2 Trailer-Ellen Show Version" (2:10-2:27) <https://www.youtube.com/watch?v=KBwOYQd21TY>; 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 – TBD
- 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**

January 30, 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, Victoria Lokke, Dariah Scott and Brent Brooks were present. Rochelle Proctor, WCSD staff liaison, was also present.

2. DISCUSSION, PRESENTATION AND ACTION ITEMS

2.1 ACTION TO ADOPT THE AGENDA

Pastor Brent Brooks expressed concern about the SHARE Committee process and the rolls of the committee members.

Public Comment:

- Time Oates spoke against the proposed SHARE curriculum.
- Karen England spoke against the WCSD SHARE curriculum adoption process.

On motion by Ashley Sonderfan, second by Tiffany Hoffman, The SHARE Advisory Committee approved the agenda as presented (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Dariah Scott. Nay: Kelly Roper, Brent Brooks) Final Resolution: 5-2, Motion Carries.

2.2 Presentation regarding the goals and objectives of the SHARE Advisory Committee based on direction of the Board of Trustees related to the adoption of curriculum that is non-discriminatory in nature and which provides equal protection to all students (For Presentation Only)

Staff liaison, Rochelle Proctor, presented the WCSD BOT directive given to the SHARE committee in regards to the adoption of an inclusive curriculum, finishing the HS and MS curriculum in the 2018-19 SY and moving on the ES in the 2019-20 SY.

WCSD general counsel, Sara Montalvo, gave a brief presentation on the Equal Protection Clause.

2.3 Approval of the minutes of the meeting of the Sexuality Health and Responsibility Education Committee from October 16, 2018 (For Possible Action)

Item 2.3 was removed from the agenda and be placed on the February 20, 2019 agenda.

2.4 Presentation, Discussion, and Possible Action to Recommend to the S.H.A.R.E Coordinator Revision 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 One, and concepts proposed to include the meaning of gender, gender identity, and sexual orientation; components of sexual orientation; and gender expectations; and moving and/or revising the concepts within the Current Lesson One, Reproductive Systems and Pregnancy, to elsewhere within the curriculum. (For Possible Action)

Rochelle Proctor presented the proposed HS SHARE lesson 1 to the committee. The proposed objectives focused on the meanings of gender, gender identity, sexual orientation; describe three components of sexual orientation (orientation, behavior and identity); Define different gender expectations in our culture; and identify where students receive messages about gender expectations.

Concern was brought up from Kelly Roper in regards to the placement of this lesson and the controversial nature of the topic.

Brent Brooks expressed his concern that we are not dealing with something that looks like traditional sex education, rather the proposed lesson resembles diversity education.

Brent specified, "With the gender identity lesson, we are moving away from traditional sex education (which includes items such as anatomy, reproduction, and pregnancy) and moving to something that much more resembles diversity education. In fact, we are talking about belief systems, such as someone with one set of genitalia and chromosomes believing that they are a different gender. The curriculum specifically says this is a student "belief." But we are privileging one set of beliefs."

Brent further added, "I understand we are required to have an 'inclusive curriculum.' This is not an inclusive curriculum. The chart presented to us says that gender identity is a protected class under the 14th Amendment. I understand that and do not argue against the right to have it included. The chart says also that 'religious beliefs' are a 14th Amendment protected class. Those beliefs are entitled to be presented equally also and not to be trampled upon. We cannot simply present one set of beliefs and privilege them. That would be the definition of an 'exclusive curriculum.' For the curriculum to be 'inclusive' it needs to include all 14th Amendment protected groups

which would give room for both sets of beliefs. For that reason, I cannot vote in favor of this exclusive curriculum."

Committee member Ashley Sonderfan felt this lesson sets the stage for acceptable discourse around human sexuality and around self and their peers.

Dariah Scott had a question around the percentage of intersex and whether high school students had been consulted as to what they felt was important. Ms Proctor explained that indeed, she had gone before the student advisory council to seek their input of topics for SHARE.

Lydia DeFlorio stated that the American Psychological Association addresses the topic scientifically and not as a belief.

Victoria Lokke shared an article from the NY Times regarding the Trump administration and rolling back of the definition of transgender. Then went on to express her confusion on the topic and stated if the federal government was having difficulty defining it, how can we?

Ashley Sonderfan was concerned about relying on the federal government's ability to address the mental and physical health needs of transgender students.

Tiffany Hoffman listed several organizations including the American Academy of Pediatrics along with several other peer reviewed journals.

Committee questioned how to share information with the committee. Ms. Proctor explained that as long as the articles or information being shared was not deliberated upon within the committee, items could be shared BCC via email.

Public Comment:

- Dr. Tuttle spoke to the term of orientation, how it's applied and feels this is a belief system rather than scientifically backed.
- James Benthem spoke in opposition of the proposed lesson.
- Carol Youngman spoke in opposition of the proposed curriculum.
- Joe McHenry spoke in opposition to the proposed curriculum
- Dan Sitma feels the presented curriculum is a belief system.
- Pastor Roger Perry spoke against the idea of gender.
- Karen England spoke to the earlier presentation of protected class and stated that the district is not addressing the needs of armed service veterans as a protected class.
- Jeanie Turner spoke in opposition to the proposed curriculum.

- Brooke Maylath spoke in support of this lesson into the curriculum and that it was scientifically based according to every major scientific organization including the CDC.
- Tim Oates spoke in opposition of the proposed curriculum and that this is a mindset rather than sex education.
- Chuck Brim spoke in opposition of the proposed curriculum.
- Richard Gutierrez spoke in opposition of teaching sex ed.
- Andrea Thompson spoke in favor of the updated curriculum based on her experiences as a nurse practitioner in the community.
- Mr. Ramira spoke in opposition to teaching of the proposed curriculum
- Sandra Vasquez stated that she felt this curriculum is teaching beliefs.
- Malia Hoffman spoke as a student representative from the WCSD advisory council. Spoke in favor of the proposed curriculum based on conversations with fellow students.
- Vanessa Vancor spoke in support of the proposed curriculum.
- Gabriella Renteria does not believe the proposed lesson 1 should be included in this curriculum.
- Alan Sterling stated that students should be working on basic skills instead of sex ed.

On motion by Ashley Sonderfan, second by Tiffany Hoffman, the S.H.A.R.E. Advisory Committee approve the changes presented here today and recommend them to the WCSD Board of Trustees. (Yea: Tiffany Hoffman, Ashley Sonderfan, Claudia Bessette and Lydia DeFlorio. Nay: Brent Brooks, Kelly Roper, Victoria Lokke, Dariah Scott). Final Resolution: Motion Fails 4-4.

2.5 PRESENTATION, DISCUSSION, AND POSSIBLE ACTION TO RECOMMENT TO THE S.H.A.R.E COORDINATOR REVISION TO THE PROPOSED SEXUALITY, HEALTH AND RESPONSIBILTiy EDUCATION (S.H.A.R.E.) HIGH SCHOOL CURRICULUM, TO INCLUDE LESSON PLANS AND ACCOMPANYING POWERPOINT PRESENTATION MATERIALS, FOR DRAFT LESSON TWO AND THE CONCEPTS PROPOSED TO INCLUDE DECISION MAKING; ABSTINENCE; ACCESSING INFORMATION, SUPPORT, AND RESOURCES; ADVOCACY; AND RELATIONSHIPS; AND REVISING AND/OR MOVING THE CONCEPTS WITHIN THE CURRENT LESSON TWO, PREGNANCY CHOICES: ADOPTION, ABORTION, AND TEEN PARENTHOOD, TO ELSEWHERE WITHIN THE CURRICULUM. (FOR POSSIBLE ACTION)

District Liaison, Rochelle Proctor, presented the topics proposed for lesson 2. Students will 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 student's sexual decision making and; analyze source accuracy and reliability of sexual health information.

Some of the committee suggestions about lesson 2 were; more abstinence based resources be added to the resource list that students can access; rethinking of the abstinence continuum as it appears to frame student response as well as rewording of the decision making model and supporting scenarios. It was also noted to include the term, "trusted adult" as an option of who a student could speak to.

Public Comment:

- Tim Oates feels the lesson is missing the point that abstinence can be beautiful and definitions used throughout the lesson seem to be too fluid and need to be concrete.
- Alan Sterling spoke to the lack of mentioned consequences related to sexual activity.
- Andrea Thompson suggested adding, "speak to your health care provider" as an option for students and to reference up to date evidence based resources.

On motion by Kelly Roper, second by Brent Brooks, the S.H.A.R.E. Advisory Committee recommends changes in lesson two to reflect: language changed from past tense, the acronym DOGMA be removed, Webster's definition be looked at, include more resources regarding abstinence and return the lesson to the committee at the next Advisory. (Yea Brent Brooks, Kelly Roper, Victoria Lokke, Dariah Scott, Claudia Bessette and Lydia DeFlorio. Nay: Tiffany Hoffman, Ashley Sonderfan) Final Resolution: Motion Passes 6-2.

3. CLOSING ITEMS

3.1 ANNOUNCEMENT OF NEXT MEETING

The next meeting date and location of the SHARE Advisory Committee is Wednesday, February 20, 2019 at the WCSD Administration Building, 425 East 9th Street, Board Room, Reno Nevada.

3.2 Public Comment:

- Andraya Dickens spoke in favor of the proposed SHARE HS curriculum.
- Karen England spoke to the committee about Open Meeting Law and emails between committee members.
- Alan Sterling spoke to the topic of Open Meeting Law.

- Jay Caffereta spoke in favor of the proposed curriculum.
- Brooke Maylath spoke in support of the proposed curriculum.

3.3 ADJOURN MEETING

There being no more business, Chair Bessette adjourned the meeting at 8:38pm.

DRAFT

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

February 20, 2019

1. OPENING ITEMS

1.1 CALL TO ORDER

The meeting of the SHARE Advisory Committee was called to order at 5:30 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, Victoria Lokke, Dariah Scott and Brent Brooks were present. Rochelle Proctor, WCSD staff liaison, was also present.

2. DISCUSSION, PRESENTATION AND ACTION ITEMS

2.1 ACTION TO ADOPT THE AGENDA

Public Comment: None

On motion by Kelly Roper, second by Ashley Sonderfan, The SHARE Advisory Committee approved the agenda as presented (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Dariah Scott, Kelly Roper, Brent Brooks. Nay: 0) Final Resolution: 8-0, Motion Carries.

2.2 Approval of the minutes of the meeting of the sexuality, health, and responsibility education advisory committee from October 16, 2018 (for possible action)

On a motion by Kelly Roper, second by Lydia DeFlorio, the SHARE Advisory Committee voted to approve the minutes from October 16, 2018 (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Dariah Scott, Kelly Roper, Brent Brooks. Nay: 0) Final Resolution: 8-0, Motion Carries

2.3 Approval of the minutes of the meeting of the Sexuality, Health, and Responsibility Education Advisory Committee from January 16, 2019 (For

Possible Action).

Brent Brooks stated that under section 2.03, Kelly Roper was misquoted and said, Crisis Pregnancy Center and not Teen Pregnancy Center. Pastor Brooks also identified in section 2.06, what he felt was incorrectly noted in the minutes about the community and committee feedback leading to a completely new proposed curriculum. He felt it was a district decision and not one of the committee and community.

Tiffany Hoffman disagreed and said she was one of the committee members who would not have voted on the curriculum as it stood. So, the statement was partially correct.

On a motion by Kelly Roper, second by Brent Brooks, the SHARE Advisory Committee voted to approve the minutes from January 16th with the amendments of Crisis Pregnancy Center replacing Teen Pregnancy Center and Tiffany Hoffman's clarification that she was the committee member who did not believe the curriculum should move forward (Yea: Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Dariah Scott, Kelly Roper, Brent Brooks. Nay: Tiffany Hoffman, Ashley Sonderfan,) Final Resolution: 6-2, Motion Carries.

2.4 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)

WCSD liaison, Rochelle Proctor, went over the changes to lesson two; the removal of the acronym, DOGMA; addition of the term "wondering" to one of the scenarios; the dictionary definition remains in the lesson as a teen talking point; additional teen on-line resources; and the term "trusted adult."

Kelly Roper felt some of the resources were great; Girls Health and Stay Teen, but felt a couple of the others were opinion based and not evidence based such as Scarleteen.

Claudia suggested that the resources be listed alphabetically.

Public Comment:

- James Benthem brought some curriculum items from Ascend to share with the committee.
- Katie Fogel asked for clarification about use of slides in the proposed curriculum vs. the existing curriculum.

- Jeanie Turner spoke in opposition to the proposed curriculum.
- Tim Oates stated that he was not in favor of the proposed curriculum, but also offered a suggestion to a proposed activity, to include a parent component.
- Andrea Thompson shared some experiences working with the community and the need of being provided with all the options/information.
- Nicole Cortez spoke in favor of educating students through the proposed curriculum.
- Aerial Gomes spoke in favor of the proposed curriculum.

On motion by Ashley Sonderfan, second by Tiffany Hoffman, the S.H.A.R.E. Advisory Committee approve the lesson, with the change of alphabetizing the resource list, presented here today and recommend them to the WCSD Board of Trustees. (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Dariah Scott, Kelly Roper, Brent Brooks. Nay: 0) Final Resolution: 8-0, Motion Carries

2.5 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)

District Liaison, Rochelle Proctor, presented the topics proposed for lesson 3.

Committee chair, Claudia Bessette, spoke as a school counselor and expressed the need for information on sexting and the possible implications students may experience.

The committee also felt the lesson needed further clarification on legal consequences of sexting, to include the laws for neighboring states, and to define what "sexually explicit" includes.

The committee also discussed the included definition of pornography. There was some concern about it being stated as...the depiction of erotic behavior (as in pictures and writing)... and a concern that social media was not included as a platform.

Public Comment:

- James Benthem spoke about Ascend's curriculum.
- Carol Sorrenson spoke as a faith-based sexual educator and the importance of communication and fact based sexual education.
- Sarah Porter spoke in favor of the proposed curriculum
- Jeanie Turner spoke about vulnerability and over exposure in relation to the proposed curriculum.
- Malea Hoffman sits on the WCSD Student Advisory board and spoke in favor of the need for the proposed curriculum.
- Terry DeBarger spoke about possible implications of sexting and the legal ramifications and the images presented should represent the diversity of our students.
- Derek Lange spoke in opposition to teachers having to be tasked with teaching the curriculum.
- Brook Maylath spoke in support of the addition of having inclusive lessons included about pornography, social media and caution about sexting.
- Gwen Hunter spoke in favor of the proposed curriculum.
- Andrea Thompson spoke about the community and the need for an updated sex education curriculum.
- Riley Hogan spoke as a HS student and her struggles with her own sexuality because of the sex ed curriculum that she experienced in school. Spoke in favor of including LGBTQ youth with in the proposed curriculum.

On motion by Tiffany Hoffman, second by Ashley Sonderfan, the S.H.A.R.E. Advisory Committee approve the lesson, with the amendments including

images that depict a more diverse population and include multi media images; state and federal level sexting laws and consequences for both over and under 18yo individuals; and the definitions of partial and full nudity, presented here today and recommend them to the WCSD Board of Trustees.

(Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke. Nay: Dariah Scott, Kelly Roper, Brent Brooks) Final Resolution: 5-3, Motion Carries

2.6 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)

Ms. Proctor presented the information in the proposed lesson 4 to the committee. Topics discussed were 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.

Kelly Roper suggested adding in a piece of about the lack of a “no” does not mean “yes” to a situation.

Brent Brooks stated that he felt there was not enough information about why a person may not choose to use birth control which may be a result of religious beliefs. Pastor Brooks also suggested that students should have the opportunity for discourse about the topic of abortion.

Ashley Sonderfan was concerned that having a discussion on abortion (either for or against) would be bringing in biases to the discussion instead of looking at what is presented in the scenarios and making decisions based on that.

Victoria Lokke suggested the importance of prenatal care services.

Tiffany Hoffman pointed out that this may be the last time a student receives information on sexual health, so it's important to remember this is information that will be beneficial for the rest of the student's life.

Public Comment:

- Chery Shricker spoke in opposition of the topic of abortion.
- Katrina Fogel spoke in favor of the link of effective contraception options.
- Melissa Clement spoke in opposition to the topic of abortion.
- Brooke Maylath spoke to the importance of contraceptive options for all our students.
- Carissa Halloway spoke in favor of the proposed curriculum and the many forms of contraceptives available and appropriate for different people.
- Andrea Thompson cited research findings that teaching students about contraception does not increase sexual behavior of students.
- Catherine Schopp spoke in support of the importance of contraceptive options and the access to contraceptives and possible barriers.

On motion by Ashley Sonderfan, second by Tiffany Hoffman, the S.H.A.R.E. Advisory Committee approve the lesson, with the following amendments; adding Our Center, Casa Da Vida and the Pregnancy Center; include the school counselor, nurse and social worker as possible school site resources; the importance of speaking with a health care provider when choosing the appropriate contraceptive; have the proposed lesson reviewed by a health care professional specializing in contraceptives; consent and the statement "lack of no does not mean yes"; include not to leave a condom in a car; and this information is for a student's future knowledge, presented here today and recommend them to the WCSD Board of Trustees. (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Dariah Scott, Kelly Roper. Nay: Brent Brooks) Final Resolution: 7-1, Motion Carries

3. CLOSING ITEMS

3.1 ANNOUNCEMENT OF NEXT MEETING

The next meeting date and location of the SHARE Advisory Committee is Wednesday, March 13, 2019 at the WCSD Administration Building, 425 East 9th Street, Board Room, Reno Nevada.

3.2 Public Comment:

- Melissa Clement spoke about the option and process of abortion.

3.3 ADJOURN MEETING

There being no more business, Chair Bessette adjourned the meeting at 8:35pm.

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

March 13, 2019

1. OPENING ITEMS

1.1 CALL TO ORDER

The meeting of the SHARE Advisory Committee was called to order at 5:32 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, Victoria Lokke, Sara Kiser, and Brent Brooks were present. Member Dariah Scott was absent. Rochelle Proctor, WCSD staff liaison, was also present.

2. DISCUSSION, PRESENTATION AND ACTION ITEMS

2.1 ACTION TO ADOPT THE AGENDA

There was no discussion or public comment.

On motion by Ashley Sonderfan, second by Tiffany Hoffman, The SHARE Advisory Committee approved the agenda as presented (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Sara Kiser, Kelly Roper, Brent Brooks. Nay: 0) Final Resolution: 8-0, Motion Carries.

2.2 Approval of the minutes of the meeting of the sexuality, health, and responsibility education advisory committee from January 30, 2019

Member Brent Brooks felt his comments from the discussion on proposed lesson 1 were not correctly noted on the minutes. He specified, "With the gender identity lesson, we are moving away from traditional sex education (which includes items such as anatomy, reproduction, and pregnancy) and moving to something that much more resembles diversity education. In fact, we are talking about belief systems, such as someone with one set of genitalia and chromosomes believing that they are a different gender. The curriculum specifically says this is a student "belief." But we are privileging one set of beliefs."

Member Brooks further added, "I understand we are required to have an 'inclusive curriculum.' This is not an inclusive curriculum. The chart presented to us says that

gender identity is a protected class under the 14th Amendment. I understand that and do not argue against the right to have it included. The chart says also that 'religious beliefs' are a 14th Amendment protected class. Those beliefs are entitled to be presented equally also and not to be trampled upon. We cannot simply present one set of beliefs and privilege them. That would be the definition of an 'exclusive curriculum.' For the curriculum to be 'inclusive' it needs to include all 14th Amendment protected groups which would give room for both sets of beliefs. For that reason, I cannot vote in favor of this exclusive curriculum."

On a motion by Kelly Roper, second by Brent Brooks, the SHARE Advisory Committee approved the inclusion of the notes of member Brent Brooks to the minutes of the January 30, 2019 meeting of the S.H.A.R.E. Advisory committee (Yea: Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Sara Kiser, Kelly Roper, Brent Brooks. Nay: Tiffany Hoffman and Ashley Sonderfan) Final Resolution: 6-2, Motion Carries.

Chair Claudia Bessette noted that a public comment by Gabriella needed to be revised to include the speaker's last name, Gabriella Renteria.

On a motion by Claudia Bessette and second by Ashley Sonderfan, the SHARE Advisory Committee approved the revision of the name of an individual who made public comment under agenda item 2.4, public comment, from "Gabriella" to "Gabriella Renteria" in the minutes of the January 30, 2019 meeting of the S.H.A.R.E. Advisory committee (Yea: Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Sara Kiser, Kelly Roper, Brent Brooks, Tiffany Hoffman and Ashley Sonderfan) Final Resolution: 8-0, Motion Carries.

On a motion by Kelly Roper, second by Victoria Lokke, the SHARE Advisory Committee approve the minutes, to include the changes previously made, from the SHARE Advisory Committee meeting of January 30, 2019. (Yea: Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Sara Kiser, Kelly Roper, Brent Brooks. Nay: Tiffany Hoffman and Ashley Sonderfan) Final Resolution: 6-2, Motion Carries.

2.3 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 Five and the concepts proposed to include effective avoidance of sexually transmitted infections (STI) and human immunodeficiency virus (HIV); signs, symptoms, and treatments of STIs; and the transmission, prevention, and treatment of HIV; and inclusion of two videos: "What are STDs? #FACTCHECK" (<https://youtu.be/7Sbgg8icODY>) and "Let's Talk about Sexual Health – seeing a medical provider" (<https://vimeo.com/43631114>); and revising and/or moving the concepts within the Current Lesson Five

and Six, STI and HIV/AIDS, transmission, symptoms, and finding help, to elsewhere in 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

SHARE Coordinator, Rochelle Proctor, presented the information in proposed lesson 5. Ms. Proctor walked through the lesson which focused on: abstinence from sexual activity and needle sharing being the only ways that are 100% effective at avoiding STI and HIV transmission, understanding communication is a fundamental part of sexual health, described the signs, symptoms and treatments of most common STIs, and explained the nature of HIV and how it's transmitted, prevented and treated.

Member Hoffman clarified a few points; that Bacterial Vaginosis is not a sexually transmitted disease but does increase the risk of attaining a sexually transmitted disease, there are now antibiotic resistant strains of gonorrhea, beneficial to include local statistics for syphilis, and to double check testing for syphilis.

Member Brooks suggested to define "asymptomatic" as showing no symptom of the disease vs no evidence of the disease. He also suggested including a religious advisor as a person a student can talk to.

A few committee members expressed questions about the U=U information and the term of undetectable possibly being confused with asymptomatic.

Another question was brought up about the statement that a diagnosis of Herpes was the "hardest to receive."

Public Comment:

- James Benthem suggested the inclusion of WeAscend.org website.
- Valerie Wade supports the proposed curriculum.
- Terry Deberger suggested end of lesson assessments, an edit to the definition of abstinence and was curious why HIV was not included under STIs.
- Jeanie Turner spoke about her Christian beliefs and curriculum adoptions.
- Yoselyn Mariquin concerned with lack of prevention of STDs on the proposed curriculum.
- Lyndsay Bridgewater spoke in support of the curriculum yet suggested a reference for the slides and to have reviewed by a medical professional.

On motion by Tiffany Hoffman, second by Lydia DeFlorio, the SHARE Advisory Committee recommended forwarding to the WCSD Board of Trustees for consideration of approval draft Lesson Five of the High School Curriculum with the following amendments: 1, have the proposed lesson reviewed by a medical professional, 2, asymptomatic is defined as no symptoms vs. no

evidence, 3, clarification of why herpes is stated as being the hardest diagnosis to receive, and 4, include references to the information presented on the slides (Yea: Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Sara Kiser, Kelly Roper, Brent Brooks, Tiffany Hoffman, and Ashley Sonderfan,) Final Resolution: 8-0, Motion Carries.

2.4 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 Six and the concepts proposed to include defining consent, coercion, and incapacitation; respectful relationships; relationship abuse; and resources for a rape, sexual or relationship abuse survivor, to elsewhere in the curriculum; and revising and/or moving concepts within the Current Lesson Seven, Sexual Assault, Statistics, Prevention, Awareness, 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)

Ms. Proctor presented the proposed lesson 6 which includes the topics of: understanding that clear consent is part of a respectful relationship, the legal age of consent and consequences for statutory rape, the characteristics of relationship abuse, and resources that a rape, sexual or relationship abuse survivor can access for more information and support. Discussion did not focus on consent, coercion and incapacitation due to the fact the supporting videos were not properly agendized for the meeting.

Chair Claudia Bessette expressed the importance of the presented information and wanted clarification around the time frame of teaching the lesson. Ms. Proctor explained that teachers were given options to teach it when it best fits into the scope and sequence of their health curriculum.

Pastor Brooks expressed the need for including district policy when discussing relationships between school personnel and students and after a brief committee discussion suggested that surrounding state laws should also be included.

A member had questions about the legal age of consensual sexual relationships of teens and who can press charges if its statutory rape. Claudia Bessette spoke of mandatory reporting if it is discussed with school personnel.

There was committee discussion surrounding a couple of the slides that focused on healthy relationships. It was suggested to combine portions of "I am LGBTQ. Is my Relationship Healthy?" And "What is a Healthy Relationship" slides. An additional suggestion was to take the slides, "What is a Healthy Relationship?" and I Am LGBTQ. Is My Relationship Healthy?" and have them be parallel in structure, since the descriptors should not be based on how a student identifies.

Member Hoffman suggested adding "Reproductive Coercion" to the Types of Abuse slide.

Concern was noted from the committee about the phrase, "nonconsensual assault" that was used in one of the slides. The concern was that assault is never consensual and the slide needed to be edited.

A few of the committee members suggested adding more local resources for who to call for help such as the Committee to Aid Abused Women (the name has been changed) and Stepupviolence.org

Public Comment:

- Sandy Quirros recommended adding the power wheel of relationship abuse.
- Carissa Halloway expressed support of the proposed curriculum and suggested some assessments built into the lesson as well as the statement, "If you see something, say something."
- Valerie Wade suggested the addition of possible consequence for all in the relationship.
- Nicole Cortez suggested the addition of the legal timeline for rape such as rape kits, the legal steps that need to be followed and support that can be sought.
- Bailey Stewart spoke in support of the proposed curriculum and suggested a teacher training.
- James Benthem brought some curriculum items from Ascend to share with the committee.

On motion by Kelly Roper, second by Ashley Sonderfan, the S.H.A.R.E. Advisory Committee recommended forwarding to the WCSD Board of Trustees for consideration of approval draft Lesson Five of the High School Curriculum with the following changes: 1, add that every state has a different law and students should be aware of them, 2, clarification of who are mandatory reporters, 3, add "if you see something, say something", 4, addition of websites - Stepupviolence.org, Committee to Aid Abused Women and Awaken for resources, 5, add reproductive coercion information, 6, removal of LGBTQ acronym and leave as "Is My Relationship Healthy?", 7, include information of rape kits and the time lines for use and reporting, 8, removal of the term nonconsensual when referring to assault and replace with "it's never consensual when it's assault (Yea: Tiffany Hoffman, Ashley Sonderfan, Lydia DeFlorio, Claudia Bessette, Victoria Lokke, Sara Kiser, Kelly Roper, Brent Brooks. Nay: 0) Final Resolution: 8-0, Motion Carries

2.5 Presentation of Next Steps for the Proposed Sexuality, Health, and Responsibility Education (S.H.A.R.E.) High School Curriculum Lessons 1-6 Previously Reviewed by the S.H.A.R.E. Advisory Committee to include Parent Preview(s) Opportunities, and the tentative date for Submission to the Board of Trustees for Adoption (For Presentation Only)

District Liaison, Rochelle Proctor, presented the tentative next steps for the proposed HS curriculum. Such as when the proposed curriculum would have a Parent Preview night and be presented to the Board of Trustees.

Member Brent Brooks expressed concern about lesson 1 and why the lesson was not coming back to the committee since it did not pass. Ms. Proctor explained that the vote was 4-4 and there were no motions made in regards to the lesson which would warrant a return to the committee. Pastor Brooks then questioned the committee's actual role in the process of this proposed curriculum.

3. CLOSING ITEMS

3.1 ANNOUNCEMENT OF NEXT MEETING

The next meeting date and location of the SHARE Advisory Committee is Wednesday, April 24, 2019 at the WCSD Administration Building, 425 East 9th Street, Board Room, Reno Nevada.

3.2 Public Comment:

There was no public comment at this time.

3.3 ADJOURN MEETING

There being no more business, Chair Bessette adjourned the meeting at 7:21pm.

Lesson 6: Consent and the Law

Objectives:

- Define consent, coercion and incapacitated
- Differentiate between a situation in which consent is clearly given and one in which it is not
- Demonstrate understanding that clear consent is part of a respectful relationship
- Describe characteristics of relationship abuse
- Name at least two resources a rape, sexual or relationship abuse survivor can access for more information and support

Activities:

Videos:

- "2 Minutes Will Change the Way You Think About Consent"
<https://www.youtube.com/watch?v=laMtr-rUEmY>
- "Tea Consent" <https://www.youtube.com/watch?v=fGoWLWS4-kU&t=84s>
- "Pitch Perfect 2 Trailer-Ellen Show Version" (2:10-2:27)
<https://www.youtube.com/watch?v=KBwOYQd21TY>

Develop a working definition of consent, coercion and incapacitated

Review Sexual Assault, Statutory Rape, and Sexual Harassment in accordance with NV law.

5 Types of Relationship Abuse

Makings of a Healthy Relationship

If you Think Your Relationship is Unhealthy

Is it Abuse If...? T/F activity

Slide 2

Consent-

- What does it mean?
- What does it mean to 'give consent?'
 - Possible responses:
 - It's when someone says they want to do something
 - When someone gives permission to another person

- Saying “yes” to or being okay with something

It seems like consent is a pretty straightforward idea, but is it?

Slide 3

- Play video: “2 Minutes Will Change the Way You Think About Consent”
<https://www.youtube.com/watch?v=laMtr-rUEmY>

Ask for student reactions to the video

Slide 4

Process using the following:

The ConsentBot says her first attempt was “**coercion**.” What does that mean? (Probe for getting someone to do something by threatening or forcing them). What did she do that was coercive? Remind the students that, as the ConsentBot says, “Consent must be voluntary,” which means a person has to want to give consent.

- When she goes to visit her friend, Jonathan, Jonathan is half asleep when she asks for his phone and he says yes. The ConsentBot says it’s not consent because he’s “**incapacitated**.” What does that mean? (Probe for when someone doesn’t have the capacity or ability to do things – or say they want to do things). Jonathan was asleep, so he would not have been completely aware of what he was saying. The same thing goes if someone were drunk or using drugs.

- What do you think of the example when she is in the library and asks the person wearing the headphones for their phone and they don’t respond -- and she assumes she has consent because that person didn’t say no? Ask, “Why isn’t that the same as having consent?” Probe for the importance of getting a clear “yes” or “no” from someone to know for sure whether you have (or have not gotten) consent.

- Has anyone ever been in a situation where they haven’t wanted to do something, but a friend has said, “It’s fine, just do it.” How has that felt? Why did the ConsentBot say it wasn’t consent? (Probe for the fact that the middle person seemed to have felt intimidated – meaning, pressured to do it, even if he wasn’t being pressured by the person asking for consent).

- What did you notice in the last exchange, which the ConsentBot finally agrees is consent? Probe for the fact that she asked – and he said yes, while also clarifying his conditions: “You can use my phone, but no texts or international calls.” She clarified by asking about his phone’s game center, and he responded. The ConsentBot said that this was clear consent – and it was also healthy, clear communication.

“That was about using someone’s phone. Now, let’s take a look at a brief clip that has to do with sexuality and consent.”

Slide 5

- Play video: "Pitch Perfect 2 Trailer-Ellen Show Version" (2:10-2:27)
<https://www.youtube.com/watch?v=KBwOYQd21TY>

After the clip ask...

- What did you just see? (possible responses: two people flirting at a party, miscommunication)
- When he asked her if she wanted to have sex, how did she respond? (She said she didn't want to, but then winked at him; she said a clear no, but how she said it made him think she wanted to).
- How was he feeling then? (confused, hopeful, worried)
- Did she give her consent to him to have sex? (no)
- What do you think he should do next? (Walk away, ask her again, try something to see whether she's interested).
- The smartest thing he can do is take her no as her answer. It doesn't matter how she said it, but he has to go with what she actually said.
 - This is also a good example of why talking about consent at a party – where there is alcohol and/or drugs- isn't the best place to talk about consent. What impact could alcohol or other drugs have on a person's ability to clearly understand what someone is communicating to them?
 - It's good to remember that anything other than a clear and enthusiastic 'yes' means NO.

Consent is about reaching and being in agreement about which things we want to do or explore with others sexually and how we want to do or explore those things.

It's also about what we don't want to do and how we don't want to do something.

Active consenting is a shared responsibility of everyone engaging in or who want to engage in any kind of sexual interaction.

And consent is only meaningful if it isn't coerced.

S.E.X., second edition: The All-You-Need-To-Know Sexuality Guide to Get You Through Your Teens and Twenties
by [Heather Corinna](#)

Slide 6

Given what we've talked about, let's watch:

Play video: "Tea Consent" <https://www.youtube.com/watch?v=fGoWLWS4-kU&t=84s>

How does this relate to the law?

Let's talk about the law (information provided from Nevada Public Health Foundation)

Slides 7-15

Statutory Rape

Sexual Assault

Sexual Harassment

Who to call for help

Slide 16-17

Did you know? – Teen Dating Abuse Statistics

(Loveisrespect.org: <https://www.loveisrespect.org/resources/dating-violence-statistics/>)

Slide 18

5 types of Relationship Abuse

Complete activity...

- As a whole group-brainstorm responses to each type and list responses on the board.
- If in groups, break class into 5 groups.

Post 5 posters around the room with one of the five types of abuse listed on each poster.

*either each group can work solely on their assigned topic or could do a "museum walk" and add something to each topic.

Sample poster responses

PHYSICAL

Hitting

Kicking

Slapping

Punching

Pinching

Restraining

Choking

Blocking their way

EMOTIONAL

Criticizing the person's appearance or intelligence

Telling the person that no one else would ever want to be with them

Flirting with other people in front of the person

Using what they know makes the other person feel vulnerable in an attempt to make them feel worse

Sharing sexy photos of the other person without their consent

PSYCHOLOGICAL

Threatening to hurt the other person

Threatening to hurt people they know or care about (or pets)

Texting nonstop and expecting the other person to text back by a certain time

Threatening to hurt yourself if the other person doesn't do what you want

Spreading rumors about the person

SEXUAL

Rape

Forcing the other person to do anything sexual they don't want to do

Making the other person watch porn

Sharing sexy photos of the other person without their consent

Refusing to practice safer sex

FINANCIAL

Controlling the money in the relationship

Stealing from the other person

Telling the other person they need to spend time with you instead of going to work

Keeping the other person from going to or finishing school, which limits their ability to earn money

Say, "It can be relatively easy to come up with a list of behaviors – especially when we're not in the relationship in the moment. However, sometimes abusive situations aren't so clear."

Slides 19-21

What is a Healthy Relationship?

Slide 22

If You Think Your Relationship is Unhealthy

Slide 23

Who to Contact for Help

Slide 24-25

Is It Abuse If...?

Note: The activity, "Is It Abuse If...?" was created by Elizabeth Schroeder, EdD, MSW, and then subsequently published in the American Journal of Sexuality Education in 2005. This is an adaptation of that activity. This activity has also been adapted and used as part of the Advocates for Youth curriculum.

CONSENT AND THE LAW

SHARE

Lesson 6



CONSENT

- What does it mean?
- What does it mean to 'give consent'?
- Seems pretty straightforward, but is it?
 - "2 Minutes Will Change the Way You Think About Consent"
<https://www.youtube.com/watch?v=laMtr-rUEmY>





2 MINUTES WILL CHANGE THE WAY YOU THINK ABOUT CONSENT



CONSENT, COERCION, INCAPACITATED

- **Consent**
- **Coercion**
- **Incapacitated**





“PITCH PERFECT 2 TRAILER-ELLEN SHOW VERSION”

Play from (2:10-2:27)



“TEA CONSENT”

STATUTORY RAPE is legally called... STATUTORY SEXUAL SEDUCTION

- **NRS 200.364**
- **“Statutory Sexual Seduction” means ordinary sexual intercourse, anal intercourse, or sexual penetration committed by a person 18 years of age or older with a person who is 14 or 15 years of age and at least 4 years younger than the person who is 18 years or older (defined by law as a perpetrator).**



STATUTORY RAPE is legally called... STATUTORY SEXUAL SEDUCTION

- **Are you in a sexual relationship and someone is under the age of 16?**
 - **If one person in the consensual relationship is under 16 years old (14 or 15) and the other person is 18 years or older;**
 - **Then the older individual is committing a crime of statutory sexual seduction.**
 - **The older person can be arrested and sent to prison**



WAIT! IS THAT SEX LEGAL

Age 18: LEGALLY AN ADULT

You cannot have sex with anyone 4 years younger than you.

Age 17: ABOVE AGE OF CONSENT

You cannot have sex with anyone under the age of 14.

Age 16: AGE OF CONSENT

You can now legally consent to having consensual sex.

Age 15: UNDER AGE OF CONSENT

You cannot legally consent to having sex with anyone 4 years older than you..

Age 14: UNDER AGE OF CONSENT

You cannot legally consent to having sex with anyone 4 years older than you.

Age 13: YOU CANNOT HAVE SEX WITH ANYONE 2 OR MORE YEARS OLDER THAN YOU.

They can be charged with sexual assault



CONSENT IS NEVER A DEFENSE

- If the minor is under the age of 16 and the adult is 18 or older, the sex is a crime, even when both people have consented. The minor is not legally old enough to give permission/consent for any sexual act!
- A parent CANNOT give permission to a minor under the age of 16 to have sex with someone 18 or older.
- **The law has the overall authority!**



PENALTIES FOR STATUTORY RAPE

- The adult can be arrested and faced with penalties based on the age of the adult.
- If the adult is **21 years or older**:
 - A category B Felony
 - 1-10 years in prison
 - \$10,000 fine
- If the adult is **under 21 years old**:
 - 1st offense- A gross misdemeanor.
 - 2nd offense- A category D felony.
- If the **victim is under the age of 14**, this can be considered sexual assault! The older individual will face possibility of being charged with a category A felony, and life in prison.



SEXUAL ASSAULT

NRS 200.366

- **A person is guilty of sexual assault if he or she:**
- Commits sexual penetration upon a *child 13 years old or younger* or causes a child 13 years old or younger to make a sexual penetration on himself or herself or another, or on a beast.
- *Especially if the perpetrator is 18 or older.*
- NOTE: Sexual Assault includes other acts committed as a crime against a person. This definition is relevant to acts involving a child in relation to statutory sexual seduction laws. Hence, if an adult 18 or older or a child 14 or older commits a sexual act with a child 13 years or younger, whether consensual or not, he/she can face sexual assault charges.



SCHOOL LAWS

NRS 201.540

Sexual Conduct Between Certain Employees of School or Volunteers At School and Pupil

A person who:

- Is *21 years of age or older*;
- Is employed by or volunteering at a public or private school
- Engages in sexual conduct with a *student who is 16 years of age or older*, who has not received a high school diploma, a GED certificate or equivalent and:
- Who is or was enrolled in or attending the public school or private school at which the person is or was employed or volunteering; or
- With whom the person has had contact in the course of performing his or her duties as an employee or volunteer,
- Is *guilty of a category C felony*.



SEXUAL HARASSMENT

- Sexual Harassment is defined as unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when submission to or rejection of this conduct explicitly or implicitly affects an individual's ability to receive an education, unreasonably interferes with an individual's educational performance or creates an intimidating, hostile or offensive educational environment. The term sexual harassment includes sexual violence under Title IX.



WHO TO CALL FOR HELP

- **If you have been a victim of non-consensual sexual assault and are seeking services call**
 - **SASS – Sexual Assault Support Services**
 - **Call (775) 221-7600 & ask to speak with an Advocate**
- **Suicide Prevention and Crisis Hotline:**
1 (800) 273-8255
- **SASS Line:**
(775) 221-7600
- **National Suicide Prevention Lifeline:**
1 (800) 273-8255
- **EMERGENCY:**
CALL 9-1-1
- **Text:**
"SASS" to 839863



TEEN DATING ABUSE STATISTICS

- **Did you know?**
- Nearly 1.5 million high school students nationwide experience physical abuse from a dating partner in a single year.
- One in three adolescents in the U.S. is a victim of physical, sexual, emotional or verbal abuse from a dating partner, a figure that far exceeds rates of other types of youth violence.
- One in 10 high school students has been purposefully hit, slapped or physically hurt by a boyfriend or girlfriend.

Teen Dating Abuse Statistics

<https://www.loveisrespect.org/resources/dating-violence-statistics/>



TEEN DATING ABUSE STATISTICS CONT'D

- According to the CDC: lesbians and gay men experience equal or higher levels of intimate partner violence (IPV) as heterosexuals, with bisexual women suffering much higher rates of IPV in comparison to lesbians, gay men and heterosexual women.
- One of the only studies on LGBTQ teens, released by the Urban Institute, showed significantly higher rates of dating violence among LGB youth than among non-LGB youth. While 29 percent of heterosexual youth surveyed reported being physically abused by dating partners, for example, 42.8 percent of LGB youth reported the same. The rates of sexual victimization for LGB respondents was 23.2 percent, nearly double that of heterosexual youth, of whom 12.3 percent reported sexual coercion. Transgender youth reported the highest rates of dating violence, with 88.9 percent reporting physical dating violence.

<https://www.hrc.org/resources/teen-dating-violence-among-lgbtq-youth>



TYPES OF RELATIONSHIP ABUSE

- **Physical-** hurting someone physically in some way
- **Emotional-** making someone feel bad about themselves by taking away their sense of self or self-esteem.
- **Psychological-** using threats or intimidation to frighten someone or make them feel like they're losing touch with reality.
- **Sexual-** similar to physical abuse, but sexual in nature.
- **Financial-** when the finances or a person's potential to earn or have money are controlled by one person.



WHAT IS A HEALTHY RELATIONSHIP?

OPEN, HONEST AND SAFE COMMUNICATION

- It is a fundamental part of a healthy relationship.
- It's making sure you both understand each other's needs and expectations-being on the same page is very important.
- **That means you have to talk to each other!**



I AM LGBTQ. IS MY RELATIONSHIP HEALTHY?

Some signs of a healthy relationship include a partner who:

- Respects your chosen gender pronouns or name.
- Respects your boundaries.
- Gives you space to hang out with friends and family without thinking you're cheating.
- Doesn't take your money or tell you what to buy.
- Never threatens to out you to people.
- Never tells you you're not a real lesbian, gay man, trans person or whatever you identify as because you don't have sex the way they want you to.



THE MAKINGS OF A HEALTHY RELATIONSHIP...

- **Speak Up.** In a healthy relationship, if something is bothering you, it's best to talk about it instead of holding it in.
- **Respect Each Other.** Your partner's wishes and feelings have value, and so do yours. Let your significant other know you are making an effort to keep their ideas in mind. Mutual respect is essential in maintaining healthy relationships.
- **Compromise.** Disagreements are a natural part of healthy relationships, but it's important that you find a way to compromise if you disagree on something. Try to solve **conflicts** in a fair and rational way.
- **Be Supportive.** Offer reassurance and encouragement to each other. Also, let your partner know when you need their support. Healthy relationships are about building each other up, not putting each other down.
- **Respect Each Other's Privacy.** Just because you're in a relationship doesn't mean you have to share everything and constantly be together. Healthy relationships require space.

Loveisrespect.org



IF YOU THINK YOUR RELATIONSHIP IS UNHEALTHY...

It's important to think about your safety now.

Consider these points as you move forward:

- Understand that a person can only change if they want to. You can't force your partner to alter their behavior if they don't believe they're wrong.
- Focus on your own needs. Are you taking care of yourself? Your wellness is always important. Watch your stress levels, take time to be with friends, get enough sleep. If you find that your relationship is draining you, consider ending it.
- Connect with your support systems. Often, abusers try to isolate their partners. Talk to your friends, family members, teachers and others to make sure you're getting the emotional support you need. Remember, our advocates are always ready to talk if you need a listening ear.
- Think about breaking up.
- **Remember that you deserve to feel safe and accepted in your relationship.**



WHO TO CONTACT FOR HELP...

SASS – Sexual Assault Support Services

- **Call (775) 221-7600 & ask to speak with an Advocate**
- **Text: “SASS” to 839863**
- Crisis Support Services: 1-800-273-8255
 - Text “**care**” to **839863** if you or a loved one is suffering from depression/grief/loss, domestic violence, sexual assault, substance abuse, thoughts of self-harm.
- love Is Respect hotline: 1-866-331-99474 (24/7) or Text “loveis” 22522
- **Wingspan**– serves people who are LGBTQ
Hotline 520-624-0348 or 1-800-553-9387 Bilingual 24/7
- **The Anti-Violence Project**– serves people who are LGBTQ
Hotline 212-714-1124 Bilingual 24/7
- GLBT National Help Center
Hotline 1800-246-PRIDE (1-800-246-7743) or
Online Chat at <http://www.volunteerlogin.org/chat/>
- National Sexual Assault Hotline – supports LGBTQ people
1-800-656-HOPE (4673) 24/7 or
Online Counseling at <https://ohl.rainn.org/online/>



IS IT ABUSE IF...?

1. ...a couple is arguing and when one partner begins to freak out the other gives them a a light slap to calm them down?
2. ...a person walks their partner to school every morning, meets them for lunch every day, and picks them up at the end of each afternoon?
3. ...every time a same-sex couple argues, one of the partners threatens to “out” the other to their family?



IS IT ABUSE IF...? cont'd

4. ...an 18 year-old has sex with a 14 year old?
5. ...a couple starts “play-fighting” and they wrestle around on the floor resulting in bruises on one of their arms?
6. ...one partner wants to have sex. Their partner says they're not ready, but after talking about it, gives in and has sex anyway, even though they really don't want to?
7. ...someone expects to be able to check their partners cell phone/texts anytime they wish?

