

**California State Board of Education**

1430 N Street, Rm 1101  
Sacramento, CA 95814

**November 9, 2017**

**8:30 am**

(Specific agenda and schedule posted [here](#).)

**SUBMIT LETTERS/EMAILS:**

If you cannot attend the SBE meeting in person, submit letters and emails to the SBE at [sbe@cde.ca.gov](mailto:sbe@cde.ca.gov).

**SHARE PUBLIC TESTIMONY:**

If you come to the SBE meeting to share public testimony, you will likely have only 1 minute to give your testimony. Choose from the sample talking points below. Please prepare your statement in advance -- in writing -- and practice to make sure your testimony fits within the time limit. You will get cut off at 1 minute.

**Sample Talking Points:**

- Introduce yourself with your name, city, and any school/community affiliation (e.g. student at \_\_\_\_, teacher at \_\_\_\_, parent of \_\_\_\_ school-age children who attend \_\_\_\_, graduate/alumni of \_\_\_\_, member of clergy, education advocate from \_\_\_\_ org/region)
- [Optional] Share your sexual orientation and/or gender identity and any other identities that are important to you
- Share one or two reasons why learning about (or teaching about) LGBT history is important to you:
  - Including LGBT history ensures all California students learn a full, accurate account of history.
  - The value of learning about role models
  - The benefit to all students of learning about California's diverse, pluralistic society
  - The importance of learning about LGBT people and the struggle for LGBT equality over time in order to understand current day issues
  - Because research has shown that students feel safer in schools where LGBT issues are included in the curriculum

- It's morally wrong and unfair to exclude one group of people from the stories we tell about our past
  - Invisibility contributes to intolerance and bullying, which is rampant in our schools and harmful to young people
  - Your own perspective....
- I support the FAIR Education Act Implementation Coalition's recommendations to the State Board of Education.

### **Coalition Spokespersons Talking Points:**

- The FAIR Education Act Implementation Coalition encourages the SBE to approve the 10 textbooks recommended by the IQC along with LGBT-related edits submitted by McGraw-Hill on 10/27 and Studies Weekly on 10/26 and 10/30.
- The FAIR Education Act Implementation Coalition urges the SBE to follow the IQC's recommendations to reject both textbooks from Houghton Mifflin. These textbooks do not align with the HSS Framework or Social Content Standards, by excluding LGBT people from history and social studies.
- The FAIR Education Act Implementation Coalition's letter to SBE on 10/23 recommended that the Studies Weekly program be rejected. However, Studies Weekly submitted edits on 10/26 and 10/30 which have resolved our concerns. We appreciate their efforts to include LGBT families in Grade 2, gay rights organizations and struggles in the 1950s and 1970s in Grade 4, and discussions of American Indian gender roles, family structures and two-spirit traditions in both Grade 4 and Grade 5.
- McGraw-Hill submitted a letter on 10/27 proposing some alternative language for the identification of several LGBT people. We support these edits, which are historically accurate and developmentally appropriate.

### **Specific Talking Points:**

#### **For teachers....**

- As a teacher, I didn't learn about LGBT history in my certification program. I value the guidance provided by the History-Social Science Framework, and now I look forward to having instructional materials that include LGBT history so I know what I should be teaching.

**For students/alumni...**

- As a student/alumni, it would have made a big difference for me if my history classes had included LGBT history. I believe that if my classmates would have had learned about all of the positive contributions LGBT people have made to this state and this country, I wouldn't have been bullied or harassed.
- As a student/alumni during K-8, it would have been very meaningful for me to learn about...
  - Diverse families such as those with two moms or two dads
  - The story of Gold Rush era stagecoach driver Charley Parkhurst who was born female and lived his life as a male, and gender roles in the West
  - How Harvey Milk changed California and fought for equal rights
  - How the first gay and lesbian rights organizations were formed in California
  - Two-spirit traditions among some Native California tribes
  - Changing gender roles and family structures among America's diverse multi-ethnic communities, including African-American communities and Native American tribes

**For parents...**

- As an LGBT parent, my family should be included when kids learn about different kinds of families in 2nd grade.
- As a parent of an LGBT young person, I believe that it will make my child(ren)'s school safer if all the students in their classes learn about the positive contributions of LGBT people to history.
- As a parent of a straight identified young person, I want my child(ren)'s school to teach accurate history, and that includes the history and contributions of traditionally marginalized populations like the LGBT and disability communities.
- As a (straight, white, cisgender) ally raising a straight, white, cisgender son, (fill in privileged identities as applies) I want him to be exposed to all kinds of people and identities to learn to respect and welcome differences. Now more than ever we need more allied behavior in our children, and learning about the experiences of LGBT people and other marginalized groups in history encourages more compassion and willingness to stand against bullying and harassment in schools.

**For community members...**

- As a member of [OR: advocate for] the LGBT community, I believe that our history and social studies textbooks need to tell a full and accurate story of our past because that's how we build a diverse, pluralistic, and democratic society.