

# Building Inclusive Curriculum: The Fair Act and K-12 Education

November 5, 2025

# The FAIR Act

Fair

Accurate

Inclusive

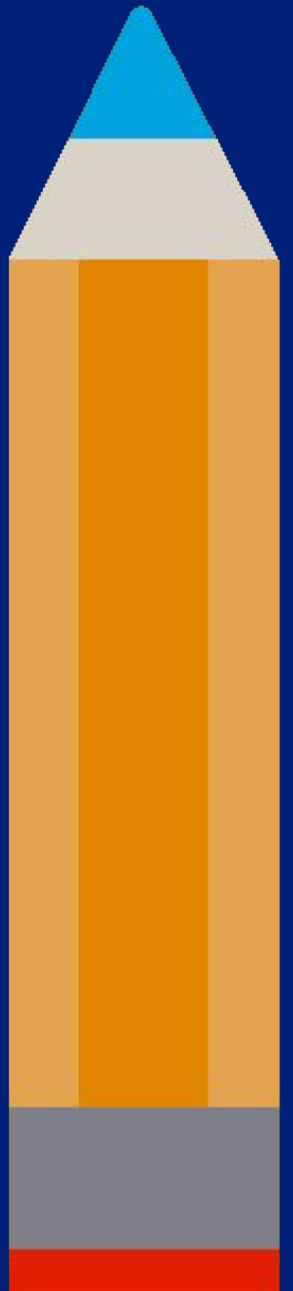
Respectful

The FAIR Education Act requires schools to include factual lessons about social movements, current events and history of **people of color, people with disabilities and LGBT people** into existing social studies coursework.

SB 48:  
signed into  
law by  
California  
Governor  
Jerry  
Brown, July  
14, 2011

# **The FAIR Act and K–12 Classrooms:**

**How are educators and schools working to implement the FAIR Act?  
What further supports are needed?**



# Classroom Application of the FAIR Act

Math, Science & Technology  
Magnet at Roosevelt HS



**Alexa Mejia (she/her)**  
11th Grade Student & Youth  
Ambassador for Queer  
History at One Institute



**Danielle Torrez (she/her)**  
Teacher & Pride Club  
Co-Advisor  
HRDE LGBTQIA+ Liaison

**Danielle Torrez (she/her)**  
**Teacher & Pride Club Co-Advisor**  
**HRDE LGBTQIA+ Liaison**

## Math, Science & Technology Magnet at Roosevelt HS

# When I hear Students use homophobic slurs, I feel...

- Disgusted
- Stunned
- disgusted & weird
  - weirded out

I feel invalid because slurs homophobic slurs are used to dehumanize the community.

I feel sad.

I feel angry

Disappointed.

Concerned and Confused

I Get upset.

Sad & hurt

uncomfy

Taken aback

Uncomfortable

Angry and disappointed

Agitated

Disappointed

upset & disappointed

I feel upset.

"I feel invalid because homophobic slurs are used to dehumanize the community"

# Inclusive spaces look like/ Sound like/feel like...

- Sound like  
- affirming others
  - looks like everybody being authentic to their true selves.
  - accepting & safe
- Welcoming ✓  
comfortable
  - Feels like a safe space
  - comfort
- Look diverse
  - it looks like everyone coming together to help others feel loved and welcomed especially when the person is shy or anxious
- Comforting
  - it feels non-judgmental & supportive
  - accepting
  - feel safe.
  - it feels comfortable

"they feel accepting"  
"safe" "comfortable"

When my identity is affirmed, I feel...

Confident

I feel accepted and seen. As someone who cannot transition into a male yet, it makes things feel light and welcoming.

Accepted

Good

Happy

Confident and Hopeful

Good

HAPPY

Good

Seen

Good

“accepted and seen”

“confident and hopeful”

## Responses from Pride Club Students

# Our Curriculum and the FAIR Act

## #5 North America – Two-Spirit

We'wha was one of the most famous Zuñi lha Two-Spirit. Though a contemporary term, the deep roots within indigenous cultures. It refers to those who occupy a more fluid gender role in their culture, who transgress conventional notions of male and female. Two-Spirit had an accepted place within many indigenous cultures.

We'wha is an exalted example of what it is to be a Two-Spirit. We'wha was a bridge-builder across gender and cultural boundaries. Having learned English at an early age, We'wha acted as a liaison to the White settler communities in the American Southwest. It was We'wha's job to explain about Zuñi culture and traditions. When the U.S. Army official ambassador to travel to Washington, the Zuñi chose We'wha.

Document D: LGBTQIA+ People



Source: The Weiner Holocaust Library.

Note: the pink triangle was a symbol given to gay men in the concentration camps.

**Background:** By the 1920s, Paragraph 175 of the German Penal Code, which criminalised homosexual acts, was being applied less frequently. Magnus Hirschfeld's Institute for Sexual Science led the world in its scientific approach to sexual diversity and acted as an important public centre for Berlin lesbian, gay, bisexual and transgender life. In 1929 the process towards complete decriminalisation had been initiated within the German legislature.

z, whose true identity was known by many of the men around her, reputation for threatening anyone who tried to seduce her. Herrera ended to the lie a little more, telling fellow soldiers that she shaved at the time. She eventually earned recognition for her courage, valor and skill for destroying bridges.

**Notes:** It's believed that Robles was actually one of the first openly gay men in history, and the only documented part of the world. To appear in large chest pockets, common in military uniforms at the time. In 1970, Robles was specifically mentioned and listed Robles specifically in the document, which made him the first.



ed the ranks to lead as many as 100 men. He achieved officer status and was called *generalas*, Piccato

o says. "They proved that they were not gay by simply by being a coronella you were criticizing

from Patricia Viramontes

Danielle Torrez (she/her)  
Teacher & Pride Club Co-Advisor  
HRDE LGBTQIA+ Liaison

Math, Science & Technology  
Magnet at Roosevelt HS

# Our Curriculum and the FAIR Act

## Think-Pair-Share

Source 1: "Ain't Nobody's Bizness If I Do". Written by Robbins & Porter Grainger. Sung by Bessie Smith

There ain't nothing I can do or nothing I  
can say  
That folks don't criticize me  
But I'm goin' to do just as I want to  
anyway  
And don't care if they all despise me  
If I should take a notion  
To jump into the ocean  
'T ain't nobody's bizness if I do, do, do,  
do  
If I go to church on Sunday  
Then just sing the shimmy down on  
Monday  
Ain't nobody's bizness if I do, if I do

One Institute Lesson plan by Miguel Covarrubias



The Biltmore Invasion by the Gay Liberation Front  
(Updated: March 20, 2022)

Sylvia Rivera

Welcome everybody, my name is Sylvia Rivera. I am a proud Puerto Rican from New York. My story is quite full of ups and downs so bare with me. I am proud to say that I am a lesbian so you can refer me as a 'her' just in case no one was aware. When I was a little kid, a lot of boulders came pouring over me. My father abandoned my mother which led my mother to commit suicide. After that my grandmother took care of me. That's when I started to tell more about myself. I started to wear makeup and shaved my eyebrows. I told my grandmother not too long after because she abused me. I was 10 years old at that time I became a sex worker as a poor young adult. I knew life wasn't going to be easy. I overheard limitless things about myself that I loved and that's how I started to realize that gay people were being mistreated here in New York or anywhere else, so now you might be wondering, what exactly was my role in society? I was part of the Gay Liberation Movement. It was discouraging me that our own

**Danielle Torrez (she/her)**  
**Teacher & Pride Club Co-Advisor**  
**HRDE LGBTQIA+ Liaison**

**Math, Science & Technology**  
**Magnet at Roosevelt HS**

# Our Curriculum and the FAIR Act

**Pride, Resistance, Joy:**  
Teaching Intersectional LGBTQ+ Stories of California and Beyond



"Richard Adams and Anthony Sullivan," May 1984, Sullivan (Anthony Corbett) v. Immigration and Naturalization Service legal records, ONE Archives at the USC Libraries.

**Inquiry Question: *How did LGBTQ+ immigrants push for more inclusive immigration policies in the 1970s and 1980s?***

One Institute Lesson plan by Carla Ayala

# Our Curriculum and the FAIR Act

## Confronting Pushback

- Reminding students of the **FAIR Act** – this is actually something we go over in all advisory classrooms so every student is aware of it
- Reminding students of **expected classroom norms/guidelines** – homophobia/transphobia is not acceptable and there will be **consequences** (this is where admin support is really crucial!)



*Lesson plan presented in all advisory classes; adapted from One Institute lesson plan created by Eunice Ho*

Danielle Torrez (she/her)  
Teacher & Pride Club Co-Advisor  
HRDE LGBTQIA+ Liaison

Math, Science & Technology  
Magnet at Roosevelt HS

# Our Curriculum and the FAIR Act

## Support for Lessons

- Professional Development from HRDE (shout out to Frances Marion who came to present to MSTMA!)
- Time to collaborate within department and grade level meetings

### Today's Presentation

- Intro to SOGIE
- Risk and protective factors for LGBTQ+ youth
- Affirming practices for educators
- Resources and Q&A



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# Impact of the FAIR Act in the Classroom

- Learning about LGBTQIA history matters because I feel it is important to know about the history that the LGBTQIA community has done for many people and to **make us feel accepted, seen, heard, or even safe,** and even give us different opportunities as well. I also feel it is important because their history is **just as important as any other topic of history**
- Something I think schools and teachers can do to make curriculum more inclusive is including some sort of way to make it mandatory or a **requirement** to learn about queer and trans history
- It's made me really **happy** to learn about queer and trans history in class and through the Youth Ambassador program and it makes me **curious to know more!**

Danielle Torrez (she/her)  
Teacher & Pride Club Co-Advisor  
HRDE LGBTQIA+ Liaison

Math, Science & Technology  
Magnet at Roosevelt HS

# What would it take to scale up how educators and schools implement the FAIR Act?

- **Paid Professional Development** from community organizations and experts like *One Institute*
- **Support** and **expectations** from admin along with planning time to create lessons
- **Instructional coaching** to teachers who are novices and trying to implement LGBTQIA+ curriculum

**Katie O'Hearn,  
Educator**

# **Lake Balboa College Preparatory SPAN K-12**

Katie O’Hearn (she/her)  
5th Grade ELA/Social Studies Teacher  
HRDE LGBTQIA+ Liaison  
UTLA Chapter Chair

Lake Balboa College  
Preparatory Magnet K-12

# LGBTQIA+ Curriculum in My Classroom

Name: \_\_\_\_\_ Number: \_\_\_\_\_

REFLECTION: USING INCLUSIVE, RESPECTFUL LANGUAGE  
NATIONAL COMING OUT DAY - OCTOBER 11, 2023

Why do you think kids sometimes use the word "gay" incorrectly?

Why is it hurtful to use the word "gay" (or any words related to the LGBTQIA+ community) incorrectly?

What do you think you do to prevent kids from calling other names and using these words incorrectly?

What can you do if you hear/see this kind of name calling happening?

Independent  
written reflection

Padlet  
Discussion

Anonymous  
2 years ago

I would tell them that just because I'm doing something specific doesn't mean that it is gay, I used to draw rainbows in 3rd grade and they would accuse me for "being" gay.

Anonymous  
2 years ago

I would either act like a know it all and say lesbian since im a girl, or not care at all

Anonymous  
2 years ago

I will feel so sorry for them but if they are okay with it I will not do anything but if they feel insulted I will help them and support them long as I can.

National Coming Out Day 2023

Question 4

How would you feel (or have you felt) if someone used the phrase "that's so gay" about something you like or something you are doing?

Anonymous  
2 years ago

someone did in 3rd grade and it hurt my feelings

Anonymous  
2 years ago

I was personally be very upset and insulted even if it is who I truly am, that one comment made me seem like being who I am is a crime or disgusting even though it is absolutely fine to be who you are no matter what.

LGBTQIA  
+ History  
Month  
Brochure

|                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                      |
|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <div>Replace this shape with a picture of the person</div> | <div>RESOURCES USED</div> <div><a href="#">Alvin Ailey by Andrea Davis Pinkney</a></div> <div><a href="#">What Do You Do with a Voice Like That? The Story of Extraordinary Congresswoman Barbara Jordan by Chris Barton</a></div> <div><a href="#">Pride: The Story of Harvey Milk &amp; the Rainbow Flag by Rob Sanders</a></div> <div><a href="#">I Am Jazz by Jazz Jennings</a></div> <div><a href="#">Fearless Mary: Mary Fields, American Stagecoach Driver by Tami Charles</a></div> <div><a href="#">Sewing the Rainbow: A Story About Gilbert Baker by Gayle E. Pitman</a></div> | <div>LGBTQ HISTORY MONTH</div> <div>A brochure by:</div> <div>Replace this shape with an image</div>                                                                                                 |
| <div>Replace this shape with a picture of the person</div> | <div>PERSON'S NAME</div> <div>Time period:</div> <div>Accomplishments:</div> <div>Interesting fact:</div> <div>3 words to describe:</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <div>WHAT IS LGBTQ HISTORY MONTH?</div> <div>LGBTQ History Month is</div> <div>WHY DO YOU THINK IT IS IMPORTANT?</div> <div>In my opinion, this is important because</div>                           |
| <div>Replace this shape with a picture of the person</div> | <div>PERSON'S NAME</div> <div>Time period:</div> <div>Accomplishments:</div> <div>Interesting fact:</div> <div>3 words to describe:</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <div>PERSON'S NAME</div> <div>Replace this shape with a picture of the person</div> <div>Time period:</div> <div>Accomplishments:</div> <div>Interesting fact:</div> <div>3 words to describe:</div> |

Katie O'Hearn (she/her)  
5th Grade ELA/Social Studies Teacher  
HRDE LGBTQIA+ Liaison  
UTLA Chapter Chair

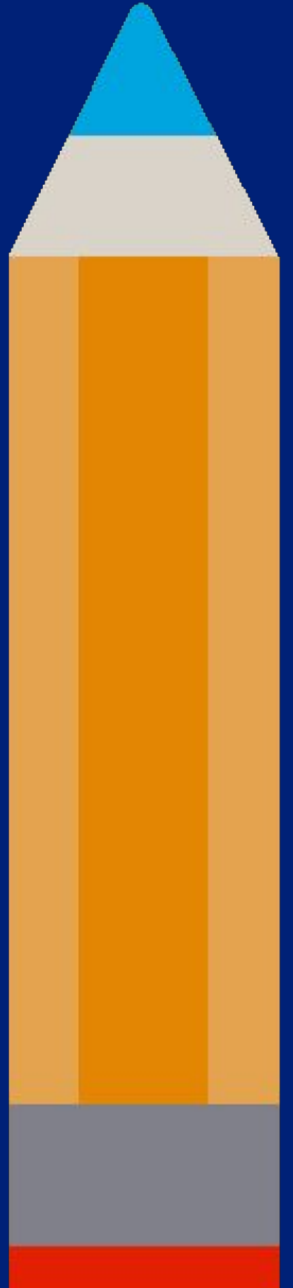
Lake Balboa College  
Preparatory Magnet K-12

# How can LAUSD fully support LGBTQIA+ curriculum and the FAIR Act?

1. **Mandatory professional development** for all staff members on the FAIR Act and its application in the classroom
2. **Mandatory professional development** for all administrators on the FAIR Act and its application in the classroom
3. **Clear messaging to families** about the FAIR Act
4. **Clear, written guidelines** for administrators on how to handle pushback and students/families trying to opt out of this curriculum
5. **Systems of support for teachers** using LGBTQIA+ curriculum who experience pushback, hostility, or harassment

**District Resources and Support:**

**How does LAUSD support schools and educators to implement the FAIR Act?**



**Cristina Vigil, LCSW (she/ella)**  
**Frances Marion, LCSW (she/her)**

Mental Health Consultants

# Human Relations, Diversity, and Equity

**SSAS**  
Student Support and  
Attendance Services

**LAUSD**  
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## The Student Support and Attendance Services (SSAS) Branch

is committed to fostering an affirming, inclusive, positive, and equitable environment for all students, including students who are LGBTQ+, in foster care, experiencing homelessness, or in contact with the juvenile justice system.

### Our Mission

The Branch's mission centers on ensuring that all students are fully supported, attending, engaged, and empowered throughout their academic journey. SSAS supports the community of students, staff, and families who are united in a shared vision of acceptance and celebration.

Visit us at:

[www.lausd.org/SSAS](http://www.lausd.org/SSAS)

# Human Relations, Diversity & Equity Department Roster



**Julie Hall-Panameño** (she/her)  
Specialist

Region North  
**Cristina Vigil, LCSW (she/ella)**  
Mental Health Consultant

Region North  
**Jessica Saldivar, LCSW (she/her)**  
Mental Health Consultant

Region East  
**Frances Marion, LCSW (she/her)**  
Mental Health Consultant

Region East  
**Susie Zoeckler, LCSW (she/her)**  
Mental Health Consultant

Region South  
**Tina Southern, LCSW (they/she)**  
Mental Health Consultant

Region West  
**Samantha Gottell, LCSW (she/her)**  
Mental Health Consultant

Central Office  
**Talia Guppy, LCSW (she/her)**  
Mental Health Consultant

# Human Relations Diversity and Equity

*Our mission is to create welcoming learning and working environments where people of all identities are seen and welcomed.*



## What We Do and How We Support the Fair Act:

### **Build Educator Capacity**

Provide professional learning to strengthen inclusive, identity-affirming, and culturally responsive practices that bring the FAIR Act to life in classrooms.

### **Lead LGBTQ+ Advocacy & Bullying Prevention**

Support for LGBTQ+ inclusion and anti-bullying initiatives that promote safety, belonging, and respect for all students.

### **LGBTQ+ Liaisons**

Train school-based liaisons and provide guidance, resources, and collaboration opportunities to strengthen GSA clubs and affirming school communities.

### **Foster Inclusive School Environments**

Lead initiatives that create welcoming campuses where all students, including LGBTQ+ students feel seen, valued, and supported.

### **Collaborate Across Systems**

Partner with divisions, schools, families, and community organizations to advance diversity, equity, and inclusion.

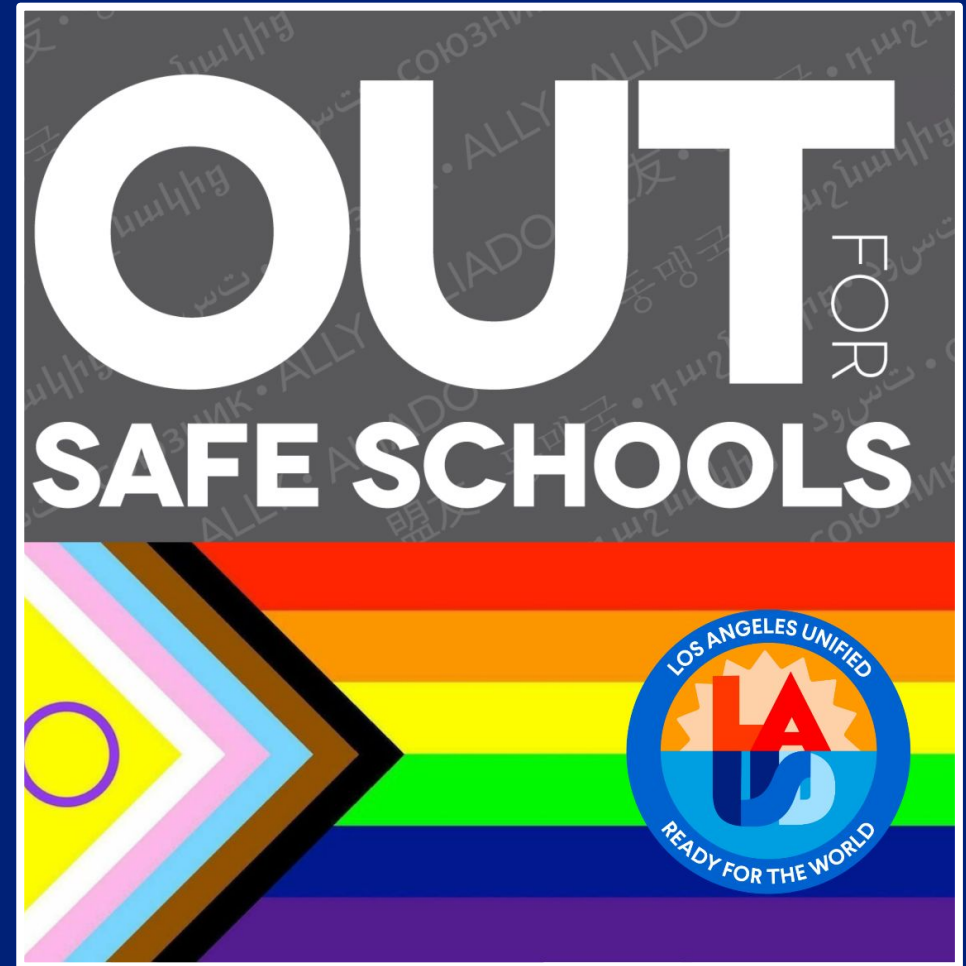
### **Provide Resources & Tools**

Develop and share affirming school toolkits, observance month guides (e.g., LGBTQ+ History Month,), and communication materials that help schools honor and represent students.

# Human Relations, Diversity & Equity

**Cristina Vigil, LCSW (she/ella)**  
**Frances Marion, LCSW (she/her)**

Mental Health Consultants



# The FAIR Act

Fair

Accurate

Inclusive

Respectful

The FAIR Education Act requires schools to include factual lessons about social movements, current events and history of **people of color, people with disabilities and LGBT people** into existing social studies coursework.

SB 48:  
signed into  
law by  
California  
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Brown, July  
14, 2011

## FAIR Education Act (SB 48)

Inclusive  
curriculum  
reflecting LGBTQ+  
contributions



**LAUSD Affirms  
LGBTQ+ Students,  
Staff, and Families**

LA Unified School District is committed to fostering an affirming learning and working environment for our LGBTQ+ students, staff, and families.

**LGBTQ+ Affirming Policies**

|                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>NAMES/PRONOUNS</b><br/>Students and staff may be addressed by their asserted names and pronouns.</p> <p><b>RESTROOM ACCESSIBILITY</b><br/>Students and staff may use the restroom that aligns with their affirmed gender identity.</p> <p><b>LOCKER ROOM ACCESSIBILITY</b><br/>Students may use the locker room that aligns with their affirmed gender identity.</p> | <p><b>SPORTS, ATHLETICS AND PHYSICAL EDUCATION</b><br/>Students may participate in physical education and athletics that is in alignment with their gender identity.</p> <p><b>DRESS CODES AND SCHOOL UNIFORMS</b><br/>• Dress codes are gender neutral for students (LAUSD B.G. 5450).<br/>• Staff may wear professional attire that consistent with their gender identity/expression.</p> <p><b>INCLUSIVE CURRICULUM</b><br/>California Ed Code requires that curriculum is inclusive of LGBTQ+ identities (Fair Education Act, 2011, CA 518.48).</p> |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

# Additional CA Protections

## Ed Code § 200 & 220

Prohibits discrimination based on gender identity/expression and sexual orientation

## Ed Code § 221.5 & AB 1266

Allows participation in programs and use of facilities consistent with gender identity

## Ed Code § 218

Requires safe spaces and support resources for LGBTQ+ students



# Additional CA Protections

## AB 1955 (SAFETY Act 2024)

Protects student privacy; prohibits forced “outing”

## CA Healthy Youth Act (§ 51930–51939)

Mandates inclusive, medically accurate instruction

## The Safe and Supportive Schools Act of 2023 (AB 5)

Mandates that all certificated staff that serves grades 7-12 complete a minimum of 60 minutes of LGBTQ+ cultural competency training each year.



# A School-Wide Approach

- PD for all certificated and classified staff
- Parent/caregiver workshops
- Affirming visuals, such as posters, pins, bookmarks, etc.
- GSA and Rainbow Club support
- Book Lists, sample lesson plans, and toolkits
- LGBTQ+ Liaison to HRDE initiative











# Tiered Supports

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**ALL students, staff, and families - we see you and welcome you!**

- All racial backgrounds
- All skin colors
- All ethnicities & cultures
- All countries of origin
- All languages
- All (dis)abilities
- All body types
- All genders
- All sexual orientations
- All religious beliefs

**EVERYONE BELONGS**

HUMAN RELATIONS, DIVERSITY & EQUITY [www.lausd.org/human-relations](http://www.lausd.org/human-relations)



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**A TODOS los estudiantes, el personal y las familias - ¡los reconocemos y les damos la bienvenida!**

- Todos los orígenes raciales
- Todos los colores de piel
- Todos los orígenes étnicos y las culturas
- Todos los países de origen
- Todos los idiomas
- Todas las (dis)capacidades
- Todos los tipos de cuerpo
- Todos los géneros
- Todas las orientaciones sexuales
- Todas las creencias religiosas

**TODOS PERTENECEN**

RELACIONES HUMANAS, DIVERSIDAD Y EQUIDAD [www.lausd.org/human-relations](http://www.lausd.org/human-relations)



# Universal





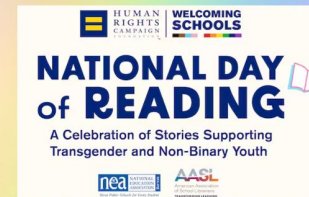
# National Day of Reading



## Educator Toolkit



**Virtual Read-Aloud**  
**Friday, February 28, 2025**  
**10:30–11:30 AM**



Hosted by Human Relations, Diversity, and Equity and cosponsored by Black Student Achievement Plan (BSAP), Region North, School Mental Health, Division of Special Education, Division of Instruction, Library Textbook Support, and Student Support & Attendance Services.

# Targeted



## Rainbow Club

Informational Meeting  
for Educators

**Monday, October 27th**  
**2:45 PM**

Join Human Relations, Diversity & Equity for a collaborative meeting about clubs that support a welcoming and inclusive environment for LGBTQ elementary students, their friends and allies.

Participants will leave with a digital Rainbow Club Starter Kit!

[tinyurl.com/RainbowEducators](https://tinyurl.com/RainbowEducators)





&



present...

## STUDENT CLUBS in Elementary Schools

**Informational Meeting for Educators**

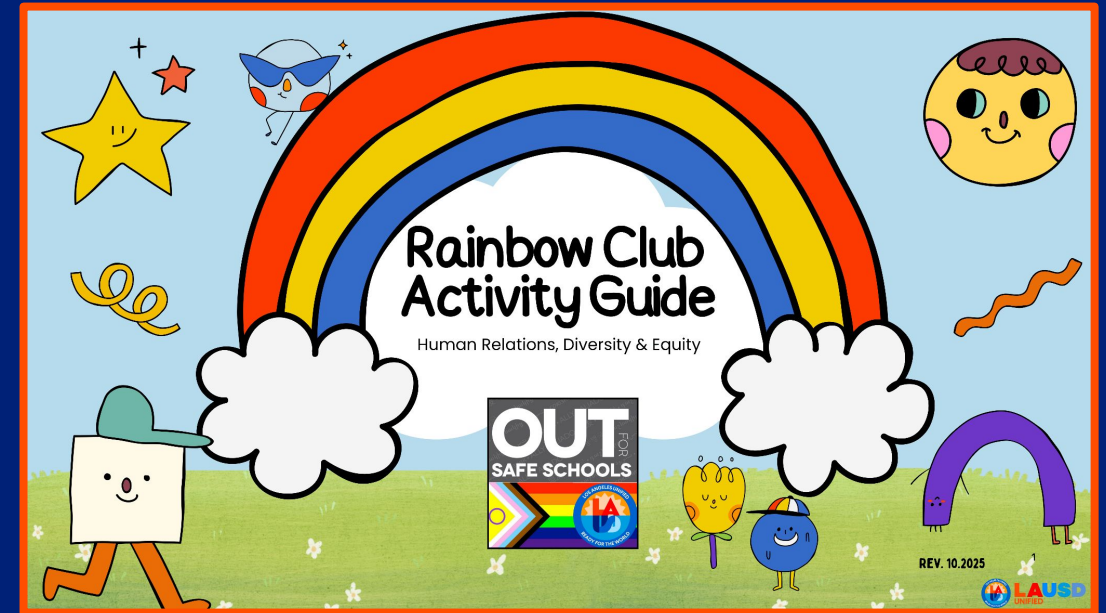
**Wednesday | Mar 12 | 2:45 PM**

[Click here to join Zoom!](#)

- Hear from educators who have started clubs, such as Rainbow Clubs, Black Student Unions, and Latine Clubs at their schools
- Get activity ideas and a step-by-step guide to starting a club

Email [humanrelations@lausd.net](mailto:humanrelations@lausd.net) for questions about starting an identity-affirming club. Questions about BSUs in Region North can be directed to [kmw9987@lausd.net](mailto:kmw9987@lausd.net).  
Approved by Josie Stevens, Regional Director - BSAP





## LGBTQ+ Liaison to Human Relations, Diversity, & Equity (HRDE)

LGBTQ+ Liaisons to HRDE are educators who serve as point persons on topics related to LGBTQ+ support and advocacy.



### Responsibilities include:

- Serving as a liaison for critical information, policies and updates between HRDE and your site
- Providing referrals to HRDE resources, as well as to other supports
- Stay current on HRDE website and initiatives
- Advocating for relevant professional development and parent/caregiver workshops
- Identifying pathways for a GSA/Rainbow Club on campus

### Desired qualifications:

- District employee
- Onsite 3+ days per week
- Participate in HRDE trainings, office hours, etc.

# Parent & Family Engagement



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## Grupo de Apoyo Virtual para Padres y Cuidadores

Un grupo para:

- Padres/cuidadores de estudiantes LGBTQ+
- Padres/cuidadores LGBTQ+

Los temas incluyen:

- Apoyando la salud mental de su hijo
- Cómo afrontar los desafíos en la escuela
- Comprender los apoyos disponibles y los recursos comunitarios

**7:00 PM**  
**2º miércoles**

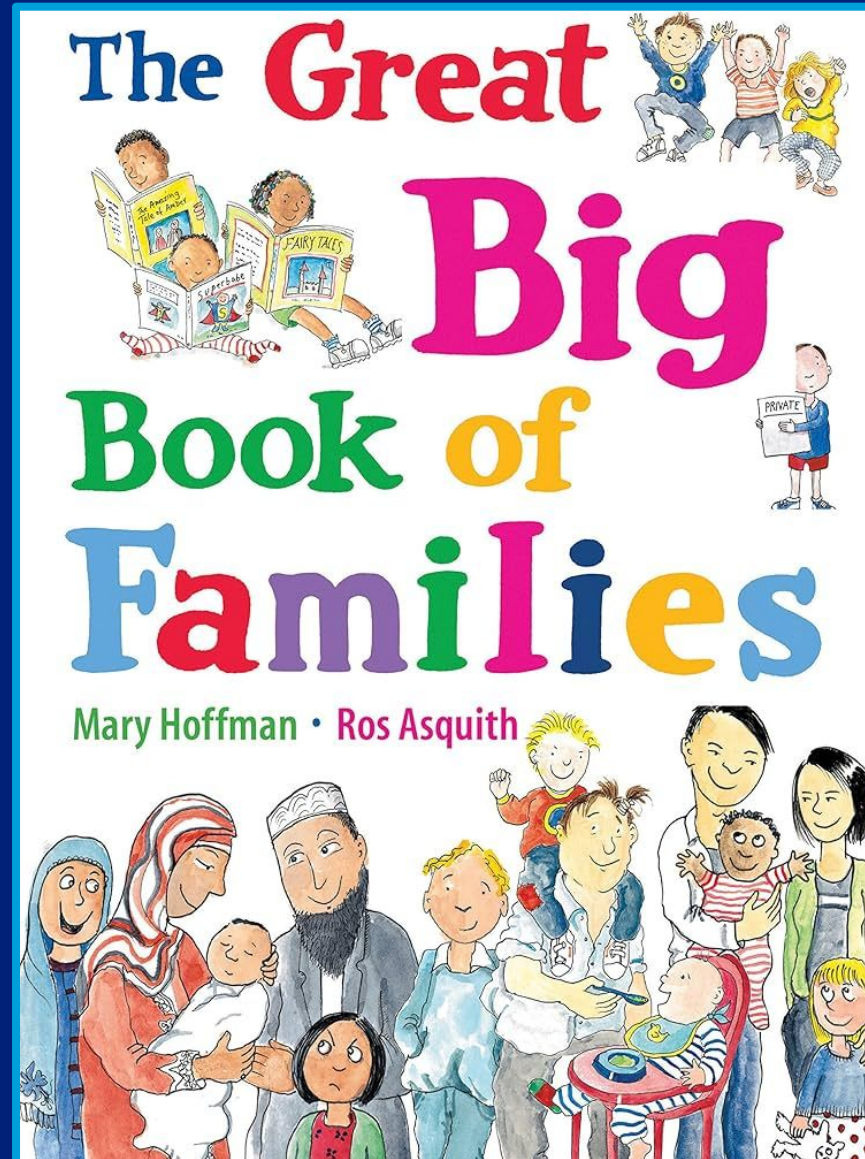
[tinyurl.com/LAUSDcaregivers](https://tinyurl.com/LAUSDcaregivers)

**OUT SAFE SCHOOLS**  
2025: 10 de septiembre, 8 de octubre, 12 de noviembre, 10 de diciembre  
2026: 14 de enero, 11 de febrero, 11 de marzo, 8 de abril, 13 de mayo

Envíe un correo electrónico a [humanrelations@lausd.net](mailto:humanrelations@lausd.net) para obtener más información.



# Inclusive Curricula



"Among educators there has to be an acknowledgment that any effort to transform institutions so that they reflect a multicultural standpoint must take into consideration the fears teachers have when asked to shift their paradigms. There must be training sites where teachers have the opportunity to express the concern while also learning to create ways to approach the multicultural classroom and curriculum."

–bell hooks

# Supporting the Shift

- District-provided lesson plans, books, and other LGBTQ+inclusive instructional materials
- School-wide professional development for classified and certificated staff
- Modeling of LGBTQ+ inclusive and affirming language at all levels and departments
- Support for administrators in understanding and communicating expectations to their school communities

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# EVERYONE BELONGS HERE

**Professional Development**



**OBJECTIVES**

- Review community-building practices for inclusive & affirming environments
- Practice ways to respond to biased language

Contact [humanrelations@lausd.net](mailto:humanrelations@lausd.net) for more information

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# EVERYONE BELONGS HERE

**WORKSHOP FOR PARENTS & CAREGIVERS**

**Part 1:**

- Explore ways to talk to our kids about identity and difference
- Discuss ways to ensure our school is welcoming and inclusive to all!

**Part 2:**

- Learn more about how kids learn about race and bias
- Practice speaking up when we hear something harmful

Contact [humanrelations@lausd.net](mailto:humanrelations@lausd.net) to schedule

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# EVERYONE BELONGS HERE

**Antibias Series for 4th-5th Graders**

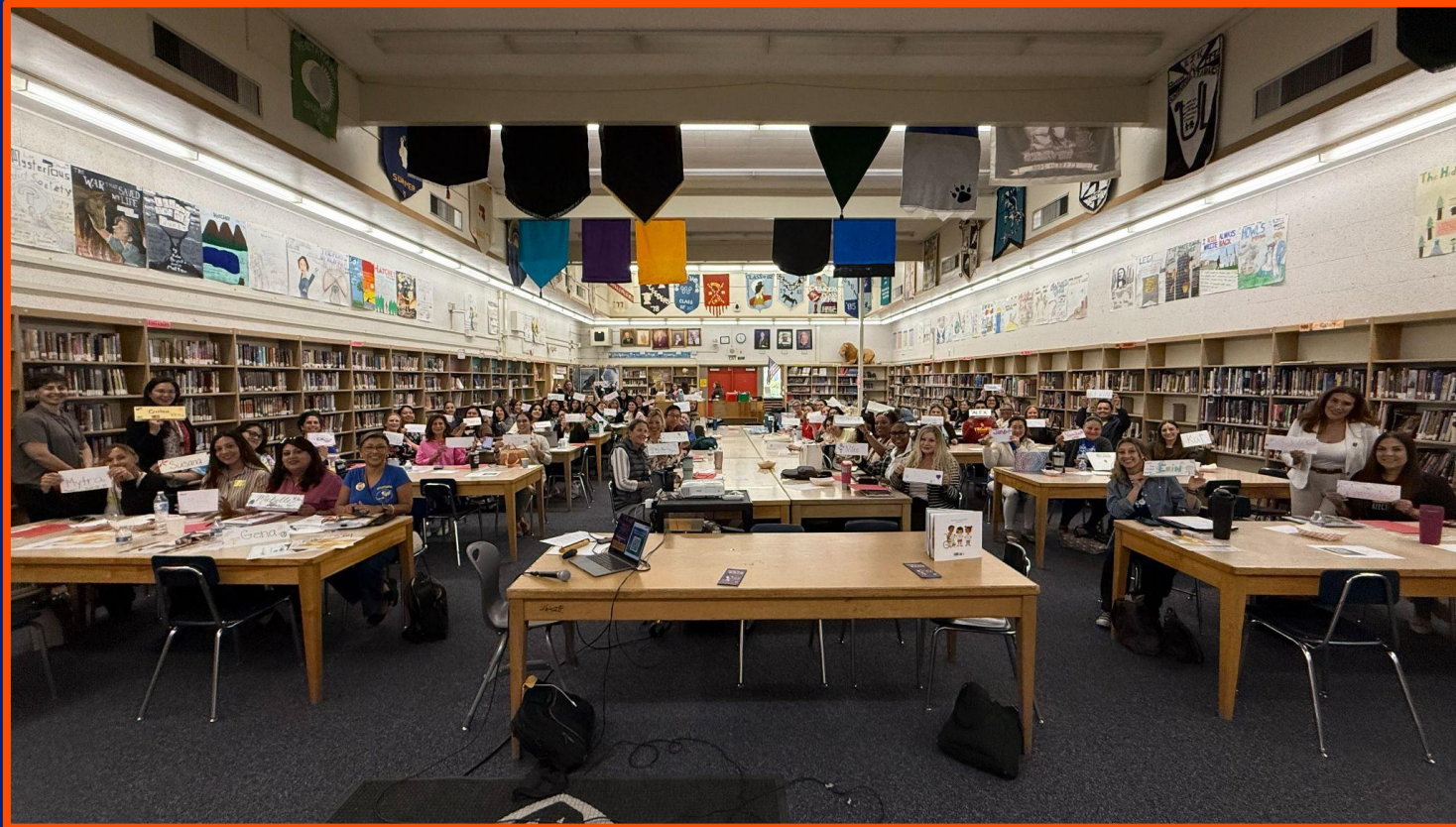
A series of 5 classroom lessons, offered in conjunction with a staff PD and parent workshops

**Topics:**

- ★ Exploring our identities
- ★ Similarities and differences
- ★ Prejudice and Self-Awareness
- ★ Understanding our power
- ★ Being an "upstander"

Contact [humanrelations@lausd.net](mailto:humanrelations@lausd.net) to learn more about bringing this series to your school

# EBH Train-the-Presenter



In partnership with Region North BSAP  
and School Mental Health

## EVERYONE BELONGS HERE

Our diversity is our strength! This training offers tools for building a positive, inclusive climate where every student feels seen, heard, and valued.

### Train-the-Presenter

Facilitated by Human Relations, Diversity & Equity, in collaboration with Region North Equity Team and School Mental Health.

Friday, May 23, 2025

8:30–11:30 AM

Lawrence Middle School

10100 Variel Ave.

Chatsworth, CA 91316

- The workshop for elementary educators covers tiered approaches to strengthening school climate, including community-building and addressing biased behavior
- Elementary schools District-wide may register as a team of 2–4 educators (PSW, administrators, School Climate Advocate, etc.)
- Participants will receive a toolkit with ready-to-use lessons for students, staff, and families.
- Spaces are limited; please register promptly.

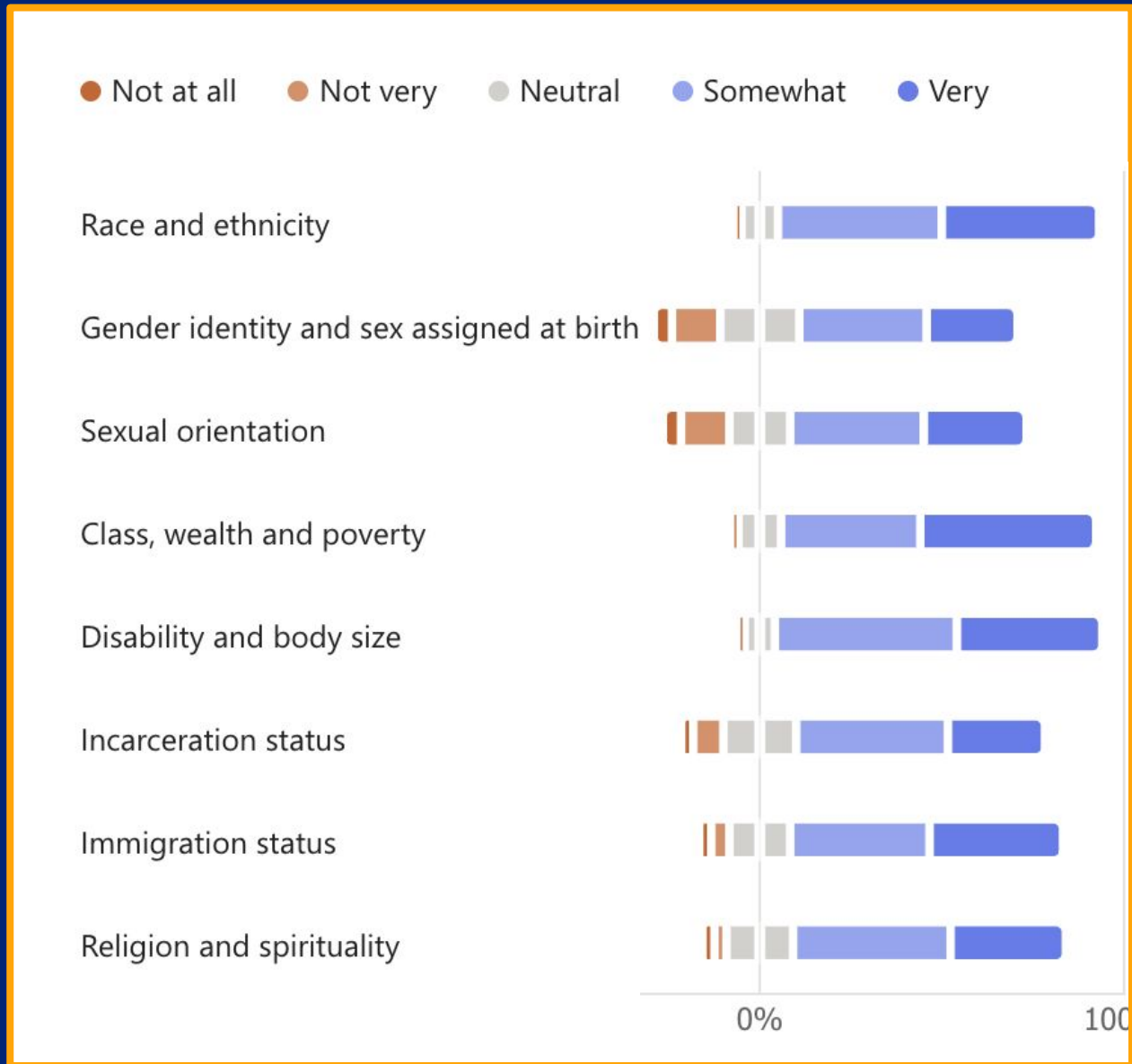
**REGISTER HERE**

Please contact  
[humanrelations@lausd.net](mailto:humanrelations@lausd.net)  
with any questions.

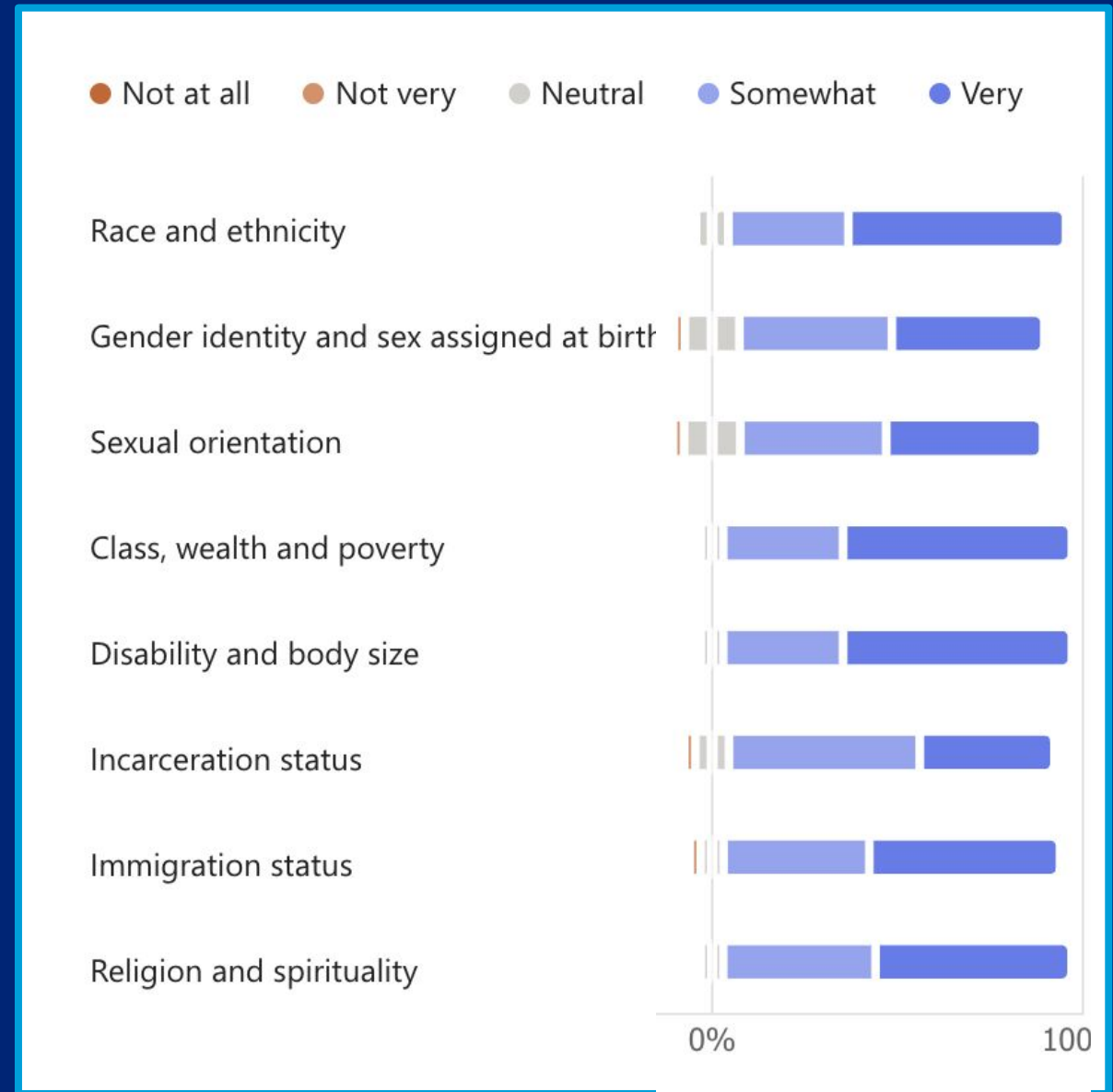


# Comfort/experience self-rating

Before



After



# Educator Feedback

- “This lesson was full of great examples and kids could share their experiences as they related to the scenarios.”
- “The four types of responses to hate speech were very effective. It provided students with tools they can use for a lifetime.”
- “The modeling of how to repair a situation and the examples of wording were very helpful.”

# Student Feedback



**LAUS**  
UNIFIED

I really liked that it taught a lot about how every person and their race can be different, but that is okay. It also made me feel like even if I am not white, I still belong here.

I liked how he made it entertaining, even though we were learning serious things.

That we got to talk about black rights.

I liked that it taught us to be upstanders,

The whole lesson was very emotional for me. But one part I liked was learning what to do when you see anybody saying something mean to someone else.

I liked how we dug deep into who we are and it was nice to talk about it.

I liked how I got to learn about each other's backgrounds. I also liked how it was not like a normal school lesson and we got to be included in the lesson and not just learn.

Do you have any other questions or comments?

I think everyone in the world has a power to do some thing.

Soon dose every school get to do this?

This was an amazing lesson.

Why is the presentation SO GOOD?

What is the correct way to apologize when being predigous?

Can a stereotype sometimes be a good thing

# Opportunities

- Unapologetically LGBTQ+ affirming leadership
- Clear guidance & meaningful support
- High expectations for all
- Culturally responsive & relevant instructional materials
- Differentiated professional development opportunities

**Cristina Vigil, LCSW (she/ella)**  
**Frances Marion, LCSW (she/her)**  
Mental Health Consultants

**Human Relations,  
Diversity & Equity**

**Thank you for all you do to ensure**



[lausd.org/human-relations](https://lausd.org/human-relations) \* [humanrelations@lausd.org](mailto:humanrelations@lausd.org)

**Mr. Kieley Jackson,  
History–Social Science  
Coordinator**

# **Division of Instruction**



## Curriculum

- District Adopted and Approved HSS Instructional Materials and Textbooks
- District Adopted Health Ed (HE) Instructional Materials and Textbooks

## Professional Development

- HSS Framework PD beginning 2016
- All HSS content PD beginning in 2012, including Summer Teacher PD
- HSS Textbook adoption PD, beginning 2017-2018
- HE Framework (2019), HE Textbook adoption (2020), HE Secondary PD beginning 2021, Elem PD beginning 2022

## Resources

- [LAUSD Affirms LGBTQ+ Students, Staff, and Families](#)
- [LAUSD Affirms LGBTQ+ Students, Staff, and Families Fact Sheet](#)
- [CA Senate Bill 48 FAQ \(CDE\)](#)
- [The Ripple Effects of Civil Rights \(Discovery Education\)](#)
- [Supporting LGBTQ+ Students \(CDE\)](#)
- [Providing Relevant Inclusive Support that Matters \(CDE\)](#)
- [LAUSD Health Ed Programs Website](#)
- [CA Health Ed Website](#)
- [CDE Health Education Initiatives](#)

**How can LAUSD support educators and schools to meaningfully implement the FAIR Act and to engage the whole school in LGBTQIA-affirming curriculum and instruction?**

DISCUSSION