
GET THE FACTS: WHAT GUSD STUDENTS LEARN AT SCHOOL

Message from Superintendent Vivian Ekchian, Ed.D.

In Glendale Unified, we are committed to providing a **safe, inclusive** environment where **every** child can learn and thrive. We **follow all laws and policies** established by the California legislature and Department of Education.

We know that **kids do better when their parents are involved** in their education. We work with parents as partners and encourage all parents and other caregivers to be **inquisitive and engaged** with what is going on in our school community.

In this document, you will find information to help understand our curriculum and policies, how our decisions are guided by California law and our core values, and the options parents/guardians have to **ask questions, address concerns, or opt out** of certain educational opportunities. We will continue to add new topics and information to this document.

Let's continue to work together, commit to having difficult conversations, ask questions, and maintain a civil discourse for the benefit of all students.



Topics Included in This Document

[Curriculum and Instructional Materials](#)

[Teen Development and Sex Education](#)

[Gender Identity and Transgender Students](#)

See Something, Say Something, Do Something!

If you see something on campus, in the community, or on social media that concerns you, please reach out immediately!

1. Talk to your teacher or principal
2. Contact the district office (818) 241-3111
 - Elementary Instruction, Executive Director Dr. Brook Reynolds, Ext. 1224
 - Middle and High School Instruction, Executive Director Dr. Chris Coulter, Ext. 1214
 - School Safety, Director Hagop Eulmessekian, Ext. 1243
3. Submit a tip at www.gusd.net/TipLine (tips can be submitted anonymously)

Get the Facts: What GUSD Students Learn at School

Curriculum and Instructional Materials

Key Points

- GUSD has a process for selecting curriculum and instructional materials.
- We intentionally include diverse voices and lessons in our curriculum, supplemental materials, and library books so all children can see themselves in the curriculum and understand the diversity of their peers.
- Elementary curriculum related to diversity, including LGBTQ+ issues, is focused on highlighting all different types of families. Elementary curriculum does not include specific information about LGBTQ+ or gender identity.
- History and social science materials are aligned to the CA History Social Science Framework and CA Senate Bill 48 (The FAIR Education Act).
- Administrators and teachers are trusted to use professional judgment when deciding if a particular topic is suitable for study or discussion in accordance with CA Education Code and state law.
- GUSD has a process for parents/guardians to report concerns about what is being taught in their child's classroom. The first step is to address any concerns with the school principal.
- Parents/guardians can contact their principal to get a tour of their child's library, talk about the curriculum selection process, and address concerns.

More Information

- [Frequently Asked Questions about CA Senate Bill 48 \(the FAIR Education Act\)](#)
 - The FAIR Education Act was signed into law in 2011. It requires that California public schools provide Fair, Accurate, Inclusive and Respectful representations of our diverse ethnic and cultural population in the K-12 grade history and social studies curriculum.
 - According to the FAIR Education Act, instruction in history/ social science shall include the following ethnic and cultural populations in the teaching California and United States history: both men and women; Native Americans; African Americans; Mexican Americans; Asian Americans; Pacific Islanders; European Americans; Lesbian, gay, bisexual, and transgender Americans; and Persons with disabilities.
- [California History Social Science Framework](#)
 - On July 14, 2016, the CA State Board of Education adopted an updated History–Social Science Framework for California Public Schools that includes new guidance for how to integrate the content required by the FAIR Education Act into classroom instruction.
- GUSD Board Policies and Administrative Regulations aligned to curriculum and instruction:
 - [Board Policy](#) and [Admin. Regulation](#) 6141: Curriculum Development and Evaluation
 - [Board Policy](#) 6144: Instruction on Topics of Political and Socio-Cultural Importance
 - [Board Policy](#) and [Admin. Regulation](#) 6161.1: Selection and Evaluation of Instructional Materials
 - [Board Policy](#) 6161.11: Supplementary Instructional Materials
 - [Board Policy](#) 6163.1: Library Media Centers (including selection and evaluation of library materials)

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Teen Development and Sex Education

Key Points

- In GUSD, health instruction related to teen development and sexual health education is taught in grades 5 (development/maturation), 7 and 9 (sex education/ HIV prevention).
- Parents/guardians may review the materials for development/maturation and sex education curriculum in advance and opt their child out of these lessons if they choose.
- The option to opt out pertains only to certain curriculum, including development/maturation and sex education. Parents/guardians **may not** opt their child out of any lesson referencing LGBTQ+ individuals and history, as dictated by the FAIR act.
- Grade 5 development/maturation instruction:
 - Focuses on body changes that occur during puberty.
 - Boys and girls are separated into two different rooms and shown a 16–20-minute video, typically by the school nurse.
 - Some schools provide a video link to parents to show at home in lieu of watching the video at school.
- Grade 7 and 9 sex education instruction
 - Aligned to the California Healthy Youth Act
 - Taught in 7th grade science (spring) and 9th grade health classes

More Information

- [CA Assembly Bill 329 Pupil instruction: sexual health education](#)
- [California Healthy Youth Act, California Education Code sections 51930–51939](#)
 - “Each school district shall ensure that all pupils in grades 7 to 12, inclusive, receive comprehensive sexual health education and HIV prevention education from instructors trained in the appropriate courses. Each pupil shall receive this instruction at least once in junior high or middle school and at least once in high school.”
- [CA Department of Education: Comprehensive Sexual Health and HIV/AIDS Instruction](#)

Transgender Students

Key Points

Gender Identity and Pronouns

- GUSD's policies follow the law and require the signature of a parent or guardian before an official school record is changed.
- Since 2013, state law has mandated that students have a right to ask to be referred to by a name or pronoun that might be different from that on their official record. A school may not question the student's asserted gender identity.
- Disclosing a student is transgender without the student's permission may violate California antidiscrimination laws.
- A school must protect children from being teased for failing to conform to sex stereotypes, including being deliberately referred to by the name and/or pronouns associated with the student's assigned sex at birth.

Locker Rooms

- California law requires that, "students shall have access to the restroom and locker room that corresponds to their gender identity asserted at school."
- All GUSD locker rooms are equipped with private changing facilities for any student who wishes to use them.
- No student is ever forced to disrobe or change clothes in front of any adult at school.

More Information

Federal Law

- Title IX prohibits sexual harassment and discrimination based on gender or sex stereotypes in every jurisdiction. While Title IX does not specifically use the terms "transgender" or "gender identity or expression," courts have held that harassment and other discrimination against transgender and gender nonconforming people constitutes sex discrimination.
- This position has also been supported by the U.S. Department of Education. These rights were clarified in the October 26, 2010, "Dear Colleague Letter" and the April 29, 2014, guidance issued by the U.S. Department of Education, Office for Civil Rights.

CA Ed Code 220

- No person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation, or any other characteristic that is contained in the definition of hate crimes set forth in Section 422.55 of the Penal Code, including immigration status, in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance, or enrolls pupils who receive state student financial aid.

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Laws pertaining to students who have changed their gender in their official record:

- [From the California Department of Education FAQ: What steps should a school or school district take to protect a transgender or gender nonconforming student's right to privacy?](#)
 - To prevent accidental disclosure of a student's transgender status, it is strongly recommended that schools keep records that reflect a transgender student's birth name and assigned sex (e.g., copy of the birth certificate) apart from the student's school records.
 - Schools should consider placing physical documents in a locked file cabinet in the principal's or nurse's office.

Laws pertaining to a students' gender identity expressed at school:

- [CA Assembly Bill 1266 \(2013\)](#)
 - Requires that a pupil be permitted to participate in sex-segregated school programs and activities, including athletic teams and competitions, and use facilities consistent with his or her gender identity, irrespective of the gender listed on the pupil's records.
- [CA School Boards Association \(CSBA\) Analysis of State Law](#)
 - An LEA should accept a student's asserted gender and treat the student in a manner consistent with that student's gender identity, especially where the student either: (1) expresses that identity at school or (2) where there is other evidence that this is a sincerely held part of the student's core identity.
 - If either criteria is met, then **a school may not question the student's asserted gender identity** except in the rare circumstance where school personnel have a credible basis for believing that the student is making that assertion for some improper purpose.
 - Schools cannot require a student to provide any particular type of diagnosis, proof of medical treatment or meet an age requirement as a condition to receiving the protections afforded under California's anti-discrimination statutes.
- [From the California Department of Education FAQ: How should school districts and schools address harassment, bullying and abuse of transgender students?](#)
 - California law requires that schools provide all students with a safe, supportive and inclusive learning environment, free from discrimination, harassment, and bullying.
 - Examples of harassment and abuse commonly experienced by transgender students include, but are not limited to:
 - being teased for failing to conform to sex stereotypes,
 - **being deliberately referred to by the name and/or pronouns associated with the student's assigned sex at birth,**
 - being deliberately excluded from peer activities, and
 - having personal items stolen or damaged.
 - School district efforts to prevent and address harassment **must include**:
 - strong local policies and procedures for handling complaints of harassment.
 - consistent and effective implementation of those policies, and
 - encouraging members of the school community to report incidents of harassment.
 - Beyond investigating incidents, schools should implement **appropriate corrective action to end the harassment** and monitor the effectiveness of those actions.

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- [From the California Department of Education FAQ: How does a school or school district determine the appropriate facilities, programs, and activities for transgender students?](#)
 - A school may maintain separate restroom and locker room facilities for male and female students. However, students shall have access to the restroom and locker room that corresponds to their gender identity asserted at school.
 - A “gender neutral” restroom or private changing area may be used by any student who desires increased privacy, regardless of the underlying reason.
 - **Schools cannot require a transgender student to use those alternatives.**
 - Some students (or parents) may feel uncomfortable with a transgender student using the same sex-segregated restroom or locker room. This discomfort is not a reason to deny access to the transgender student. School administrators and counseling staff should work with students and parents to address the discomfort and to foster understanding of gender identity, to create a school culture that respects and values all students.