

Irvine Unified School District Gender “Support” Plans and Policies

What Parents Need to Know

This information was obtained by several independent individuals through public records requests. This information is NOT published on the Irvine Unified School District (IUSD) website. Provided below are actual documents currently in use at IUSD, website information, and emails regarding these gender support plans and policies. This information clearly indicates that Irvine Unified School District administration and board members are:

- Not sharing information with parents regarding gender identity issues
- Putting ALL children and parents at risk of repercussions of these gender policies
- Referring children as young as 12 years old to outside resources where they may engage in counseling with adults up to age 26 without parental consent or knowledge
- Promoting and encouraging political activism for LGBTQ+ causes that may be against parent’s personal, political and/or religious beliefs.

Overview – Number of Gender Support Plans at IUSD

7922.000.). The following aggregate information is provided as a response:

- As of the end of the 2022-23 school year, the number of Gender Support Plans in place are as follows:
 - Elementary: 14
 - Secondary: 96

IUSD has 110 Gender Support Plans as of June 2023, with 14 of them put in place at elementary schools. According to public records, Northwood High School had 23 of these plans in place.

IUSD Documents – Gender Support Plan



Gender Support Plan

Education Code Section 221.5 (f) *A pupil shall 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.*

Gender Support Plans (GSP) are proactive, anticipatory, dynamic, monitored, and co-constructed during an Interactive Process Meeting. A GSP demonstrates commitment to provide support and identify contingency plans. It is monitored and adjusted as necessary. Key areas addressed in the plan include the following:

1. **Confidentiality and Privacy:** School employees are bound by student confidentiality and privacy standards.
2. **Student Records:** Schools are required to maintain a mandatory permanent student record which means a record of the student’s legal name and gender are kept on file. Class rosters may be altered to reflect the student’s identified name and gender for privacy.

What is a Gender Support Plan? This IUSD document allows students to change their gender, pronouns and name at school. It allows the student to choose which restroom and locker room they wish to use based upon their “gender identify.”

You will notice that one of the first things it mentions is “Confidentiality and Privacy.” It states that “school employees are bound by student confidentiality and privacy standards.” Note that it does NOT reference any laws. If your child breaks his/her arm at school – is the school allowed to keep that from you? If your child is suicidal, or is found taking drugs – is that “confidential and private” information that can be kept from parents? Of course not. So why is this any different?

The point of this Plan is to allow the student to change their name, gender and pronouns on student records. It specifically states, “Class rosters may be altered to reflect the student’s identified name and gender for privacy.” But it acknowledges that the child’s legal name and gender must be kept on file.



School: *Select School* Student Grade Level: _____

Staff Member/Advocate: _____ Date: _____

Identified Name: _____

Name as it Appears on Pupil’s Records: _____

Identified Gender: Male Female Non-Binary

Identified Pronouns: _____

→ Pronouns to be used in school environment: _____

→ Pronouns to be used in communication with family: _____

All Name / Gender change requests must be made by the Administrator to helpdesk@iusd.org after consultation with mental health staff and/or counselor on site.

Administrator to request changes to HelpDesk: _____

Throughout the IUSD Gender Support Plan, you will see that the counselor/staff refers to him or herself as the child’s “Advocate.” An advocate is not a neutral party that is just there for support, like a typical mental health counselor. The dictionary definition of an “advocate” is: “One who publicly supports or RECOMMENDS a particular cause or policy” or “One who supports or PROMOTES the interests of a cause or group.”

Very clearly, the IUSD student’s “advocate” is taking a very active role in promoting and encouraging the child to change their gender. In addition, notice that the Plan spells out which pronouns will be used at school vs. what pronouns will be used with parents – in an obvious attempt to keep parents in the dark about what is happening with their child at school.

► COMMUNICATION

Guardians aware of student's gender status? Yes

Level of Support: (none)

If support level is low what considerations must be accounted for in implementing this plan? _____

How will school/home communication be handled? _____

updated 10.28.2021

Does the student have any sibling(s) at school? Yes

Factors to be considered regarding sibling's needs?

This portion of the IUSD Gender Support Plan refers to "Guardians" and their "level of support." It does not say how they define or determine the parent's "level of support." However, this is predetermined, without even talking to the parents. Parents who have certain personal or religious beliefs may be deemed "unsupportive" by IUSD staff, and therefore not informed of their child's gender identity issues.

This framework only allows parents to learn of their child's gender identity issues if the school staff believe that the parent will AFFIRM the child's gender change. You will see throughout these documents that parents who do not agree to immediately "affirm" the gender change are labeled as potentially dangerous and harmful to the child. But, certainly, parents can support a child through any mental health issue, without necessarily affirming this drastic change.

Another aspect of this IUSD Gender Support Plan is how this will affect siblings at school. Will the sibling be told about the Plan – but be told not to tell the parents? Or, is this secret also kept from siblings? How would that work if they are in the same school? What pressure does that put on the sibling to keep this secret?

► **CONFIDENTIALITY AND DISCLOSURE**

Per IUSD records, has the student's name/gender record been changed? Yes No

Level of Privacy/Confidentiality (I agree the following individuals have a legitimate need to know both Legal Name & Identified Name):

Principal Assistant Principal(s) Registrar School Counselor Health Office Staff CCA

Aeries counseling documentation-Does student agree for GSP to be documented: Yes No

Other adults who may need to know (Nutrition Services, Yearbook, Student Activities Staff, Attendance): _____

*IUSD IT Staff have access to name and gender change information.

The IUSD Gender Support Plan also has a "Confidentiality and Disclosure" section which allows the student to pinpoint who should know about the plan. Note that Parents are not even listed here – but staff in Nutrition services, Yearbook, etc. are listed.

Teacher(s) Notification (Upon request, the advocating staff member will notify selected teacher(s) of the GSP so they can apply confidentiality safeguards, equal access to educational opportunities, and intervention if bullying or harassment issues are perceived.):

School shall not notify any of my teachers. School may notify ALL of my teachers.
 School may notify the following teacher(s): _____

School may notify substitute teacher(s): _____

Method of Teacher Notification: Email In-person Other _____

This section again refers to the "advocating staff member" will "notify SELECTED teachers of the GSP so they can apply confidentiality safeguards, equal access to educational opportunities, and intervention if bullying or harassment issues are PERCEIVED."

But what if the teacher isn't privy to the GSP? Is it the teacher's fault, then if the child perceives they are being bullied and harassed and the teacher doesn't intervene? What pressure does this put on teachers? Aren't ALL children supposed to be protected from bullying and harassment? Are transgender students getting preferential treatment?

How will a teacher/staff member respond to any questions about the student's gender from:

Other students? _____

Staff members? _____

Parents/community? _____

This portion of the Gender Support Plan dictates how teachers must communicate in a specific ways to students, staff and parents, possibly requiring them to communicate differently to each group. What happens if a teacher doesn't comply with the Gender Support Plan? Does this violate the teachers' First Amendment rights if they are being compelled to say certain things to certain people? What if this goes against their own personal or religious beliefs? And who is monitoring the teachers' speech? How much time is this taking away from teachers focusing on academics for all students?

Notification of classmates (It is a personal decision to release confidential information to classmates and/or staff.):

Identify safe friends to share news: _____

→ Identify potential unsafe students and/or situations: _____

Response Plan for dealing with unsafe students and/or situations: _____

Who will be the student's Support Staff Member(s):

Primary: _____

Secondary: _____

One of the most disturbing parts of the IUSD Gender Support Plan is that it pits children against each other. This section allows the child to identify and label classmates as potentially "unsafe." There is no definition of "unsafe" but the ordinary meaning is "dangerous."

So, if a student is labeled as "unsafe" or "dangerous" – does this label go into THAT child's permanent student records? Are THEIR parents notified? Can that child be disciplined for this nebulous accusation of being "unsafe?" How does one defend oneself from this label and what long-term ramifications could this have if this is put in the child's permanent record that other schools and colleges may see? This pinpointing of other students gives this transgender child a lot of power over their classmates.

All instances of Harassment/Bullying shall be immediately reported to the designated site administration.

Report Harassment/Bullying to the following staff member(s): _____

What are expectations in the event the student is feeling unsafe and how will student signal their need for help:

During class: _____

Outside the classroom: _____

Other: _____

Other safety concerns/questions: _____

The IUSD Gender Support Plan again mentions harassment and bullying. EVERY student should be protected from bullying and harassment. This also promotes having a secret "signal" with adults on campus if they feel "unsafe." Do you want your child to have a secret signal with ANY ADULT other than their own parent?

► USE OF FACILITIES

→ **Bathroom Usage** (The following options are available to protect the confidentiality of the student.):

- The use of single-stall bathrooms for increased privacy, where available.
- The use of nurse or staff restroom for increased privacy, where available.
- The use of a single-stall in male restroom.
- The use of a single-stall in female restroom.

Student will use the following bathroom(s) on campus: _____

→ **Locker Room Usage** (The following options for usage of boys'/girls' locker rooms are provided to protect the confidentiality of the student.):

Student uses private changing and bathroom areas (e.g., single changing stalls with door/curtain, single bathroom stalls, and/or private showers with door/curtain.)

Student may request an individual changing schedule.

Secondary students may consider an alternative satisfaction of PE requirement (e.g. IUSD Blended Learning online PE course.)

The IUSD Gender Support Plan allows the child to choose the bathroom and locker room facilities they want to use. There is no notification to other students. This is also applicable to field trips and overnight camps. This affects ALL students, as your child may be using the facilities without knowing that a child of the opposite sex, who identifies as transgender, can use the same facilities.

► **GENDER SUPPORT PLAN: REVIEW AND REVISION**

How will this plan be monitored over time? _____

What will be the process should the student, family, or school wish to revisit any aspects of the plan (or seek additions to the plan)? _____

What will be the process for transition to different levels or transition between schools? Please specify who the student would like to work with at their next school (e.g. Counselor, Administrator, Mental Health Support). Who will be responsible for notifying the next school site? : _____

Preferred timing of transition plan implementation: Immediately Effective Date _____

The timing for implementation can be listed as “immediately” without any consideration of the ramifications, or notifications to parents.

GENDER AFFIRMING ADMINISTRATOR

FOR INTERNAL USE ONLY
TO ASSIST IN GUIDING PARENTS AND STAFF

Diffusing statements for challenging parents and staff

"I know this is new territory for many of us. Sometimes change is really challenging. Perhaps I can share some information with you about this issue?"

"Be assured that the safety, well-being and education of all students remains our highest priority."

"Of course I can't talk about any individual students, just as I would never talk about your child."

"Schools have always worked to support the needs of individual students in a variety of ways. Like we have always done, we are committed to supporting all of our students."

"Are there specific behaviors of other students that are causing your child to be uncomfortable?"

Adopted from Gender Spectrum



Important ideas to keep in mind regarding responding to challenging individuals

ADOPTED FROM GENDER SPECTRUM

- The bottom line is this: One person's discomfort never justifies limiting the rights and dignity of someone else
- If someone feels uncomfortable, it does not mean they are UNSAFE.
- Disclosure of any sensitive student information violates that child's right to privacy, and could be a HIPPA/FERPA violation
- School may be the ONLY place a transgender youth feels safe to be themselves.



This is Page 1 of a document called the IUSD Gender Affirming Administrator that is meant for “Internal use only” and was obtained via public records requests. The first bullet point states: “The bottom line is this: One person’s discomfort never justifies limiting the rights and dignity of someone else.” This should apply to ALL students. Just because a transgender child feels “discomfort” around those with different viewpoints – that student’s discomfort “never justifies limiting” the rights of other students to have their own personal or religious beliefs.

Likewise, the second bullet point states, “If someone feels uncomfortable, it does not mean they are UNSAFE.” This contradicts the Gender Support Plan where a transgender student can pinpoint and label ANY student as “UNSAFE” – based only upon their feelings of discomfort – not on any actions of the other student.

These statements should be applicable to ALL students – a student’s FEELINGS do not override another student’s rights to their personal or religious beliefs.

The statement that “School may be the ONLY place a transgender youth feels safe to be themselves” is a subjective belief with no factual basis. It may also be true that the HOME may be the only place a child feels safe.

The default position by IUSD that the school environment is somehow superior or more caring than the child’s home is not based on fact. We all know that there have been cases of abuse and neglect by teachers – but we don’t keep our children home from school because of those rare instances. And, we should not keep information from ALL parents simply due to the rare occurrence that a few parents MAY be abusive.

In the US, we believe that people are innocent until proven guilty – but IUSD seems to be saying that ALL parents are potential abusers and therefore, a school employee must be designated as the child’s “advocate” and keep this information from the child’s parents. This is all done without ANY evidence or even talking with the parents – and is based solely on what an IUSD staff member THINKS about a parent.

The Gender Affirming Administrator Laws and Education Codes

CA State Protection: AB1266 became Education Code Section 221.5 (f) A pupil shall 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.

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 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. (Education Code Section 220.)

Federal Protection: 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.

What does this all mean?

You may not share a student's gender identity with the student's parents, other students or members of the public. You must not reveal any information about the student that could be seen as a violation of the child's privacy rights. "Revealing a student's gender identity or expression to others may compromise the student's safety. Thus, preserving a student's privacy is of the utmost importance. The right of transgender students to keep their transgender status private is grounded in California's antidiscrimination laws as well as federal and state laws. Disclosing that a student is transgender without the student's permission may violate California's antidiscrimination law by increasing the student's vulnerability to harassment and may violate the student's right to privacy."

<https://www.cde.ca.gov/RE/DI/eo/faqs.asp> California Department of Education FAQ about AB1266

California School Board Association: Providing a Safe, Nondiscriminatory School Environment for Transgender and Gender-Nonconforming Students Policy Brief

Every student's journey is unique. We must take into account the student's age, personality and emotional state, level of privacy disclosure and the level of family support.

GENDER SPECTRUM



On page 2 of the IUSD Gender Affirming Administrator, it states: "You may not share a student's gender identity with the student's PARENTS, other students or members of the public." None of the laws or websites cited below say any such thing. There is NO LAW which states that teachers or administrators cannot "share a student's gender identity" with parents. In fact, many school districts are implementing

policies to ENSURE that parents are notified. Why is IUSD giving false information as fact? Why does IUSD not want parents to know if their own children are expressing gender identity issues?

IUSD Documents – IUSD Gender Support “Advocate” Considerations

Gender Support Advocate Considerations

Record Keeping

- Gender Support Lead Advocates should hold GSP in a secure locked file, NOT the students cume file
- Aeries Documentation category Personal Social / Mental Health. Do not document GSP in Aeries unless student provides permission to do so

Student voice and choice + Parent advocate when safe

- A minor has a constitutional right to privacy in California, that right preempts a parent’s right to educational records, if the disclosure of such a record would result in outing the student without the student’s consent.
- Any information of a personal nature disclosed by a pupil 12 years of age or older in the process of receiving counseling from a school counselor as specified in Ed Code Section 49600 is confidential.
- Once the student has disclosed their status to their parents, the parents should be consulted as to whether the Gender Support Plan and related documents (if any) should be considered educational records subject to FERPA, or not.

Name Change Considerations

- Aeries Nickname/Alias in parenthesis vs Name Change Via Help Desk
- Access to IUSD login/ lapse of access to Canvas and other platforms
- ASB card
- Yearbook
- Performance programs (VAPA)
- Diplomas
- Awards
- Letters of Recommendation
- State Testing

Consistent Support and Screening

- Trans Youth are 2 times more likely to think about and attempt suicide than Lesbian, Gay and Bisexual folks.
- Consider offering a confidential support group on your site
- Consider frequent check-ins on students regarding discrimination, bullying, harassment by peers and staff

Staff Communication

- Communicate students preferred name and pronouns use
- Build teacher capacity to correct misuse of name or pronouns by peers
- Advocate for name and pronoun use in teacher parent communication, if different from school setting

State Testing and District Surveys

- Prompt student before testing that Legal name will appear on test packet
- Prompt staff proctor to use proper name and pronoun during testing regardless of name reflected on the test packet.


Gender Support Team Members

- Elementary considerations
 - Student
 - Parent*
 - ERC
 - Teacher
 - Administrator
 - School Nurse/ Health Asst.
- Secondary considerations
 - Student
 - Parent*
 - MHS
 - Counselor
 - School Psychologist / ERMHS
 - Administrator
 - Nurse

*Best practice is to collaborate with parent if there are no safety concerns.

Advocate for Non-Gendered Events and Attire

- Dances: gendered lines, attire, Court
- Performance attire options
- Graduation attire options
- PE



IRVINE UNIFIED SCHOOL DISTRICT

This “Gender Support Advocate Considerations” document AGAIN states information as law without any legal citation. It states, “A minor has a constitutional right to privacy in California, that right PRE-EMPTS a parent’s right to educational records, if the disclosure of such record would result in ‘outing’ the student without the student’s consent.”

The third bullet point states that it is up to the student and parents to decide whether the Gender Support Plan is considered an educational record under the federal FERPA laws. That is completely nonsensical. NO parent or student can decide which records are considered “educational records” and which are not. This is a gross misstatement; student records are defined by federal and state laws.

IUSD Documents – IUSD Gender Support Plan Procedures and Best Practice Guidelines



Gender Support Plan Procedures & Best Practice Guidelines

What is a Gender Support Plan (GSP)?

- A GSP is designed to create shared understanding between parents, students, and school staff about the student's gender-related needs in the school setting.
- A GSP is not mandatory but is a highly recommended way to document the student's rights, protections and options.
- The plan is co-constructed by a team of individuals committed to the student's success at school.

Steps when initiating and implementing a GSP:

- Triage student needs and identify GSP team.
- Trained staff member schedules a pre-meeting with student to review the GSP process.
- GSP meeting is held with trained staff member/student's staff advocate. GSP is completed. Level of parent support determines parent involvement in this meeting.
- If applicable, Administrator submits Gender/Name change request form via Helpdesk.
- Confidential GSP information is disseminated to confidential staff through in-person meeting (depending on student's comfortable level) and/or confidential email.
- GSP can be reviewed at any time. A new GSP is created when student transitions to a new school.

Updated 03.2023

Here is a document called “Gender Support Plan Procedures and Best Practice Guidelines” developed by IUSD and updated in March of this year. This shows that the staff member will have a PRE-MEETING with the student ALONE. A Gender Support Plan meeting is then held with “trained staff” and the student’s “advocate.” Parents are NOT automatically included. In fact, it states, “The level of parent support determines parent involvement in this meeting.” How do they predetermine the “level of support?” Would parents of any religious faith be considered “unsupportive” automatically and kept from this process? Does “support” mean immediate AFFIRMATION of the child’s gender change?

Development of Gender Support Plan

- Appropriate trained staff will meet with student to gather preliminary information
 - Affirmed gender and name
 - Who has the student already notified? Who does the student feel comfortable being part of the GSP meeting? Who are student’s advocates?
 - Counselor, School Psychologist, Mental Health Specialist, Elementary Resource Counselor
 - Administrators, Nurses, Teachers or Staff can be the initial contact, but it is not within the scope of their competency to complete GSP independently.
 - Advocate should provide student with the areas that will be reviewed in the GSP meeting (communication, confidentiality/disclosure, use of facilities, extracurricular/school activities) so that student can take the time to consider their options before the GSP meeting.
 - Obstacles, barriers, or other areas of concern.

Following the GSP meeting

- Notify “need-to know” staff members in a secure and confidential manner of pertinent GSP information.
 - Affirmed pronouns and name
 - Access to facilities (i.e. bathrooms, locker rooms, etc.)
 - How to support during class (i.e. if student gets misgendered how should staff respond)
 - Communication with family
- File the GSP in a secure, confidential locked file cabinet. DO NOT place in the student’s cumulative file

Updated 03/2023

The second page of this Best Practice Guidelines also excludes administrators, nurses, teachers and other staff from creating these Gender Support Plans saying that “...it is not within the scope of their

competency to complete GSP independently.” So somehow, “counselors” are the only ones to have this core “competency.” In addition, it states that the Plan should NOT be placed in the child’s Cumulative file. Is this to hide it from parents?

IUSD Documents – IUSD Frequently Asked Questions



Frequently Asked Questions

Gender Support and LGBTQ+

1. What specific rights do transgender students have with respect to access to facilities and school programs?

Assembly Bill 1266 was introduced in 2014 and requires that students be permitted to participate in sex-segregated school programs, activities (including athletic teams and competitions), and use facilities consistent with their gender identity, without respect to the gender listed in the student’s records.

2. Does this include restrooms and locker rooms?

Yes. **Assembly Bill 1266** requires educational institutions to grant access to facilities based on gender identity regardless of sex assigned at birth. All single-user restroom facilities must be designated as “all gender.” The use of such a “gender neutral” restroom or private changing area shall be a matter of choice for a student. Schools cannot, however, require a transgender student to use those alternatives. Requiring a transgender student to be singled out by using separate facilities is not only a denial of equal access, it also may violate the student’s right to privacy by disclosing the student’s transgender status or causing others to question why the student is being treated differently.

3. What protections are in place for LGBTQ+ students?

California Education Code 220 states that, “no person shall be subjected to discrimination on the basis of disability, gender, gender identity, gender expression, nationality, race or ethnicity, religion, sexual orientation...in any program or activity conducted by an educational institution that receives, or benefits from, state financial assistance or enrolls pupils who receive state financial aid.”

4. May a student’s gender identity be shared with the student’s parents, other students, or members of the public?

Disclosing that a student is transgender without consent of the student may violate antidiscrimination law due to increasing the individual’s vulnerability to harassment and may violate the student’s right to privacy as stated in **IUSD Board Policy 5145.3**. Furthermore, revealing a student’s gender identity without their permission may compromise their safety. Ultimately, students have the right to keep their gender identity private, including from their parents and regardless of age.

This says, “Ultimately, students have the RIGHT to keep their gender identity private, INCLUDING FROM PARENTS AND REGARDLESS OF AGE.” Again, this does not cite any law. It states that certain things “MAY” violate the law or district policy. If it actually does – then it should explicitly say so.

Implications in Emergencies

Maureen Muir

Dec 9, 2022, 9:22 AM PST

Hi. After a 911 emergency at a site yesterday we found out that the health office staff and front office staff at sites don't have access to the show/hide legal name button in Aeries. Can we please add all of these folks to get that permission? I know my last request was for Office Assistants which I think would include front office staff but I may be wrong. I included Shadlie on this request who is the coordinator of Health Services.

Thank you.

Maureen Muir, LMFT, LPCC (She/Her/Hers)(why?)
Mental Health Specialist/LGBTQ+ Community Support
Irvine Unified School District

As you will see through these emails from last December, the zeal to keep information “private” even extends to medical personnel in emergencies. This email is from Maureen Muir. Her signature line indicates that she is the “Mental Health Specialist/LGBTQ+ Community Support” although she is not listed anywhere on the IUSD website.

In this email, Ms. Muir recounts how 911 had to be called regarding a student, and she states, “we found out that the health office staff and front office staff at sites don't have access to the “show/hide” legal name button in Aeries. Can we please add all of these folks to get that permission?”

This is extremely revealing. First, there is a specific button on the Aeries Parent Portal which allows the staff to either “SHOW OR HIDE” the child's legal name. Apparently, this is done to “protect” the student – even from parents. Also, this email reveals that even staff who need to call 911 may not have access the child's LEGAL name – which is the name that would be associated with any medication conditions, necessary medications, and allergies. This is all vital information that paramedics need in order to provide accurate medical care.

Madison Thomsen (IUSD)

Jan 2, 2023, 10:42 AM PST

Good Morning,

I would like to follow up on this request. Tim, do you approve of this update to provide all OAs, Health Assistants, and Nurses with read-only access to the Show/Hide Legal Name button in Aeries?

These staff do not currently have access to this button, and thus are not able to view the legal name and gender for any students with Gender Support Plans that have changed their preferred name and Gender in Aeries.

Sincerely,

Madison Thomsen
Information Technology
IT Support Hours:
Monday - Friday, 7:00am-5:00pm

The IT staff responded CONFIRMING that IUSD Office Assistants, NURSES and Nurse Assistants “...do not currently have access to this button, and they are not able to view the legal name and gender for any students with Gender Support Plans that have changed their preferred name and gender in Aeries.”

How would parents even be called if the school nurse could only see the child’s “preferred name” and the parents hadn’t been notified of the Gender Support Plan? What happens if this child has a life-threatening condition or allergy and their legal name – and all medications associated – are hidden from the nurses? What if the Office Assistant who calls 911 can’t provide detailed accurate medical information to the paramedics? This could potentially lead to great medical harm and even to a fatality

From: [Maureen Muir](#)
To: [Help Desk](#)
Cc: [Shadlie Kensrue](#); [Tammy Blakely](#); [Timothy Tatum](#)
Subject: RE: Update: (253771) Show/hide legal button
Date: Tuesday, January 17, 2023 3:45:00 PM
Attachments: [image003.png](#)
[image001.png](#)

Hi Madison. Tim, Shadlie and I had a chance to meet to discuss the potential privacy issues and at this time we not going to move forward with OAs, Nurses and Health Assistants receiving the show/hide legal button. We are going to make some changes to the actual Gender Support Plans instead to protect the student’s privacy. Our group did want to check with you to see if you would be able to give us a list of the groups who do have the show/hide legal button as we are not aware of who actually has the button.

Please let me know if you have any further questions. Thank you again!

Maureen Muir, LMFT, LPCC (she/her/hers) [\(why?\)](#)
Mental Health Specialist/LGBTQ+ Community Support
Irvine Unified School District
(949) 936-5189
MaureenMuir@iusd.org
Website: iusd.org/lgbtq
Instagram: [iusd_lgbtq](https://www.instagram.com/iusd_lgbtq)

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What is most alarming is that the conclusion of this email thread is that IUSD Nurses should NOT be privy to the child's legal name. And, these potential life and death decisions are being made by Maureen Muir, along with Timothy Tatum, Director of Student Services and Shadlie Kensrue, the Coordinator of Health Services – seemingly without approval by the IUSD School Board or Superintendent – and certainly without parent knowledge.

IUSD Documents – Outdoor Science Camp Flyer



The flyer is titled "OUTDOOR SCIENCE CAMP LGBTQ+ CONSIDERATIONS" and features a background illustration of a mountain range, trees, a tent, a fox, and a van. It is divided into several sections:

- FACILITIES:**
 - Toilet and showers are all private individual stalls
 - Each camp has boy/girl bathrooms with All Gender options throughout the camp
- CABINS:**
 - Schools decide if by sex or by gender
 - Consider timing of when you send out rooming lists
- PARENT NIGHT:**
 - For room assignments say they are by Gender (don't say sex)
 - Parents may contact the camp with questions but most of the time they are routed back to the school
- SPECIAL CABIN ACCOMMODATIONS:**
 - Catalina- Garibaldi Dorm (4 bed cabin)
 - High Trails- Gender Inclusive Cabin (12-16 students)
 - Thousand Pines- Other option available
 - Pali- Other option available
 - Emerald Cove- No special accommodations available
 - Irvine Ranch- Unknown
- QUESTIONS/CONCERNS:**

Maureen Muir
LGBTQ+ Community Support
maureenmuir@iusd.org
x65189
- SPECIAL NOTE:**

Most camps have LGBTQ+ staff members
- Alternative Options:**
 - Parents drop off daily
 - Don't attend

A red arrow points from the "FACILITIES" section to the "CABINS" section. A red circle highlights the "PARENT NIGHT" section. A red circle highlights the "Alternative Options" section. A rainbow heart icon is located to the right of the "CABINS" section.

On this internal IUSD flyer created by Maureen Muir, you can see how special considerations and options are provided to students who identify as transgender. At the top it notes that the schools decide if students are grouped by sex (biological) or by gender (what they identify as.) On “Parent Night” it specifically states: “For room assignment say they are by Gender (don’t say sex.)” This is a very specific directive to teachers and staff from Maureen Muir on what to say – and NOT say to parents. Who has given Ms. Muir that authority? What about the teacher’s ability to speak freely and be honest with parents?

Many parents may not realize that “Gender” refers to the child’s “gender identity.” So, a biological male who “identifies” as a female could be assigned to your daughter’s cabin for overnight sleeping arrangements.

It then says to tell parents to call the camp if they have questions, even though they will probably be routed back to the school. It also allows for these students to be dropped off daily, or not to attend at all. Are these same options provided to ALL students?

Is IUSD teaching Gender Identity in Elementary Schools?

IRVINE UNIFIED SCHOOL DISTRICT

CA HEALTHY YOUTH ACT FAQS

ABOUT STUDENT

Frequently Asked Questions regarding the California Healthy Youth Act (CHYA)

- OVERVIEW OF THE CA HEALTHY YOUTH ACT
- PARENT/GUARDIAN RIGHTS
- K-6 GRADE IUSD HEALTH INSTRUCTION

Q. What is taught to K-6 students?

A. K-6 Students are taught health.

- IUSD uses “The Great Body Shop” for grades K-6. IUSD has used this curriculum since 2005. Lessons for K-6 are focused on healthy habits; making good choices; social and emotional wellness; hygiene; and anti-drugs, alcohol, smoking and vaping education. At no time is sex education, sexual orientation or gender identity taught to IUSD K-6 students. While some of this information is included in “Great Body Shop” materials, IUSD does not share or teach lessons about sex education, sexual orientation or gender identity to our K-6 students.

There are conflicting messages throughout the Irvine Unified School District website, documents and policies. On the IUSD website, there are frequently asked questions regarding where gender identity is being taught.

Q. The Great Body Shop for K-6 students does include some lessons about sex education. Does IUSD teach these lessons to students?

A. No.

- At no time is sex education, sexual orientation or gender identity taught to IUSD K-6 students. While some of this information is included in "Great Body Shop" materials, IUSD does not share or teach these lessons about sex education, sexual orientation or gender identity to our K-6 students.

Q. Are K-6 students taught sex education?

A. No, at no time is sex education, gender identity or sexual orientation taught to IUSD K-6 students.

According to the IUSD board policies and the FAQ, "At no time is sex education, sexual orientation or gender identity taught to IUSD K-6 students." This is repeated over and over again. However, this conflicts with sample letters that were given to ELEMENTARY TEACHERS to send to parents about how they were going to TEACH about gender identity. They were linked to a school news bulletin. Here are a few excerpts from one of the letters:

"In addition to math, reading, writing, science, and social studies, we will also talk a lot about identities like race, gender, culture, and ability, and how these identities affect us and our world."

"children will be introduced to the language of gender. They will become familiar with terms such as gender identity, gender expression and with pronouns...."

"In most cultures people are often taught that there are only two options for gender: boy and girl. We are often taught that we must fit fully into one or the other, and behave in a way that matches our gender. In our class, we will start by thinking about the stereotypes (we will call them "messages") often associated with these two genders...."

These statements directly conflict with the stated board policies and FAQ. In addition, teaching that "most cultures" believe in 2 genders, but somehow elementary teachers know better – is insulting to parents of any religious faith or personal belief.

Either the board of education does not know what is happening at the Elementary level, or they are aware that gender identity is being taught, but they are purposely misleading parents on the website. Either way, this is highly disturbing, and parents should contact the IUSD Superintendent and board members to determine what is really happening at the Elementary level.

IUSD refers to Outside Agencies where children engage with adults

The IUSD website has an LGBTQ+ page with links to “Youth Resources” which includes the following.

Mental Health Virtual and In Person Groups

Spring-Summer 2023

Groups are Subject to Change

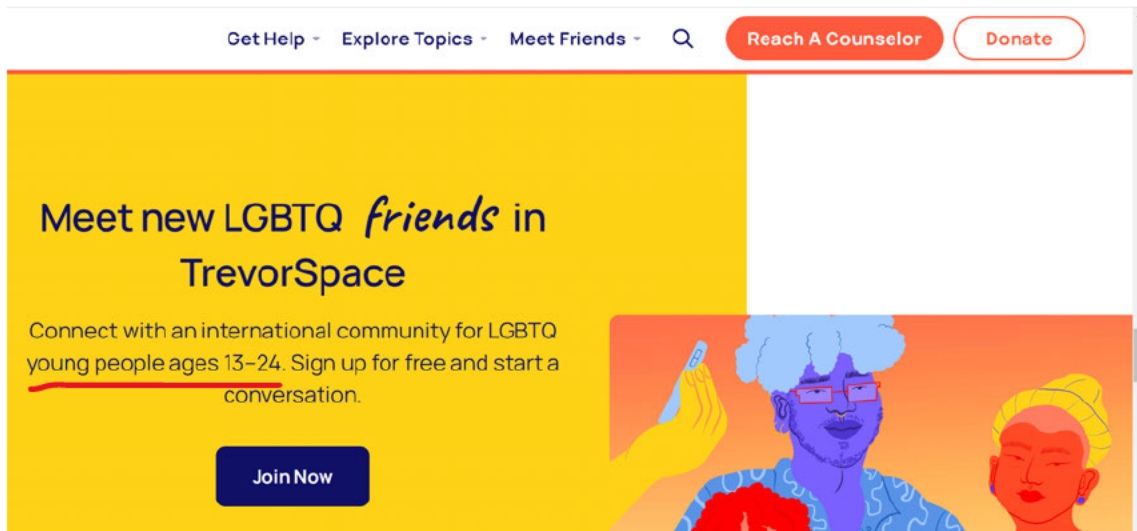
Monday	Tuesday	Wednesday	Thursday	Friday
<p><u>Grupo de Apoyo: Zoom</u> Grupo en español Adultos viviendo con VIH 1:30pm-2:30pm</p> <p>Facilitadores: Wendy y Sandra Contacto: Sandra 714-860-5603 svillacorta@radianthealthcenters.org</p>	<p><u>Acceptance 6-week Group 2x a Month: Zoom</u> 6 Week workshop for people newly diagnosed with HIV 4:00pm-5:00pm English Facilitators: Alex & Danny Contact: Danny 714-868-5607 dmorales@radianthealthcenters.org</p>	<p><u>Healthy Relationships 6 week Group 2x a month: zoom</u> 6 week workshop on building healthy relationships for LGBTQ Youth ages 12-26 2:00pm-3:00pm</p> <p>Facilitator: Alex & Gicelly Contact: Gicelly 949-809-8773 gvicaino@radianthealthcenters.org</p>	<p><u>Vibes: In Person 2x a Month</u> Interpersonal Growth Group for Adults living with HIV MH Support Group Every 1st and 4th Thursday 12:30-1:30pm English</p> <p>Facilitators: John and Ashley Contact: John Zarate 949-809-5793 jzarate@radianthealthcenters.org</p>	<p><u>Rainbow Connection</u> Virtual Group for LGBTQIA+ ages 18-24 4:00- 5:00pm Facilitators: Toni Collard Contact: Toni Collard 949-809-5788 tcollard@radianthealthcenters.org</p>
<p><u>The Connection: Zoom</u> Virtual Support Group 4:00pm-5:30pm English</p> <p>Facilitators: Joey & Gicelly Contact: Gicelly (949) 809-8773 gvicaino@radianthealthcenters.org</p>	<p><u>Grupo De Mujeres 2x al Mes</u> Grupo en español Grupo de Empoderamiento para Mujeres viviendo con VIH Empezando Marzo 15 1:00pm-2:00pm Facilitadores: Sandra & Jael Contacto: Sandra Villa 714-809-5603 svillacorta@radianthealthcenters.org</p>	<p><u>Radiant Rainbow Allegiance</u> LGBTQ+ and Ally Youth (13-17) Mental Health workshops & activities 4:00pm-5:00pm English In person at Community Action Partnership of OC: Santa Ana Facilitator: John Contact: John Zarate jzarate@radianthealthcenters.org</p>	<p><u>Vibras Positivas 2x al mes</u> Grupo de apoyo en español Cada 2do y 4to jueves Adultos viviendo con VIH 12:30pm-1:30pm Español</p> <p>Facilitadores: Wendy & John Contacto: John Zarate 949-809-5793 jzarate@radianthealthcenters.org</p>	<p><u>Authentically Me</u> Support group for LGBTQ+ Adults 25+ 6 PM-7 PM English Facilitators: Toni & Donnie Contact: Toni Collard 949-809-5788 tcollard@radianthealthcenters.org</p>

One of the links is to Radiant Health Centers which have counseling groups for ages 12-26. Do you want ANY 12-year-old going to counseling with adults? According to California law, children age 12 and older can go to “counseling” without parental consent. Therefore, you may not even know if your child is attending these counseling sessions with adults or what these adults are discussing with your child.

Orange County’s LGBTQ+ Youth Drop-In Center

Our youth drop-in center is open on Mondays and Fridays from 4–7 p.m. for anyone who is 12–26 years old. Featuring snacks, games, self-care items, career coaching, a gender affirming wardrobe and many more fun activities, the center is an accepting and supportive environment where attendees are free to be themselves.

Radiant Health also offers a “drop-in center” for ages 12-26. The website states: “Featuring snacks, games and self-care items, career coaching, a gender affirming wardrobe and many more fun activities...” Since this is under the guise of “counseling,” parents may not even know that their child is engaging in these activities with adults.



IUSD also links to the Trevor Project which connects children age 13 or older with adults up to age 24. This is a very controversial site.

IUSD LGBTQ+ Instagram account promotes activism



iusd_lgbtq

Following ▾

Message



23 posts

289 followers

109 following

Irvine Unified School District she/he/they

Education

Growing our IUSD LGBTQ+ Community. Follow for LGBTQ resources in our district and in OC.

iusd.org/parents/parent-and-family-engagement/lgbtq

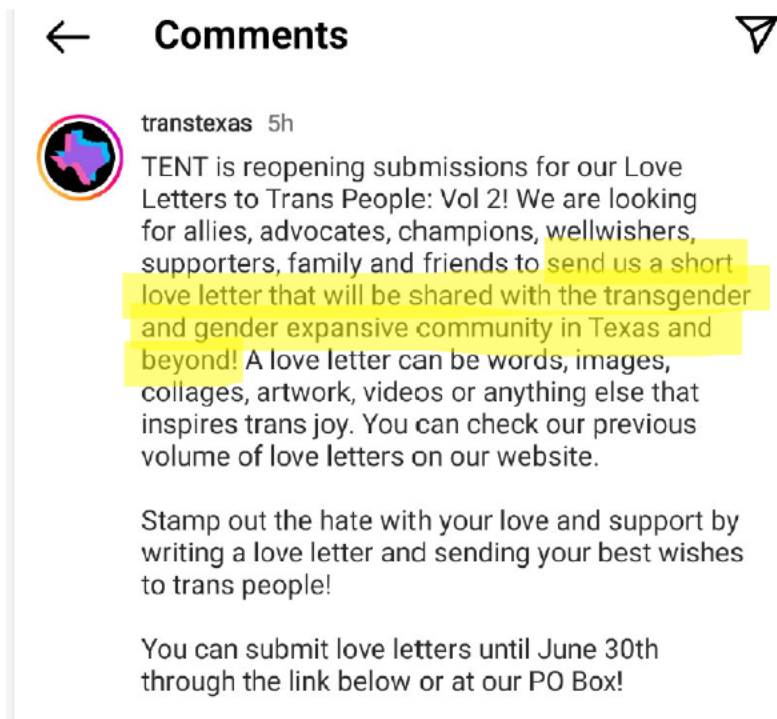
IUSD has its own LGBTQ+ Instagram page where even Irvine Unified School District has its own pronouns – SHE/HE/THEY!! This explicitly says that the purpose is “Growing our IUSD LGBTQ+ Community.” This goes well beyond providing support to a very small minority of students who really struggle with gender identity issues into actively promoting and encouraging political activism.



The IUSD Instagram Page encourages activism including participation in Pride Day and other activist events – even though it says that “IUSD does not endorse any of these events.” So then why promote them on the Instagram page? It appears that IUSD wants to have it both ways.



The IUSD Instagram page also boasts about Irvine Students sending “love letters” to “transgender people” in Texas. There is no mention if these “love letters” were sent with parental knowledge or consent, and if they went to children or adults in Texas.



These letters were sent to TENT – the Transgender Education Network of Texas – and were to be shared with the “gender expansive community in Texas and beyond.” Were parents notified that their minor children were doing this? Did children put their names or addresses on these “love letters?” Did they identify that they were from Irvine Unified? This promotion was specifically to fight legislation in Texas. This is very clearly political activism supported and endorsed by IUSD.

Conclusion

These IUSD documents and IUSD LGBTQ+ Instagram account clearly demonstrate that IUSD is actively keeping information from parents, is referring children to outside agencies without parental consent, and actively promoting and encouraging political activism.

IUSD’s policies and procedures clearly EXCLUDE parents from important decisions relating to their child, and replaces parents with government employees who act as “advocates” for YOUR child. These “advocates” can determine whether or not you, as a parent should be involved, based upon their own predetermination of whether you will be “supportive” or not. Clearly, “supportive” means immediately affirming the child’s gender change, and no other parental view is tolerated. This goes against parental rights, religious and personal freedoms, and is a huge government overreach into the private lives of Irvine residents.

IUSD’s policies and actions affect ALL parents, students and teachers. YOUR child may be labeled “unsafe.” YOUR child may encounter a child of the opposite sex in the bathroom, locker room, or cabin at overnight camp. YOU may be deemed “unsupportive” and have your rights bypassed.

What Parents Can Do

- 1. Know your legal rights regarding your personal and religious beliefs, and your rights to your child’s education and records. See the OCDE website with videos on religious freedoms at school.**
- 2. Opt out of Surveys – and specify Gender Support Plans which ask the child very personal information about themselves and their family’s beliefs. Education Code 51513 states:**

No test, questionnaire, survey, or examination containing any questions about the pupil’s personal beliefs or practices in sex, family life, morality, and religion, or any questions about the pupil’s parents or guardians beliefs and practices in sex, family life, morality, and religion, shall be administered to any pupil in kindergarten or grades 1 to 12, inclusive, unless the parent or guardian of the pupil is notified in writing...

- 3. Opt out of sex ed curriculum. The California Department of Education website states:**

The law makes it clear that parents can opt their children out of comprehensive sex education. According to the language in AB 329 [\[link\]](#), “the Legislature recognizes that while parents and guardians overwhelmingly support medically accurate, comprehensive sex education, parents and guardians have the ultimate responsibility for imparting values regarding human sexuality to their children.”

4. **Get a copy of your school district’s Gender Support Plans, documents and policies. IUSD does not provide these on the website – you will need to request all of these documents from the board or superintendent via a public records request.**
5. **Frequently request your child’s educational records. These may include Gender Support Plans that have been created by the district. Educational records need to be provided to parents within 5 days of request (Ed Code 56504 and 49069.7a)**

Parents of currently enrolled or former pupils have an absolute right to access to any and all pupil records related to their children that are maintained by school districts or private schools.... the requested access shall be granted no later than five business days following the date of the request.

Contact the IUSD Board members who represent YOU. Call or email them with your questions or concerns. You can also attend board meetings to share your public comments to a broad audience of parents and other community members.

Here is the Irvine Unified School Board contact information:

Lauren Brooks, Board President, can be reached at 714-292-2033 or via email at laurenbrooks@iusd.org

Cyril Yu can be reached at 626-260-0603 or via email at cyrilyu@iusd.org

Paul Bokota can be reached at 949-235-8405 or via email at paulbokota@iusd.org

Jeff Kim can be reached at 714-458-7947 or via email at jeffkim@iusd.org

Katie McEwen can be reached at 714-402-7880 or via email at katiemcewen@iusd.org

You can also make comments on these public pages:

Jeff Kim IUSD Board Member Page: <https://www.facebook.com/DrJeffKimIUSD>

Ask the Board why they don’t allow comments on the Irvine Unified School District Facebook Page: <https://www.facebook.com/IrvineUnifiedSchoolDistrict>

Please share this information with other families so that they can make the best, INFORMED decisions for their own children.