



LOS ANGELES UNIFIED SCHOOL DISTRICT
BULLETIN

TITLE: Guidelines for Sexual Orientation and Gender Identity Inclusive Education

NUMBER: BUL-6285.0

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ROUTING:

All Schools
 All Offices

PURPOSE: The purpose of this Bulletin is to provide guidance and resources for schools in creating safe and affirming campuses and in addressing sexual orientation and gender identity in instructional and educational activities.

MAJOR CHANGES: This is a new bulletin.

BACKGROUND: California Education Code requires social studies instruction to recognize the contributions to the development of California and the United States of both men and women who are Native American, African American, Mexican American, Asian American, European American, and Pacific Island American. The Fair, Accurate, Inclusive, and Respectful (FAIR) Education Act (Senate Bill 48) was enacted on January 1, 2012. The law has two critical components regarding lesbian, gay, bisexual, and transgender instructional content: 1) it prohibits material and activities that promote bias; and 2) it expands the cultural groups whose contributions must be recognized to include lesbian, gay, bisexual and transgender (LGBT) Americans.

The Student Success and Opportunity Act (SB 1266) was enacted on January 1, 2014. The law requires that transgender students are allowed to attend school and participate in sex-segregated programs, activities and facilities by their gender of identity, irrespective of the sex listed on the pupil’s records.

The FAIR Education Act and the Student Success and Opportunity Act requires school districts to clarify the responsibility of schools in teaching about the contributions of persons whose sexual orientation or gender identity may differ from the predominant norms. Inclusive education gives students a basis of understanding to live in a pluralistic society. It offers students the opportunity to see the world through continued dialogue and differing points of view.

The Los Angeles Unified School District affirms the right of students to see themselves and their families positively portrayed in the curriculum. The 2010



Youth Risk Behavior Survey revealed that 10.7% of LAUSD students identify as non-heterosexual. Additionally, an estimated 16% of students have family members who are not heterosexual. Hence, by learning about LGBT individuals who have contributed to our country, we are also learning about friends, classmates, colleagues, and neighbors.

Education that is inclusive of sexual orientation and gender identity must use terms and concepts that are age and developmentally appropriate. There is a tendency to conflate sexual orientation and sexual behavior. Discussion about sexual orientation does *not* and may not warrant any discussion about sexual behavior. Children understand sexual orientation and gender identity at a very young age. They comprehend that parents have a unique relationship that differs from the relationships they may have with others. They learn the socialized concepts of gender normative behaviors from an early age as well.

California Ed Code § 51932(b) specifies that instruction about gender identity and sexual orientation falls outside any restrictions inherent to sexual health and HIV/AIDS instruction. As such, students cannot opt out of inclusive education.

DEFINITIONS

I. DEFINITIONS

- A. Sexual orientation is a person's emotional and sexual attraction to another person based on the gender of that person. Common terms used to describe sexual orientation include, but are not limited to heterosexual, lesbian, gay, and bisexual. Sexual behavior may not necessarily align with sexual orientation.
- B. Sex is the biological condition of being male or female.
- C. Gender is a person's subjective identity and expression of being male, female, or along the continuum of gender that is independent of sex at birth.
- D. Transgender individuals are those whose gender identity may differ from that of their biological sex.

II. CURRICULAR CONNECTIONS

The Los Angeles Unified School District has a long history of inclusive practices, policies, and curriculum that recognize the diversity of our school communities. Our health education textbooks have included sexual orientation and gender identity for many years. LGBT inclusion is a consideration for newly adopted social studies textbooks. However, culturally responsive and inclusive education uses multiple strategies beyond textbooks to recognize the diversity of school communities and enhance the academic achievement and cultural fluency of all students. Teachers create affirming classrooms where intersecting identities, divergent ideas, and authentic accomplishments are validated and valued.



Inclusive education infuses culturally responsive pedagogy into academic programs.

- A. Tier One - All staff should utilize teachable moments to challenge bias and prejudice whenever it occurs. For young children it can be as simple as challenging rigid gender stereotyping that steers girls away from math and science and tells boys that they cannot be empathetic.
- B. Tier Two - Teachers should recognize the intersecting identities of individuals already in the curriculum. For example, during a unit on the civil rights movement, students can learn that Dr. Martin Luther King, Jr.'s chief strategist, Bayard Rustin, was a gay man who led from the shadows to avoid the criticism of his fellow civil rights activists. An elementary teacher should include LGBT families in the unit on diversity of families.
- C. Tier Three - Teachers often conduct stand-alone units recognizing the contributions of a particular group. September's Hispanic Heritage History month often includes special activities to highlight the many contributions of Latino Americans. Lessons should include the contributions of Latinos who are also LGBT. Similarly, schools could offer lessons and activities on the contributions of gay, lesbian, bisexual and transgender Americans during October LGBT History Month or in conjunction with June's LGBT Pride Month.

III. HUMAN RELATIONS DYNAMICS IN EDUCATIONAL SETTINGS

The responsibility to have positive representation about persons who may be lesbian, gay, bisexual or transgender is clear. Misunderstandings may arise from classroom instruction or beliefs among staff and/or parents. Such instances should be taken seriously. Seek to resolve the misunderstanding.

For assistance in resolving such issues, contact Human Relations, Diversity and Equity at (213) 241-5337 or the Educational Equity Compliance Office at (213) 241-7682.

IV. PERSONAL DISCLOSURE

Staff is expected to maintain a professional decorum at all times when performing in their professional capacity. All staff is held to the same guidelines of appropriate conduct and disclosure of personal information, including sexual orientation or gender identity. Disclosure of sexual orientation or gender identity is within the realm of commonly shared information. LGBT staff shall not be held to different standards than their colleagues.



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- RESOURCES:** For further information, support or resources, contact the following District offices:
- Crisis Counseling and Intervention Services: (213) 241-8264
Educational Equity Compliance Office and Project 10: (213) 241-7682
<http://eeco.lausd.net>
Health Education Programs: (213) 241-3508
Health Education: (213) 241-3570 www.aidspreventionlausd.net
Human Relations, Diversity and Equity: (213) 241-5337
<http://humanrelations.lausd.net>
Office of Curriculum, Instruction, and School Support: (213) 241-5333. The PreK-12 History/Social Science Team, www.lausd.net/history
School Mental Health: (213) 241-3841
Suicide Prevention Services: (213) 241-1259
- ADDITIONAL MATERIALS:** There are numerous sources for supplemental materials to assist schools in recognizing their diverse school communities. Educators are encouraged to use professional judgment in adopting supplemental materials.
- <http://humanrelations.lausd.net>
<http://www.safeschoolscoalition.org>
<http://civilliberty.about.com/od/gendersexuality/tp/History-Gay-Rights-Movement.htm>
www.tolerance.org
www.adl.org
- ASSISTANCE:** For assistance please contact:
- Judy Chiasson, Human Relations, Diversity & Equity: (213) 241-5626
Julie Hall-Panameño, Educational Equity Compliance Office: (213) 241-7682
Tim Kordic, Health Education, (213) 241-3519
Gerardo Loera, Office of Curriculum, Instruction and School Support: (213) 241-5333
- AUTHORITY:** Board Resolution, “Development of Bullying Policy,” passed November 27, 2001
Board Resolution, “To Enforce the Respectful Treatment of All Persons,” passed October 10, 1988
[Responding to and Reporting Hate-Motivated Incidents and Crimes](#), BUL-2047.0, dated October 10, 2005, issued by the Office of General Counsel
[Student Dress Codes/Uniforms](#), BUL-2549.1, dated December 15, 2009, issued by the Office of the Chief Operating Officer
Guidelines for Teaching About Religions, BUL-5479.1, dated April 25, 2014, issued by the Office of the Superintendent



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[Suicide Prevention, Intervention and Postvention \(Students\)](#), BUL-2637.1, dated July 16, 2012, issued by School Operations and Student Health and Human Services

[Bullying and Hazing Policy \(Student-to-Student and Adult-to-Student\)](#), BUL-5212.1, dated September 17, 2012, issued by School Operations

[Transgender Students-Ensuring Equity and Nondiscrimination](#), BUL-6224.0, dated February 7, 2014, issued by the Office of General Counsel