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To ensure LGBTQ+ inclusion in K-12 cross content curriculum [and instruction] in the schools of the State.

May xx, 2020

A BILL

Be it enacted by the xxxx and the xxxxx of the State of \_\_\_\_\_

Section 1. Short Title

This Act may be cited as the “LGBTQ+ Curriculum Inclusion Act.”

Section 2. Findings

The Legislature finds the following:

(1) In the past few years, a growing number of states (California, New Jersey, Colorado, Oregon, Illinois, Nevada) have mandated that schools teach an LGBTQ+-inclusive curriculum.

(2) Compared to states where inclusive curriculums are less common, research shows higher student achievement and less bullying when schools teach an inclusive curriculum and establish an affirming culture.

(3) An LGBTQ+-inclusive curriculum should not stand out as a separate subject in history, sex education, or any other class. Culturally competent history teachers, for example will best engage students by blending LGBTQ+ history into the general flow of major world

1 events. No history is just a stand-alone subject. LGBTQ+ history  
2 stands next to civil rights, women’s rights, Latino rights and all the  
3 different social movements.

4 (4)LGBTQ+ students feel less safe in school. This is an opportunity to  
5 make minor changes to the school setting that can have an amazing  
6 impact on the lives of students.

7 (5)An efficient way to make shifts is through professional development.  
8 Teachers want to use the right language and approach each situation  
9 in an affirming manner.

10

### 11 Section 3. Purposes

12 It is the purpose of this Act to strengthen the teaching of history, culture,  
13 social contributions, and civil government of the state and of the United  
14 States in all public schools of the state and to assist school districts of the  
15 state in developing and promoting programs for elementary and secondary  
16 students that engage the student in the process of discovery and  
17 interpretation of historical topics inclusive of the breadth of the diverse  
18 communities which comprise the state.

19

### 20 Section 4. Cross Content Curriculum

21 (a) A board of education shall include instruction on the political,  
22 economic, and social contributions of persons with disabilities and  
23 lesbian, gay, bisexual, transgender, and questioning people, in an  
24 appropriate place in the curriculum of middle school and high school  
25 students as part of the district’s implementation of the Core  
26 Curriculum Content Standards in Social Studies.

1 (b) The history and civil government of the United States and of this  
2 state, which includes the history, culture, and social contributions of  
3 minorities including, but not limited to American Indians, Latinos,  
4 African Americans, and Asian Americans, the lesbian, gay, bisexual,  
5 transgender, and questioning individuals within these minority groups,  
6 and the intersectionality of significant social and cultural features  
7 within these communities, and the contributions and persecution of  
8 religious minorities must be taught in all the public schools of the  
9 state.

10 (c) History of the United States shall be taught in all public schools and in  
11 all other education institutions in this State supported or maintained,  
12 in whole or in part, by public funds. The teaching of history shall have  
13 as one of its objectives the imparting to pupils of a comprehensive  
14 idea of our democratic form of government and the principles for  
15 which our government stands as regards other nations, including the  
16 studying of the place of our government in worldwide movements and  
17 the leaders thereof, with particularly stress on the basic principles and  
18 ideals of our representative form of government. The teaching of  
19 history shall include a study of the role and contributions of African  
20 Americans, Latinos and other ethnic groups, in the history of this  
21 country and this state. In public schools of the State, the teaching of  
22 history shall include a study of the roles and contributions of lesbian,  
23 gay, bisexual, transgender, and questioning people in the history of  
24 this country and this state.

25 (d) No pupils shall be graduated from the eighth grade of any public  
26 schools unless he or she has received instruction in the history of the  
27 United States and gives evidence of having a comprehensive

1 knowledge thereof. Satisfactory completion of a course on the civil  
2 government of the United States and this state, which includes the  
3 subjects described in this section, shall be a condition of high school  
4 graduation in the public schools of this state.

5 Section 4. Classroom Instruction

6 (a) Instruction in social sciences shall include a study of the role and  
7 contributions of both men and women, Native Americans, African  
8 Americans, Latinos, Asian Americans, European Americans, lesbian,  
9 gay, bisexual, transgender, questioning Americans, persons with  
10 disabilities, and members of other ethnic and cultural groups, to the  
11 economic, political, and Social development of the State and the  
12 United States of American with particularly emphasis on portraying  
13 the role of these groups in contemporary society.

14 (b) A teacher shall not give instruction and a school district shall not  
15 sponsor any activity that promotes a discriminatory bias on the basis  
16 of race or ethnicity, gender, religion, disability, nationality, sexual  
17 orientation, or because of a characteristic listed in this Act.

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19 Section 5. Textbooks

20 (a) Textbooks authorized to be purchased by public schools in the state  
21 must include the roles and contributions of all people protected under  
22 [the State’s Human Rights Act and] this Act and must be non-  
23 discriminatory as to any of the characteristics under the Act[s].

24 Textbooks purchased with state grant funds must be non-  
25 discriminatory.

26 (b) The State Board of Education is authorized to provide annual funding  
27 to public school districts and state-recognized, non-public schools

1 serving students in grades kindergarten through 12 for the purchase of  
2 selected textbooks. The textbooks authorized to be purchased under  
3 this section are limited without exception to textbooks that have been  
4 preapproved and designated by the State Board of Education for use  
5 in any public school and that are secular, non-religious, and non-  
6 sectarian, and non-discriminatory as to any of the characteristics under  
7 [the State’s Human Rights Act and] this Act. Textbooks authorized to  
8 be purchased under this section must include the roles and  
9 contributions of all people protected under [the State’s Human Rights  
10 Act and] this Act. The State Board of Education shall annually publish  
11 a list of the textbooks authorized to be purchased under this section.  
12 Each public school district and state-recognized, non-public school  
13 shall, subject to appropriations for that purpose, receive a per pupil  
14 grant for the purchase of secular and non-discriminatory textbooks.  
15 The per pupil grant amount must be calculated by the State Board of  
16 Education utilizing the total appropriation made for these purposes  
17 divided by the most current student enrollment data available.

18 (c) The State Board of Education and any governing board shall not adopt  
19 any textbooks or other instructional materials for use in the public  
20 schools that contain any matter reflecting adversely upon persons on  
21 the basis of race or ethnicity, gender, religion, disability, nationality,  
22 sexual orientation, or because of a characteristic listed in this Act.

23 (d) When adopting instructional materials for use in the schools,  
24 governing boards shall include only instructional materials which, in  
25 their determination, accurately portray the cultural and racial diversity  
26 of our society including:

1 (1) The contributions of both men and women in all types of roles,  
2 including professional, vocational, and executive roles;

3 (2) The role and contributions of Native Americans, African  
4 Americans, Latinos, Asian Americans, European Americans,  
5 lesbian, gay, bisexual, transgender and questioning Americans,  
6 persons with disabilities, and members of other ethnic and cultural  
7 groups to the total development of the state and the United States;  
8 and

9 (3) The role and contributions of entrepreneur and labor in the total  
10 development of the state and the United States.

11 (e) As used in this section, “textbook” means any book or book substitute  
12 that a pupil uses as a text or text substitute including electronic  
13 textbooks. “Textbook” includes books, reusable workbooks, manuals,  
14 whether bound or in loose-leaf form, instructional computer software,  
15 and electronic textbooks and the technological equipment necessary to  
16 gain access to and use electronic textbooks intended as a principal  
17 source of study material for a given class or group of students.

18 “Textbook” also includes science curriculum materials in a kit format  
19 that includes pre-packaged consumable materials if (i) it is shown that  
20 the materials serve as a textbook substitute, (ii) the materials are for  
21 use by the pupils as a principal learning source, (iii) each component  
22 of the materials is integrally necessary to teach the requirements of the  
23 intended course; (iv) the kit includes teacher guidance materials, and  
24 (v) the purchase of individual consumable materials is not allowed.

25 (f) A governing board shall not adopt any instructional materials for use  
26 in the schools that, in its determination, contain:

