



**SACRAMENTO CITY UNIFIED SCHOOL
DISTRICT
BOARD OF EDUCATION**

Agenda Item# 10.2

Meeting Date: February 2, 2012

Subject: The FAIR Education Act

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Segment/Department: Academic Office/Curriculum & Instruction

Recommendation: None

Background/Rationale:

In pursuant to Senate Bill (SB) 48, the Fair, Accurate, Inclusive, Respectful (FAIR) Education Act, all school districts in California are required to make and implement changes to the teaching of history and social studies. The FAIR Education Act extends the protections against discriminatory content in instructional materials outlined in *Education Code Section 51204.5* to include additional groups. This new content expands the existing law which requires that instruction and instructional materials used in social science/history include the study of the role and contributions of men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, and European Americans, to include persons with disabilities, lesbian, gay, bisexual, and transgender Americans, and Pacific Islanders.

Financial Considerations:

The state has not allocated funds for new instructional materials, and is not projected to do so until the 2015 school year.

Documents Attached:

1. Executive Summary

Estimated Time of Presentation: 5 minutes

Submitted by: Iris Taylor

Assistant Superintendent, Curriculum & Instruction

Approved by: Olivine Roberts

Chief Academic Officer

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I. Overview of the FAIR Education Act

The primary function of Sacramento City Unified School District (SCUSD) is to maintain a laser-like focus on student learning and ensure that all SCUSD students graduate ready for college and career success (Pillar I of Strategic Plan 2010-14). To this end, SCUSD directs its attention to meeting the requirements resulting from the passage of Senate Bill (SB) 48, The Fair, Accurate, Inclusive, Respectful (FAIR) Education Act. This statute extends the protections against discriminatory content in instructional materials outlined in *Education Code Section 51204.5* to include additional groups. Additionally, it expands the existing law which requires that instruction and instructional materials used in social science/history include the study of the role and contributions of men and women, Native Americans, African Americans, Mexican Americans, Asian Americans, and European Americans, to include persons with disabilities, lesbian, gay, bisexual, and transgender Americans, and Pacific Islanders. The District is committed to addressing the expanded curricular and instructional requirements outlined in the FAIR Education Act.

II. Driving Governance

The FAIR Education Act went into effect on January 1, 2012, and amends several sections of the state education code. The law calls for changes in the areas of instructional materials (textbooks) and instruction as related to history/social science courses.

- I. Instructional materials (textbooks): The law states that neither the State Board of Education nor local boards may adopt instructional materials that contain discriminatory content, plus future adoptions must include the roles and contributions of the aforementioned groups. This is in keeping with the current practice. The law simply expands the groups that are specifically mentioned. The law does not require the immediate adoption of new materials. Furthermore, new materials will not be approved at the state level prior to 2015. Consequently, funds to support school districts in the adoption of new textbooks will not be available until that time.
- II. Instruction: The FAIR Education Act prohibits a teacher from giving instruction, or a school district to sponsor any activity that promotes discriminatory bias based on any of the characteristics listed above. In addition, districts are required to include in history/social science instruction the roles and contributions of members of the aforementioned groups “with particular

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emphasis on portraying the role of these groups in contemporary society.” The law does not mandate specific courses or grade levels. This decision is at the discretion of school districts.

III. Budget

In accordance with state statutes, the state has suspended the process and procedures for adopting instructional materials, including framework revisions until the 2015-16 school year. Currently there are no funds available for the purchase of new instructional materials in social science/history. Existing funds for instructional materials are barely sufficient to maintain current adoptions.

IV. Goals, Objectives and Measures

Sacramento City Unified School District will meet the requirements of the Fair Education Act through: a) building stakeholder awareness of the law and its curricular and instructional implications, b) analyzing existing and external curriculum and instructional resources for alignment and no-cost opportunities to warrant scalability, and c) developing a centrally located resource guide of supplemental materials. These key action steps will add value to the implementation.

The quality, and effectiveness, of teaching and learning resources will be assessed through the consistent review of curriculum content for evidence of alignment to the law. Results will be used to determine if program changes are warranted.

V. Major Initiatives

- **Awareness Building/Communication to Stake Holders**

A communications plan will be developed to convey the requirements of the FAIR Education Act to various stakeholders, including site and district leaders, teachers, parents/guardians, board members, and community partners. The plan will include a rationale or description of the law and options and rights of parents/guardians, including whether state or federal law permits the ability to opt-out. Various communication formats will be utilized including, community/parent meetings; meetings with site and District leadership; and site-level faculty meetings upon request; and multimedia.

Communication will include guidance on addressing parent questions and concerns in accordance with Board Policy 1312.2, Administrative Regulation 1312.2 and

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Education Code sections 51100–51102 which outline the rights of parents and guardians to information, and support collaboration between parents and districts in the advancement of student educational goals. Those rights include the right to examine curriculum materials of classes in which their children are enrolled, and the right to meet with their child’s teacher and/or principal.

In addition, the District will continue to seek information and guidance from the California Department of Education (CDE) and will share these as they become available. Information such as the FAQ’s document provided by CDE <http://www.cde.ca.gov/ci/cr/cf/senatebill48faq.asp> , will be shared with site administrators and teachers for further dissemination as needed.

- **Analysis of Resources/Scalability**

The District purchased new social science/history materials for K-8 in 2006. For the high school, materials were adopted between 2005 and 2007, depending on the course. Existing instructional materials will be analyzed to determine opportunities and gaps in the content. In addition, a thorough review of free web-based resources as well as instructional materials produced by other organizations such as the California Chapters of the National Council of Social Studies and the National Council for History Education will be conducted.

This review will be conducted with the input of a wide range of stakeholders to ensure that all supplementary materials are meeting the requirements of the FAIR Education Act. A resource guide will be developed for school administrators and teachers to outline free electronic and web-based resources that can be used to supplement the existing curriculum. The guide will specify the alignment of materials to state standards and to the requirements of the FAIR Education Act.

VII. Lessons Learned/Next Steps

- Communicate the requirements of the law to stakeholder groups
- Analyze history/social science curriculum materials
- Convene a social science/history committee to develop resource guide
- Partner with other school districts to identify curricular resources
- Continue to gather information regarding implementation of the FAIR Education Act