

**Douglas County School District
Board of Trustees
Agenda for the Family Life Sex Education Committee of
Thursday, October 2, 2025
4:00 PM
Heritage Building
1286 Toler Avenue
Gardnerville, NV 89410**

Mission Statement

**We will inspire, empower, and prepare each learner to
achieve his/her life aspirations.**

Board Purpose

**The DCSD Board of Education will govern and oversee a
well-functioning school district where children and staff are
thriving!**

Board of Trustees

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1638 Mono Avenue, Minden, Nevada 89423

DOUGLAS COUNTY SCHOOL DISTRICT
Information Concerning Board Policy and Procedures
For Communication with the Board of Trustees

We, the Members of the Board of Trustees, welcome visitors at our meetings and appreciate constructive suggestions and comments, which help to meet the educational needs of the District. The Board has a scheduled order of business to follow. The agenda, which is usually lengthy, has been available for study by the Members of the Board since published. The Board may only take action on properly agendized items, unless it finds that the need to discuss or act upon an un-agendized item was truly unforeseen at the time the meeting agenda was posted, the matter requires immediate action, and is to be an emergency as defined by Nevada Revised Statutes.

The Board may make approval of consent items with one motion. They will be approved in total by one action unless a Trustee, individual, or organization interested in one or more consent items has questions or wishes to make a statement. In that event, the Chairperson of the Board may defer action on the particular matter or matters to the regular agenda for consideration separately.

Although each Trustee represents a geographical area of the District, Trustees are elected at large and, as such, represent all citizens of Douglas County. All actions of the Board are taken in an open meeting. It is the desire of the Board to avoid making decisions that will be detrimental to the best interests of the District, even when such decisions might please individuals or a small group. In arriving at decisions, Members of the Board attempt to be guided by the desire to provide a program that will meet the needs of every student enrolled in Douglas County schools and will best serve the interests of the entire District.

Members of the Board of Trustees are locally elected state officials and serve four-year terms of office. They are responsible for exercising their public function in accordance with the requirements of applicable law and regulations, as well as Board Policies adopted by the Board of Trustees of the Douglas County School District.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Monday preceding a regular meeting of the Board. Please contact DCSD at 775-782-5134 or suptoffice@dcsd.k12.nv.us. Communication with the Board of Trustees as a unit may be either in writing, by personal appearance at a meeting of the Board, or by verbal communication through the District Superintendent.

Public Comment: During regular Board meetings, there will be a general period of public comment for any matter that is not specifically agendized for possible action, and on each item listed on the agenda for possible action.

The Board limits public comment to three minutes per commenter.

Written Communication: Written communication to the Board of Trustees, related to an action item on the agenda, can be emailed to the Board, the District Superintendent, or the Board Secretary, prior to the meeting. Although this communication will not be read during the meeting, it will be added to the minutes of the meeting upon request.

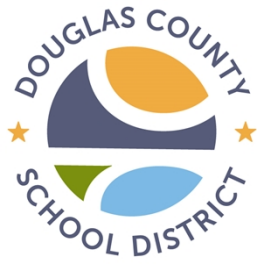
Personal Appearance at a Board Meeting: When an individual or group desires to communicate with the Board of Trustees by means of placing an item on the agenda, at a meeting of the Board, the District Superintendent shall be notified no later than 12:00 noon two weeks prior to the scheduled regular meeting, and the Board President and Superintendent, in their discretion, will determine whether the subject of the communication will be placed on the agenda. When a holiday observed by the District falls on a meeting date, the deadline shall be two weeks prior to the meeting.

- At the time of the meeting, the public can add their name to a sign-up sheet and they will be called upon during the allocated public comment time.
- The Board may set a reasonable time limit for each speaker and for answering questions.
- Extensive formal statements addressing specific items for consideration by the Board should be submitted in writing.

Although the Board may impose reasonable restrictions on the time, place and manner of public comments, it may not restrict comments based on viewpoint. No action may be taken on a matter raised during public comment that is unrelated to any agenda item.

Non-discrimination/Notice to Individuals with Disabilities: The Douglas County School District does not and shall not discriminate on the basis of race, color, religion (creed), gender, gender expression, age, national origin (ancestry), disability, marital status, sexual orientation, or military status, in any of its activities or operations. Members of the public who require special assistance or accommodations at a meeting of the Board of Trustees are asked to notify the District Administration at 1638 Mono Ave., Minden, Nevada 89423, or by calling 775-782-5134, so that such notification is received at least twenty-four hours prior to the meeting.

Revised 9/10/2025



Douglas County School District
Family Life Sex Education Committee
Heritage Building
1286 Toler Avenue
Gardnerville, NV 89410
Thursday, October 2, 2025
4:00 PM

AGENDA

1. Call to Order

A. Pledge of Allegiance

B. Approval of a Flexible Agenda (For Possible Action)

Committee members reserve the right to take items in a different order to accomplish business in the most efficient manner.

2. Public Comment #1

Public comment will be taken during this agenda item regarding any item appearing on the agenda. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted is nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that are not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. Public Comment #2 will provide an opportunity for public comment on any matter within the Committee's jurisdiction, control, or advisory authority.

3. Approval of Minutes of the March 13, 2024 Meeting (For Possible Action)

Review and approval of the March 13, 2024 Family Life Sex Education (FLSEA) meeting minutes

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4. Work Session (Information, Discussion and For Possible Action)

A. Welcome and Introductions

Committee members will introduce themselves and official role will be taken.

B. Presentation of Child Sex Abuse Curriculum — Michelle Brooks

The committee will review, discuss and possibly take action to make a recommendation on implementation of the curriculum.

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5. Public Comment #2

Public comment will be taken during this agenda item on any matter within the committee's jurisdiction, control, or advisory authority. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken. A sign-up sheet is provided and individuals may address the committee by indicating their desire to speak and the topic about which they will speak. The committee reserves the right to limit the amount of time that will be allowed for each individual to speak. (The time allotted in nontransferable for each speaker.) The committee is precluded from acting on items raised during Public Comment that re not already on the agenda. No action may be taken on a matter discussed under this item until the matter is included on an agenda as an item on which action may be taken.

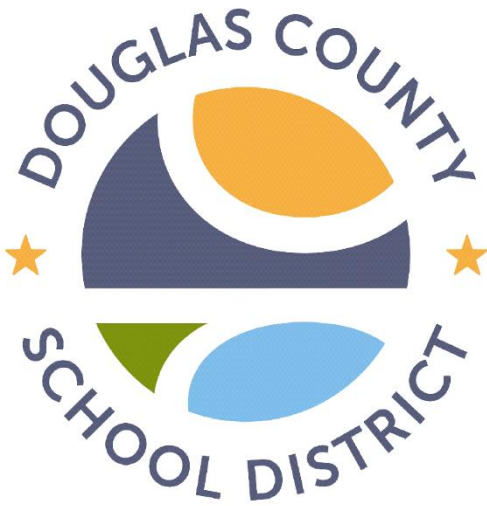
6. Adjournment

(*) Times are estimated. Items on the Agenda may be taken out of order. The Board of Trustees may combine two or more agenda items for consideration, and may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. Generally speaking, the item will be heard no earlier than the time indicated.

If copies of the complete agenda (and supporting materials) are desired in advance, they may be obtained at the District Office on the Friday or Monday preceding a regular Tuesday meeting of the Board. Please contact the District Office at 775-782-5134 or Terickso@dcsd.k12.nv.us.

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Douglas County School District, Minden, NV
District website: www.dcsd.k12.nv.us
State of Nevada website: <https://notice.nv.gov>



**Douglas County School District
Family Life Sex Education Committee**

**Draft
3/13/2024**

Minden Elementary School
1170 Baler St
Minden, NV 89423

**Wednesday March 13, 2024
4:00 PM**

Minutes

1. Call to Order

The meeting was called to order by Shannon Brown, Executive Director of Education Services, at 4:03 PM.

A. Pledge of Allegiance, Welcome and Introduction

The following Committee Members were present:

Shannon Brown, Executive Director, Education Services
Pam Gilmartin, Principal JVES
Jason Carter, PDC
Anne Felte, Counselor CVMS
Rachel Hamer, Parent
Michelle Brown, Parent
Erinn Miller, Parent
Jen Tyndall, Chief Health Nurse

B. Approval of a Flexible Agenda (*For Possible Action*)

Motion to adopt this agenda as stands was made by Erinn Miller.
Motion was seconded by Rachel Hamer.

2. Public Comment #1

There was no Public Comment on the Agenda.

3. Review and Approval January 31, 2024 Meeting Minutes (*For Possible Action*)

The committee was asked to review and approve the meeting minutes from the January 31, 2024 meeting. Jason Carter approved seconded by Erinn Miller.

4. Work Session (Information, Discussion, and for Possible Action)

A. Review update slide deck and proposed lessons around health and personal safety (Discussion)

Human Trafficking / Personal Safety Standards

- Shannon shared that *human trafficking* needs to be included in Sex Education because it is now in the health standards.
- Jason updated slides accordingly.
- Other slides cover *personal safety standards*, which are not currently emphasized but could be taught as early as 5th grade.
- Both topics can be introduced together since they align with the standards.

Slides 1- 11 – Week 1: Personal Safety

- Week 1 will include *two advisory sessions* to help students learn how to communicate with law enforcement in a non-intimidating way.
- The goal is to make first encounters less scary, especially for 6th graders.
- Example: a K-9 demonstration to explain procedures and build trust between students and officers.
- Students will also be introduced to *SafeVoice*—what it is, how to report, and the fact that it is confidential.
- Discussion questions will be incorporated into classroom activities.
- A SafeVoice flyer will be distributed annually when this content is taught.

Slides 12–17 – Week 2: Media Safety & Cyberbullying

- Week 2 will also include *two advisory sessions* (approximately 40 minutes each).
- Topics: Media safety, posting pictures online, and cyberbullying.
- Slide 15—standing up to bullying—was reviewed and considered appropriate; the committee agreed to keep it.
- Pam suggested exploring *Joe Beckman videos*, which may be engaging and align with these lessons.
- Since *media safety* is part of *personal safety*, it may be taught in 5th grade without requiring board approval.
- Teachers will have access to age-appropriate video links and discussion questions.

Slides 18–23 – Week 3: E-Cigarettes, Healthy Relationships, Human Trafficking

- Week 3 will consist of *one advisory session*.
- Topics: Dangers of e-cigarettes and vaping (teachers will have discretion on grade-appropriate videos).
- *Healthy Relationships* and *Human Trafficking* content was reviewed:
 - Pam recommended keeping this material within *Family Life* classes, since some teachers may feel uncomfortable teaching it under Personal Safety.
 - Anne suggested staff review the material together and discuss implementation, noting that a small percentage of teachers may feel uneasy with the content.
 - The group discussed that Personal Safety may be better for giving parents the option to address the issue themselves.
 - Pam emphasized that parents may consider *human trafficking* a sensitive or “borderline” issue and could object if it is taught outside Family Life.
- Wording adjustment: Change “sex trafficking” to *human trafficking/smuggling* so the content can fit under either *Personal Safety* or *Family Life*.
- Committee agreed: The video on slide 23, “*Brianna and Lacey’s Story*”, is appropriate only for 8th grade and only in *Family Life*, not in Personal Safety.
- *Healthy Relationships* could be introduced in 6th grade.
- The committee would like to create a new quiz for 6th grade by modifying the state quiz (removing questions more appropriate for 7th–8th grades). Shannon and Jason will discuss further and try to get something together before the parent preview night in 2 weeks.

5. Public Comment #2

No public comment

6. Adjournment

Meeting adjourned at 5:11pm

Erin's Law for Douglas County Schools

Video link:

<https://vimeo.com/904109932?share=copy>

Schools are legally mandated in Nevada to **prevent, recognize, and respond.**

“Erin's Law” requires that all public schools in each state implement a prevention-oriented child sexual abuse program.

- In 2013 Senate Bill 258, now codified into NRS 432B.700-730, established the Nevada Task Force on the Prevention of the Sexual Abuse of Children. All school districts were required at this time to report to the Senate what prevention efforts they were utilizing.
 1. **DCSD reported in 2014 that Elementary counselors are holding meetings to discuss this and establish a consistent curriculum.**
- District obligations for prevention education
 1. In 2015 Nevada enacted state policy **Senate Bill 394** to ensure that all public schools provide age-appropriate education on personal safety including prevention education in the area of sexual abuse. Embedded in health standards in 2020.

Nevada Academic Content Standards (NVACS) for Health, 2020

Adopted by the State Board of Education in October 2020.

Schools began aligning their curricula in 2021-22, with full implementation expected by the 2022-23 school year

These standards define what students should know and be able to do by grade or grade band.

2020 NVACS for Health

18

19

20

21

Personal Safety Strand

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.PS.K.1 Define personal space.	1.PS.1.1 Recognize safe personal space of self and others.	1.PS.2.1 Describe safe personal space of self and others.	1.PS.3.1 Explain a person's right to feel comfortable, safe, and respected.	1.PS.4.1 Describe ways personal space of self and others can be violated.	1.PS.5.1 Explain the importance of not violating a person's safe personal space.	1.PS.MS.1 Define personal boundaries and clear limits for self and recognize personal boundaries of others.	1.PS.HS.1 Develop personal boundaries and clear limits for self and recognize the importance of not violating the personal boundaries of others.
1.PS.K.2 Define abuse.	1.PS.1.2 List abusive behaviors and actions including various hazards and dangers particular to children and ways to get help.	1.PS.2.2 Recognize abusive behaviors and actions including various hazards and dangers particular to children and ways to get help.	1.PS.3.2 Describe abusive behaviors and actions and ways to get help.	1.PS.4.2 Categorize various forms of abuse and ways to get help.	1.PS.5.2 Examine patterns of abusive behavior and ways to get help.	1.PS.MS.2 Investigate the impact of various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.	1.PS.HS.2 Analyze the impact related to various abusive and coercive behaviors including mental, physical, social, economic, and legal consequences.
1.PS.K.3 Define safe/trusted adult.	1.PS.1.3 List examples of unsafe situations that impact children and ways to report to a safe/trusted adult.	1.PS.2.3 Recognize when to report an unsafe situation to a safe/trusted adult.	1.PS.3.3 Identify the steps to report an unsafe situation to a safe/trusted adult when you or someone else needs help.	1.PS.4.3 Describe how to report to a safe/trusted adult when you or someone else needs help.	1.PS.5.3 Explain the reporting process and include where, when, and to whom to report unsafe situations.	1.PS.MS.3 Summarize the reporting process and include where, when, and to whom to report unsafe situations.	1.PS.HS.3 Diagram the reporting process and include where, when, and to whom to report unsafe situations.

Structure Bookmarks

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Middle School	High School
1.PS.K.4 List ways to avoid becoming separated from parent, guardian, or caregiver.	1.PS.1.4 Recall steps to take if separated or lost from a parent, guardian, or caregiver.	1.PS.2.4 Identify various steps to take if separated or lost from a parent, guardian, or caregiver.	1.PS.3.4 Explain various steps to take if separated or lost from a parent, guardian, or caregiver.	1.PS.4.4 Investigate the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver.	1.PS.5.4 Summarize the hazards and dangers of becoming separated or lost from a parent, guardian, or caregiver.		
						1.PS.MS.5 Define human trafficking and ways to get help.	1.PS.HS.5 Discuss laws regarding human trafficking.
			1.PS.3.6 Identify the advantages and disadvantages of communicating using technology and social media.	1.PS.4.6 Categorize the advantages and disadvantages of communicating using technology and social media.	1.PS.5.6 Explain the advantages and disadvantages of communicating using technology and social media.	1.PS.MS.6 Compare the advantages and disadvantages of communicating using technology and social media.	1.PS.HS.6 Evaluate the potentially positive and negative roles of technology and social media in relationships.

What the Standards Require (Related to Abuse & Prevention)

Under the 2020 NVACS Health standards, schools must teach:

- Concepts of **personal safety** and boundaries (e.g. what is safe vs unsafe touch, appropriate vs inappropriate behavior).
- Recognizing, avoiding, and responding to abusive or dangerous situations. Students are expected to develop decision-making skills to address potentially abusive situations.
- Interpersonal communication skills, including how to report dangerous or abusive situations.
- Understanding safe personal space, respecting others' boundaries.

Major Points of Section 16 of Senate Bill 394

Board of trustees of each school district and governing body of each charter school, is required to ensure that child personal safety instruction is carried out as part of the health standards developed by the DOE.

The school district or charter school is required to determine the grade levels to be taught as well as the course content and materials for instruction.

Instruction must be provided by: 1. a licensed teacher; 2. an employee of the school district with special knowledge or training in teaching personal safety to children; 3. an employee of an agency whose primary purpose is the teaching of personal safety of children; or 4. a volunteer of such an agency as in item 3 who has undergone a background investigation and has special training in instructing the personal safety of children.

Parents of children receiving the instruction must be notified and must have an opportunity to view instruction materials.

Parents may submit a written request to excuse their child from the instruction (opt out form).

Evidence-Based Prevention Approaches

Child sex abuse prevention programs reliably increase students' knowledge and self-protective skills. Multiple systematic reviews (including a Cochrane review) find medium–large gains in recognizing unsafe situations, refusing/intrusion-resistance skills, and help-seeking.

They also increase disclosures (outcrys).

Meta-analytic evidence shows higher odds that children disclose prior or current abuse after participating in a program—an important secondary-prevention outcome and across trials that measured it, programs did **not** increase fear or anxiety among participants (null effect on harm).

What works best (program design features):

Reviews highlight stronger outcomes when curricula are multi-session, **developmentally tailored (K–12 scaffolding)**, include active rehearsal/role-play, use clear, behaviorally specific rules (**e.g., body-safety rules, secrets vs. surprises**), teach how to access **trusted adults** and reporting pathways, and involve parents/caregivers.

Whole-school approaches (staff training + policy + student lessons) are recommended.

Staff Training & Support

Enough Abuse Nevada Campaign:

Recognize Grooming & Boundary Violations

– Spot early warning signs among staff, volunteers, or peers.

Respond Effectively –

Recognize when abuse may be occurring (developmental vs concerning sexualized behavior) .Clear steps to take when a student discloses or abuse is suspected.



Enough Abuse Nevada Campaign certified trainers:

Michelle Brooks, Social Worker

Tasha Hamilton, Social Worker

Tara Van Patten, Social Worker

Jackie Hostler, School Counselor

Stacy Hughes, DCSD Social Work practicum student

Enough Abuse - Staff training

- Social workers train your staff to do the staff training
- 45 min to all staff
- admin will schedule

Student Curriculum

Counselors, Nurses, Social Workers

Trained in the student curriculum

-1 nurse, 1 counselor trained

-K-8

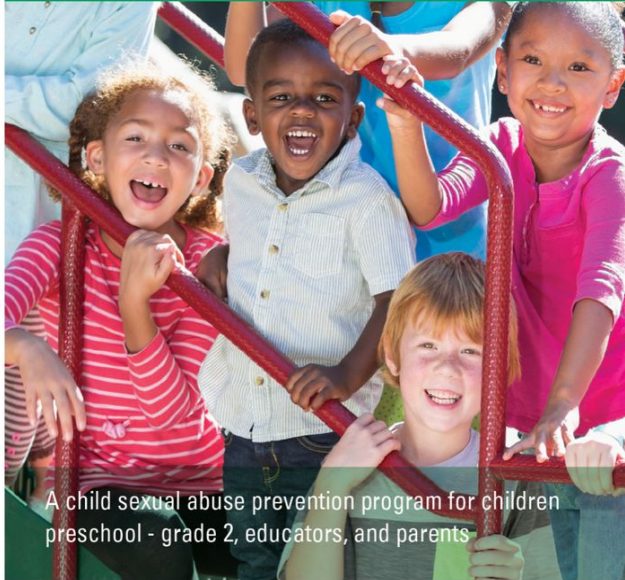
- Advisory, Push-in Lessons, Special Week, FLSE Week,

- Parental Consent -Built In

Student Curriculum

Healthy Relationships Project
Care for Kids®

Sixth Edition



A child sexual abuse prevention program for children
preschool - grade 2, educators, and parents



Pre K-2nd grade

Care for Kids is a developmentally targeted, trauma-informed abuse prevention program for preschool and elementary school communities. The program focuses on building children's healthy relationship skills through a series of six multi-modal and experiential lessons. The curriculum teaches children protective factors such as self-esteem, identifying and expressing emotions, and anatomically correct terms for body parts.

Lessons include:

Asking for Help, Feelings, Understanding our Bodies, Babies, Asking for Permission, Conclusions

Student Curriculum

Healthy Relationships Project

We Care Elementary®

Fourth Edition



A child sexual abuse prevention program for elementary school children grades 3-6, educators and parents



Grades 3-6

We Care Elementary is a developmentally targeted, trauma-informed sexual abuse prevention program for elementary school communities. We Care Elementary focuses on building children's healthy relationship skills through multimodal, highly experiential lessons.

The program focuses on different topics at each grade level that address the risk and protective factors related to victimization and perpetration.

Student Curriculum

Healthy Relationships Project

SAFE-T™ | Sexual Abuse Free Environments for Teens®
Third Edition



A child sexual abuse prevention program for youth grades 7-8, educators and parents



Grades 7-8

The Sexual Abuse Free Environment for Teens™ (SAFE-T) program was designed to promote healthy relationships and behaviors in middle school communities, helping youth identify those areas that put them at risk for being hurt and for hurting others. Through ten lessons, SAFE-T continues the process of developing social emotional skills, and introduces age-appropriate information about topics such as sexual harassment and sexually abusive behaviors.

Training for facilitators

- **4 hour training on curriculum via Zoom**
- **Intended facilitators**
 - **School Social Workers**
 - **School Counselors (elementary/middle school)**
 - **School Nurses/Health Aides**