
LEGISLATIVE RESOURCE PACKET: SENATE BILL 116



Written By:

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MARYLAND STUDENT COALITION

2022 Legislative Session

marylandstudents.org

Document Overview

This document has three major sections which are as follows:

1. Comparable State Bills and Laws, pgs. 4-34
2. Maryland Counties' Policies, pgs. 35-44
3. Potential Advocacy Organizations, pgs. 45-47

Comparable State Bills and Laws

Twelve comparable state bills/laws are described with relevant information and executive summaries of the bill's purpose and effect in the table on pages 5-6. The complete bill language of each is also provided in this document.

Maryland Counties' Policies

Four counties are specifically brought to the fore in terms of policies and resolutions that are either similar, or adjacent, to the goals of the DELAC bill. The counties are Baltimore, Harford, Montgomery, and Prince George's.

Baltimore County (BCPS): A recent resolution was passed by the Board of Education to increase LGBTQ+ curriculum materials and content and foster inclusivity for individuals identifying as LGBTQ+

Harford County (HCPS): Two documents are provided. One deals with the broad goals of promoting diversity and inclusivity in classroom and academic settings through cognizant teacher efforts when developing lesson plans and curriculum. The other concerns more pointed goals to diversify curriculum, offer courses on ethnic/racial histories, etc.

Montgomery County (MCPS): The first document is the Board resolution on the development of a pilot program for an LGBTQ+ History course in MCPS schools which passed. There are also various course offerings that provide diverse perspectives and curriculum with regard to race and gender.

Prince George's County (PGCPS): High school social studies and ELA course offerings that provide diverse perspectives and curriculum with regard to race and gender through literary analysis and historical analysis

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Potential Advocacy Organizations

There are a variety of potential advocacy organizations listed in this section. A focus on student advocacy will be paramount in highlighting the importance of the DELAC bill should it be introduced into the Maryland General Assembly. The starred organizations are these student organizations. While we should cast a wide net on potential advocacy organizations, students should be a primary focus.

The Maryland Student Coalition itself will provide a breadth of testimony as well in the form of written and oral testimony “packages” similar to those compiled for the support of HB753 in the 2021 Legislative Session.

**COMPARABLE
STATE
BILLS & LAWS**

LEGISLATION SUMMARY

STATE	BILL #	YEAR	STATUS	EXECUTIVE SUMMARY
<i>COLORADO</i>	HB1192	2019	Passed	<i>Colorado's HB19-1192 tasks the state board of education with revising learning standards to include the history, culture, and social contributions of people of color, religious minorities, and LGBTQ people</i>
<i>CONN.</i>	HB7082	2020	Passed	<i>Connecticut's HB7082, Public Act 19-12 makes the state the first to mandate the offering of African American and Latino Studies courses in high schools. Connecticut will also similarly require Native American Studies courses in high schools beginning in 2023-24</i>
<i>DELAWARE</i>	HB198	2021	Passed	<i>This Act requires each school district and charter school to establish and implement a curriculum on Black History for students in grades K through 12. This Act incorporates contemporary events into discussions of Black History and the tools of experience</i>
<i>ILLINOIS</i>	101-0227	2020	Passed	<i>In this law, which took effect July 2020, public schools are prescribed to "study the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of Illinois and the United States."</i>
<i>ILLINOIS</i>	SB648	2021	Passed	<i>The Illinois TEAACH Act mandates the teaching of Asian American history and historical contributions in public elementary and high schools as well as the expansion of African American history requirements</i>
<i>KANSAS</i>	N/A	2021	N/A	<i>The Kansas Board of Education states that conflation of Critical Race Theory (CRT) with inclusivity and educational equity is dangerous and fallacious. Kansas is a more politically conservative</i>

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				<i>state</i>
MASS.	HD.4112	2021	Introduced	<i>The Massachusetts bill HD.4112 requires the establishment of a “cultural diversity curriculum to be implemented in elementary and secondary schools.”</i>
NEW J.	A4454	2021	Passed	<i>The New Jersey bill mandates instruction on diversity and inclusion, specifically along the lines of gender and sexual orientation; race and ethnicity; disabilities; religious tolerance; and unconscious bias</i>
NEW Y.	N/A	2021	N/A	<i>The New York State Board of Regents released a lengthy statement which encouraged districts to implement practices of inclusion, equity, and diversity as well as addressing the role bigotry and racism play in American life and society</i>
OREGON	SB739	2013	Passed	<i>Oregon SB739 seeks to present a “balanced representation of the relevant contributions to society by men and women of African-American, Hispanic, Native American, Asian-American and other racial groups in Oregon” in public school curriculums</i>
WASH.	SB5044	2021	Passed	<i>Washington SB5044 aims to dismantle institutional racism in the state’s public school system through broad curriculum reform</i>
WYOMING	HB0076	2018	Passed	<i>Wyoming HB0076 mandates changes to the curriculum to mandate Indigenous history</i>

NOTE: Legislative and bill language for each of the above bills follows on pages 7-34.

CALIFORNIA AB2016¹

Assembly Bill No. 2016

CHAPTER 327

An act to add Section 51226.7 to the Education Code, relating to pupil instruction.

[Approved by Governor September 13, 2016. Filed with Secretary of State September 13, 2016.]

AB 2016, Alejo. Pupil instruction: ethnic studies.

Existing law requires the adopted course of study for grades 7 to 12, inclusive, to include, among other subjects, the social sciences. Existing law requires the State Board of Education, with the assistance of the Superintendent of Public Instruction, to establish a list of textbooks and other instructional materials that highlight the contributions of minorities in the development of California and the United States. Existing law establishes the Instructional Quality Commission and requires the commission to, among other things, recommend curriculum frameworks to the state board.

This bill would require the Instructional Quality Commission to develop, and the state board to adopt, modify, or revise, a model curriculum in ethnic studies, and would encourage each school district and charter school that maintains any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum to offer a course of study in ethnic studies based on the model curriculum.

The people of the State of California do enact as follows:

SECTION 1. The Legislature finds and declares all of the following:

- (a) The State of California is committed to providing excellent educational opportunities to all of its pupils.
- (b) There are 92 languages other than English spoken throughout the state, with the primary languages being Arabic, Armenian, Cantonese, Korean, Russian, Spanish, Tagalog, and Vietnamese.

¹ *MSC Executive Summary: California AB2016 mandates the development of an ethnic studies curriculum for all high schools, the first such mandate in the nation*

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(c) There is a growing body of academic research that shows the importance of culturally meaningful and relevant curriculum.

(d) Based on the National Education Association (NEA) publication, *The Academic and Social Value of Ethnic Studies*, the inclusion of ethnic studies in a curriculum has a positive impact on pupils of color.

(e) Ethnic studies benefit pupils in observable ways, such as pupils becoming more academically engaged, increasing their performance on academic tests, improving their graduation rates, and developing a sense of self-efficacy and personal empowerment.

(f) The state's educational standards should be guided by core values of equity, inclusiveness, and universally high expectations.

(g) The State is committed to provide all pupils with excellent educational opportunities, without regard to race, gender, ethnicity, nationality, income, sexual orientation, or disability.

(h) The state is committed to its obligation to ensure its youth are college prepared and career ready, while graduating 100 percent of its pupils.

(i) The implementation of various ethnic studies courses within California's curriculum that are A-G approved, with the objective of preparing pupils to be global citizens with an appreciation for the contributions of multiple cultures, will close the achievement gap, reduce pupil truancy, increase pupil enrollment, reduce dropout rates, and increase graduation rates.

(j) The state encourages the participation of pupils and members of the community in the development of an ethnic studies model curriculum.

SEC. 2. Section 51226.7 is added to the Education Code, to read:

51226.7. (a) The Instructional Quality Commission shall develop, and the state board shall adopt, modify, or revise, a model curriculum in ethnic studies to ensure quality courses of study in ethnic studies. The model curriculum shall be developed with participation from faculty of ethnic studies programs at universities and colleges with ethnic studies programs and a group of representatives of local educational agencies, a majority of whom are kindergarten to grade 12, inclusive, teachers who have relevant experience or education background in the study and teaching of ethnic studies.

(b) The model curriculum shall be written as a guide to allow school districts to adapt their courses to reflect the pupil demographics in their communities. The model curriculum shall include examples of courses offered by local educational agencies that have been approved as meeting the A-G admissions requirements of the University of California and the California State University, including, to the extent possible, course outlines for those courses.

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- (c) On or before December 31, 2019, the Instructional Quality Commission shall submit the model curriculum to the state board for adoption, and the state board shall adopt the model curriculum on or before March 31, 2020.
- (d) The Instructional Quality Commission shall provide a minimum of 45 days for public comment before submitting the model curriculum to the state board.
- (e) Beginning in the school year following the adoption of the model curriculum pursuant to subdivision (a), each school district or charter school maintaining any of grades 9 to 12, inclusive, that does not otherwise offer a standards-based ethnic studies curriculum is encouraged to offer to all otherwise qualified pupils a course of study in ethnic studies based on the model curriculum. A school district or charter school that elects to offer a course of study in ethnic studies pursuant to this subdivision shall offer the course as an elective in the social sciences or English language arts and shall make the course available in at least one year during a pupil's enrollment in grades 9 to 12, inclusive.
- (f) It is the intent of the legislature that local educational agencies submit course outlines for ethnic studies for approval as A-G courses.

COLORADO HB19-1192², SB21-067

HOUSE BILL 19-1192

CONCERNING THE INCLUSION OF MATTERS RELATING TO AMERICAN MINORITIES IN THE TEACHING OF SOCIAL CONTRIBUTIONS IN CIVIL GOVERNMENT IN PUBLIC SCHOOLS, AND, IN CONNECTION THEREWITH, ESTABLISHING THE HISTORY, CULTURE, SOCIAL CONTRIBUTIONS, AND CIVIL GOVERNMENT IN EDUCATION COMMISSION TO MAKE RECOMMENDATIONS TO INCLUDE THE HISTORY, CULTURE, AND SOCIAL CONTRIBUTIONS OF AMERICAN INDIANS, LATINOS, AFRICAN AMERICANS, AND ASIAN AMERICANS, THE LESBIAN, GAY, BISEXUAL, AND TRANSGENDER INDIVIDUALS WITHIN THESE MINORITY GROUPS, THE CONTRIBUTIONS AND PERSECUTION OF RELIGIOUS MINORITIES, AND THE INTERSECTIONALITY OF SIGNIFICANT SOCIAL AND CULTURAL FEATURES WITHIN THESE COMMUNITIES, IN THE TEACHING AND CONTENT STANDARDS FOR HISTORY AND CIVICS, AND MAKING AN APPROPRIATION.

SECTION 1. In Colorado Revised Statutes, amend 22-1-104 as follows:

22-1-104. Teaching of history, culture, and civil government.

(2) (1) in-addition; The history and civil government of the United States AND OF THE STATE OF COLORADO, which includes the history, culture, and SOCIAL contributions of minorities, including, but not limited to, American Indians, LATINOS, African Americans, AND ASIAN AMERICANS, THE LESBIAN, GAY, BISEXUAL, AND TRANSGENDER INDIVIDUALS WITHIN THESE MINORITY GROUPS, AND THE INTERSECTIONALITY OF SIGNIFICANT SOCIAL AND CULTURAL FEATURES WITHIN THESE COMMUNITIES, AND THE CONTRIBUTIONS AND PERSECUTION OF RELIGIOUS MINORITIES, MUST be taught in all the public schools of the state.

(a) (2) Satisfactory completion of a course on the civil government of the United States and the state of Colorado, INCLUDING the subjects described in SUBSECTION (1) of this section, IS a condition of high school graduation in the public schools of this state.

(4) (3) (a) In an effort to increase civic participation among young people, each school district board of education shall convene a community forum on a periodic basis, but not less than once every SIX years, for all interested persons to discuss adopted content standards in civics,

² *MSC Executive Summary: Colorado's HB19-1192 tasks the state board of education with revising learning standards to include the history, culture, and social contributions of people of color, religious minorities, and LGBTQ people*

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including the subjects described in subsection (2) SUBSECTION (1) of this section. THE HISTORY, CULTURE, SOCIAL CONTRIBUTIONS, AND CIVIL GOVERNMENT IN EDUCATION COMMISSION ESTABLISHED IN SECTION 22-1-104.3 SHALL ACTIVELY PARTICIPATE IN ANY SUCH FORUMS.

(b) Based upon input from this community forum, each school district board of education shall determine how the subject areas specified in SUBSECTION (1) OF this section are addressed when establishing graduation requirements.

(5) (4) (a) In an effort to strengthen the teaching of the history, CULTURE, SOCIAL CONTRIBUTIONS, AND CIVIL GOVERNMENT of the state of Colorado and of the United States in all public schools of the state in accordance with the requirements of this section, the department of education, IN CONJUNCTION WITH THE HISTORY, CULTURE, SOCIAL CONTRIBUTIONS, AND CIVIL GOVERNMENT IN EDUCATION COMMISSION ESTABLISHED IN SECTION 22-1-104.3, shall assist the school districts of the state in developing and promoting programs for elementary and secondary students that engage the students in the process of discovery and interpretation of THE SUBJECTS AND TOPICS SET FORTH IN SUBSECTION (1) OF THIS SECTION.

(b) The department of education is authorized to accept gifts, grants, and donations in furtherance of the objectives specified in paragraph SUBSECTION (4)(a) OF THIS SECTION.

(c) It is the intent of the general assembly that the objectives specified in SUBSECTION (4)(a) OF THIS SECTION are to-be funded through the state education fund created in section 17 (4) of article IX of the state constitution. The general assembly hereby finds that the development, promotion, and maintenance by the school districts of the state of programs for elementary and secondary students that engage such students in the process of discovery and interpretation of THE SUBJECTS AND TOPICS SET FORTH IN SUBSECTION (1) OF THIS SECTION ASSIST these students in meeting state academic standards and may therefore be funded from MONEY in the state education fund.

(5) (a) In an effort to strengthen the teaching of HISTORY, CULTURE, SOCIAL CONTRIBUTIONS, AND CIVIL GOVERNMENT, AS DESCRIBED IN SUBSECTION (1) OF THIS SECTION, in all public schools of the state in accordance with the requirements of this section, the department of education, IN CONJUNCTION WITH THE HISTORY, CULTURE, SOCIAL CONTRIBUTIONS, AND CIVIL GOVERNMENT IN EDUCATION COMMISSION ESTABLISHED IN SECTION 22-1-104.3, shall assist the school districts of the state in developing and promoting programs for elementary and secondary students that address the state model content standards for HISTORY AND civics and promote best practices in WHILE ALSO ADDRESSING THE SUBJECTS AND TOPICS DESCRIBED IN SUBSECTION (1) OF THIS SECTION.

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(b) It is the intent of the general assembly that the objectives specified in this SUBSECTION (5) are funded through the state education fund created in section 17 (4) of article IX of the state constitution. The general assembly hereby finds that the development, promotion, and maintenance by the school districts of the state of programs for elementary and secondary students that address the state model content standards for HISTORY AND civics and promote best practices in WHILE ADDRESSING THE SUBJECTS AND TOPICS DESCRIBED IN SUBSECTION (1) OF THIS SECTION assist these students in meeting state academic standards and may therefore be funded from MONEY in the state education fund.

(6) THE STATE BOARD OF EDUCATION SHALL TAKE INTO CONSIDERATION ANY RECOMMENDATIONS OF THE HISTORY, CULTURE, SOCIAL CONTRIBUTIONS, AND CIVIL GOVERNMENT IN EDUCATION COMMISSION ESTABLISHED IN SECTION 22-1-104.3 WHEN PERFORMING ITS SIX-YEAR REVIEW OF THE STATE'S EDUCATION STANDARDS PURSUANT TO SECTION 22-7-1005 (6).

CONNECTICUT HB7082, PUBLIC ACT 19-12³

Substitute House Bill No. 7082 Public Act No. 19-12

AN ACT CONCERNING THE INCLUSION OF BLACK AND LATINO STUDIES IN THE PUBLIC SCHOOL CURRICULUM.

Be it enacted by the Senate and House of Representatives in General Assembly convened:

Section 1. Section 10-16b of the general statutes is repealed and the following is substituted in lieu thereof (Effective July 1, 2021):

(a) In the public schools the program of instruction offered shall include at least the following subject matter, as taught by legally qualified teachers, the arts; career education; consumer education; health and safety, including, but not limited to, human growth and development, nutrition, first aid, including cardiopulmonary resuscitation training in accordance with the provisions of section 10-16qq, disease prevention and cancer awareness, including, but not limited to, age and developmentally appropriate instruction in performing self-examinations for the purposes of screening for breast cancer and testicular cancer, community and consumer health, physical, mental and emotional health, including youth suicide prevention, substance abuse prevention, including instruction relating to opioid use and related disorders, safety, which shall include the safe use of social media, as defined in section 9-601, and may include the dangers of gang membership, and accident prevention; language arts, including reading, writing, grammar, speaking and spelling; mathematics; physical education; science, which may include the climate change curriculum described in subsection (d) of this section; social studies, including, but not limited to, citizenship, economics, geography, government, history and Holocaust and genocide education and awareness in accordance with the provisions of section 10-18f; African-American and black studies in accordance with the provisions of section 2 of this act; Puerto Rican and Latino studies in accordance with the provisions of section 2 of this act; computer programming instruction; and in addition, on at least the secondary level, one or more world languages; [and] vocational education; and the black and Latino studies course in accordance with the provisions of sections 3 and 4 of this act. For purposes of this subsection, world languages shall include American Sign Language, provided such subject matter is taught by a qualified instructor under the supervision of a teacher who holds a certificate issued by the

³ *MSC Executive Summary: Connecticut's HB7082, Public Act 19-12 makes the state the first to mandate the offering of African American and Latino Studies courses in high schools. Connecticut will also similarly require Native American Studies courses in high schools beginning in 2023-24.*

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State Board of Education. For purposes of this subsection, the "arts" means any form of visual or performing arts, which may include, but not be limited to, dance, music, art and theatre.

(b) If a local or regional board of education requires its pupils to take a course in a world language, the parent or guardian of a pupil identified as deaf or hard of hearing may request in writing that such pupil be exempted from such requirement and, if such a request is made, such pupil shall be exempt from such requirement.

(c) Each local and regional board of education shall on September 1, 1982, and annually thereafter at such time and in such manner as the Commissioner of Education shall request, attest to the State Board of Education that such local or regional board of education offers at least the program of instruction required pursuant to this section, and that such program of instruction is planned, ongoing and systematic.

(d) The State Board of Education shall make available curriculum materials and such other materials as may assist local and regional boards of education in developing instructional programs pursuant to this section. The State Board of Education, within available appropriations and utilizing available resource materials, shall assist and encourage local and regional boards of education to include: (1) Holocaust and genocide education and awareness; (2) the historical events surrounding the Great Famine in Ireland; (3) African-American [history] and black studies; (4) Puerto Rican [history] and Latino studies; (5) Native American history; (6) personal financial management, including, but not limited to, financial literacy as developed in the plan provided under section 10-16pp; (7) training in cardiopulmonary resuscitation and the use of automatic external defibrillators; (8) labor history and law, including organized labor, the collective bargaining process, existing legal protections in the workplace, the history and economics of free market capitalism and entrepreneurialism, and the role of labor and capitalism in the development of the American and world economies; (9) climate change consistent with the Next Generation Science Standards; (10) topics approved by the state board upon the request of local or regional boards of education as part of the program of instruction offered pursuant to subsection (a) of this section; and (11) instruction relating to the Safe Haven Act, sections 17a-57 to 17a-61, inclusive. The Department of Energy and Environmental Protection shall be available to each local and regional board of education for the development of curriculum on climate change as described in this subsection.

Sec. 2. (NEW) (Effective July 1, 2019) (a) For the school year commencing July 1, 2021, and each school year thereafter, each local and regional board of education shall include African-American and black studies and Puerto Rican and Latino studies as part of the curriculum for the school district, pursuant to section 10-16b of the general statutes, as amended by this act. In developing and implementing the African-American and black studies and Puerto Rican and Latino studies curriculum, the board may utilize the curriculum materials made available by the State Board of Education pursuant to subsection (d) of section 10-16b of the

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general statutes, as amended by this act, or other existing and appropriate public or private materials, personnel and resources, provided such curriculum is in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(b) A local or regional board of education may accept gifts, grants and donations, including in-kind donations, designated for the development and implementation of the African-American and black studies and Puerto Rican and Latino studies curriculum under this section.

Sec. 3. (NEW) (Effective from passage) (a) (1) Not later than January 1, 2021, the State Board of Education shall review and approve the black and Latino studies course developed pursuant to subsection (b) of this section by the State Education Resource Center, established pursuant to section 10-357a of the general statutes. The state board shall approve such course if, following a review of such course, the state board determines that the content of such course is rigorous, aligned with curriculum guidelines approved by the state board, and in accordance with the state-wide subject matter content standards, adopted by the state board pursuant to section 10-4 of the general statutes.

(2) Not later than January 15, 2021, the state board, in consultation with the State Education Resource Center, shall submit a description of the black and Latino studies course, which includes the scope and sequence and course objective, and a report on the development and review of such course to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

(b) The State Education Resource Center shall develop a black and Latino studies course. Such course shall be one credit and offered at the high school level. In developing such course, the State Education Resource Center may utilize existing and appropriate public or private materials, personnel and other resources, including, but not limited to, persons and organizations with subject matter expertise in African- American, black, Puerto Rican or Latino studies, and the curriculum materials made available pursuant to subsection (d) of section 10-16b of the general statutes, as amended by this act.

(c) For the school years commencing July 1, 2022, to July 1, 2024, inclusive, the Department of Education shall conduct an annual audit to ensure that the black and Latino studies course approved pursuant to this section is being offered by each local and regional board of education. The department shall annually submit a report on such audit to the joint standing committee of the General Assembly having cognizance of matters relating to education, in accordance with the provisions of section 11-4a of the general statutes.

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Sec. 4. (NEW) (Effective July 1, 2019) (a) For the school year commencing July 1, 2021, a local or regional board of education may offer the black and Latino studies course, approved pursuant to section 3 of this act, in grades nine to twelve, inclusive.

(b) For the school year commencing July 1, 2022, a local or regional board of education shall offer the black and Latino studies course in grades nine to twelve, inclusive.

Approved June 21, 2019

DELAWARE HB198⁴

HOUSE OF REPRESENTATIVES 151st GENERAL ASSEMBLY

HOUSE BILL NO. 198

AS AMENDED BY HOUSE AMENDMENT NO. 1

AN ACT TO AMEND TITLE 14 OF THE DELAWARE CODE RELATING TO BLACK HISTORY EDUCATION. WHEREAS, the General Assembly has traditionally left the development of school curricula up to the school districts and charter schools; and

WHEREAS, the General Assembly intends to leave the future development of school curricula up to the school districts and charter schools; and

WHEREAS, the General Assembly recognizes that including Black History in the curricula is of such importance that the General Assembly has designated Black History as a subject the General Assembly chooses to require school districts and charter schools to include in their curricula.

NOW, THEREFORE:

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend Chapter 41, Title 14 of the Delaware Code by making deletions as shown by strike through and insertions as shown by underline as follows: § 4142. Black History instruction.

(a)(1) Each school district and charter school serving students in 1 or more of the grades K through 12 shall provide instruction on Black History.

(2) The instruction required under paragraph (a)(1) of this section is provided through curricula developed or identified by the school district to charter school.

(3) At a minimum, Black History curricula must include all of the following:

a. The history and culture of Black people prior to the African and Black Diaspora, including contributions to science, art, and literature.

b. The significance of enslavement in the development of the American economy. c. The relationship between white supremacy, racism, and American slavery.

⁴ *MSC Executive Summary: See synopsis following bill language*

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- d. The central role racism played in the Civil War.
 - e. How the tragedy of enslavement was perpetuated through segregation and federal, state, and local laws.
 - f. The contributions of Black people to American life, history, literature, economy, politics, and culture.
 - g. The socio-economic struggle Black people endured, and continue to endure, in working to achieve fair treatment in the United States; as well as the agency they employ in this work for equal treatment.
 - h. Black figures in national history and in Delaware history.
- (4) The curricula developed must rely heavily on primary sourcing to receive a true perspective of the Black experience inclusive of the triumphs, setbacks, and contributions of Black persons.
- (5) The curricula developed must ensure the material is presented in an age appropriate manner.
- (b) The study of Black History serves to educate students about how Black persons were treated throughout history in this country. The study of Black History is intended to do all of the following:
- (1) Examine the ramifications of prejudice, racism, and intolerance.
 - (2) Prepare students to be responsible citizens in a pluralistic democracy.
 - (3) Reaffirm the commitment of free peoples to the Thirteenth Amendment to the United States Constitution.
- (c) Curricula required under this section must be designed to do all of the following:
- (1) Be trauma-responsive and recognize the impact of racial and historical trauma on students.
 - (2) Stimulate students' reflection on the roles and responsibilities of citizens in democratic societies to combat racism, inequality, and discrimination through tools of resistance such as protest, reform, and celebration.
 - (3) Incorporate contemporary events into discussions of Black History and the tools of resistance.
 - (4) Develop students' respect for cultural and racial diversity.
 - (5) Enable students to understand the ramifications of prejudice, racism, and stereotyping.
 - (6) Provide opportunities for students to discuss and uplift the Black experience.
 - (7) Provide students with a foundation for examining the history of discrimination in this State.
 - (8) Explore the various mechanisms of transitional and restorative justice that help humanity move forward.

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(d) The Department of Education shall develop and make publicly available a list of resources to assist a school district or charter school in creating Black History curricula. The Department shall consult with organizations that provide education about the experiences of Black people, or seek to promote racial empowerment and social justice, including the following:

- (1) The National Association of the Advancement of Colored People (“NAACP”).
- (2) Africana Studies programs at Delaware State University and the University of Delaware.
- (3) Delaware Heritage Commission.
- (4) Metropolitan Wilmington Urban League. (5) Black Student Coalitions.
- (6) Delaware Black Student Coalition.
- (7) Eastern Shore AFRAM.

(e) School districts and charter schools shall provide in-service training required under this section within the year.

(f)(1) Each school district and charter school shall designate an individual responsible for overseeing the implementation of the educational programming provided under this section. Each school district and charter school shall provide the name and contact information for the individual designated under this subsection to the Department of Education no later than September 15 of each year.

(2) Each individual designated under paragraph (f)(1) of this section shall report to the Department of Education no later than November 15 of each year regarding how the curriculum has been implemented by that individual’s school district or charter school.

(3) The Department of Education shall submit a written report to the Governor, the members of the General Assembly, and the Director of the Division of Research no later than January 15 of each year. The report must include the educational programming provided under subsection (a)(3) and how the curricula has been implemented by each school district and charter school.

(4) The Department of Education may, with the approval of the State Board of Education, adopt regulations to implement and enforce this section.

Section 2. This Act is effective immediately and must be implemented during the 2022-2023 school year.

SYNOPSIS

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This Act requires each school district and charter school to establish and implement a curriculum on Black History for students in grades K through 12. This Act incorporates contemporary events into discussions of Black History and the tools of experience.

ILLINOIS PUBLIC ACT 101-0227⁵

Public Act 101-0227

HB0246 Enrolled LRB101 05293 AXK 50307 b

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The School Code is amended by changing Sections 2-3.155 and 27-21 as follows:

(105 ILCS 5/2-3.155)

Sec. 2-3.155. Textbook block grant program.

(a) The provisions of this Section are in the public

interest, for the public benefit, and serve secular public purposes.

(b) As used in this Section, "textbook" means any book or book substitute that a pupil uses as a text or text substitute, including electronic textbooks. "Textbook" includes books, reusable workbooks, manuals, whether bound or in loose-leaf form, instructional computer software, and electronic textbooks and the technological equipment necessary to gain access to and use electronic textbooks intended as a principal source of study material for a given class or group of students. "Textbook" also includes science curriculum materials in a kit format that includes pre-packaged consumable materials if (i) it is shown that the materials serve as a textbook substitute, (ii) the materials are for use by the pupils as a principal learning source, (iii) each component of the materials is integrally necessary to teach the requirements of the intended course, (iv) the kit includes teacher guidance materials, and (v) the purchase of individual consumable materials is not allowed.

(c) Beginning July 1, 2011, subject to annual appropriation by the General Assembly, the State Board of Education is authorized to provide annual funding to public school districts and State-recognized, non-public schools serving students in grades kindergarten through 12 for the purchase of selected textbooks. The textbooks authorized to be purchased under this Section are limited without exception to textbooks that have been preapproved and designated by the State Board of Education for use in any public school and that are secular, non-religious, and non-sectarian, and non-discriminatory as to any of the characteristics under the Illinois Human

⁵ *MSC Executive Summary: In this law, which took effect July 2020, public schools are prescribed to "study the roles and contributions of lesbian, gay, bisexual, and transgender (LGBT) people in the history of Illinois and the United States."*

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Rights Act. Textbooks authorized to be purchased under this Section must include the roles and contributions of all people protected under the Illinois Human Rights Act. The State Board of Education shall annually publish a list of the textbooks authorized to be purchased under this Section. Each public school district and State-recognized, non-public school shall, subject to appropriations for that purpose, receive a per pupil grant for the purchase of secular and non-discriminatory textbooks. The per pupil grant amount must be calculated by the State Board of Education utilizing the total appropriation made for these purposes divided by the most current student

(d) The State Board of Education may adopt rules as necessary for the implementation of this Section and to ensure the religious neutrality of the textbook block grant program, as well as provide for the monitoring of all textbooks authorized in this Section to be purchased directly by State-recognized, nonpublic schools serving students in grades kindergarten through 12.

(105 ILCS 5/27-21) (from Ch. 122, par. 27-21)

Sec. 27-21. History of the United States. History of the United States shall be taught in all public schools and in all other educational institutions in this State supported or maintained, in whole or in part, by public funds. The teaching of history shall have as one of its objectives the imparting to pupils of a comprehensive idea of our democratic form of government and the principles for which our government stands as regards other nations, including the studying of the place of our government in world-wide movements and the leaders thereof, with particular stress upon the basic principles and ideals of our representative form of government. The teaching of history shall include a study of the role and contributions of African Americans and other ethnic groups including but not restricted to Polish, Lithuanian, German, Hungarian, Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak, French, Scots, Hispanics, Asian Americans, etc., in the history of this country and this State. To reinforce the study of the role and contributions of Hispanics, such curriculum shall include the study of the events related to the forceful removal and illegal deportation of Mexican-American U.S. citizens during the Great Depression. In public schools only, the teaching of history shall include a study of the roles and contributions of lesbian, gay, bisexual, and transgender people in the history of this country and this State. The teaching of history also shall include a study of the role of labor unions and their interaction with government in achieving the goals of a mixed free enterprise system. No pupils shall be graduated from the eighth grade of any public school unless he or she has received such instruction in the history of the United States and gives evidence of having a comprehensive knowledge thereof.

Section 99. Effective date. This Act takes effect July 1, 2020.

ILLINOIS SB648⁶

AN ACT concerning education.

Be it enacted by the People of the State of Illinois, represented in the General Assembly:

Section 5. The School Code is amended by adding Section 27-20.8 and by changing Section 27-21 as follows:

(105 ILCS 5/27-20.8 new)

Sec. 27-20.8. Asian American history study.

(a) Beginning with the 2022-2023 school year, every public elementary school and high school shall include in its curriculum a unit of instruction studying the events of Asian American history, including the history of Asian Americans in Illinois and the Midwest, as well as the contributions of Asian Americans toward advancing civil rights from the 19th century onward. These events shall include the contributions made by individual Asian Americans in government and the arts, humanities, and sciences, as well as the contributions of Asian American communities to the economic, cultural, social, and political development of the United States. The studying of this material shall constitute an affirmation by students of their commitment to respect the dignity of all races and peoples and to forever eschew every form of discrimination in their lives and careers.

(b) The State Superintendent of Education may prepare and

- 1 make available to all school boards instructional materials,
- 2 including those established by the Public Broadcasting
- 3 Service, that may be used as guidelines for development of a
- 4 unit of instruction under this Section. However, each school
- 5 board shall itself determine the minimum amount of
- 6 instructional time that qualifies as a unit of instruction
- 7 satisfying the requirements of this Section.

8 (c) The regional superintendent of schools shall monitor a

9 school district's compliance with this Section's curricular

10 requirements during his or her annual compliance visit.

11 (d) A school may meet the requirements of this Section

12 through an online program or course.

⁶ MSC Executive Summary: *The Illinois TEAACH Act mandates the teaching of Asian American history and historical contributions in public elementary and high schools as well as the expansion of African American history requirements*

MARYLAND STUDENT COALITION

13 (105 ILCS 5/27-21) (from Ch. 122, par. 27-21)
14 Sec. 27-21. History of United States. History of the
15 United States shall be taught in all public schools and in all
16 other educational institutions in this State supported or
17 maintained, in whole or in part, by public funds. The teaching
18 of history shall have as one of its objectives the imparting to
19 pupils of a comprehensive idea of our democratic form of
20 government and the principles for which our government stands
21 as regards other nations, including the studying of the place
22 of our government in world-wide movements and the leaders
23 thereof, with particular stress upon the basic principles and
24 ideals of our representative form of government. The teaching
25 of history shall include a study of the role and contributions
1 of African Americans and other ethnic groups, including, but
2 not restricted to, Polish, Lithuanian, German, Hungarian,
3 Irish, Bohemian, Russian, Albanian, Italian, Czech, Slovak,
4 French, Scots, Hispanics, Asian Americans, etc., in the
5 history of this country and this State. To reinforce the study
6 of the role and contributions of Hispanics, such curriculum
7 shall include the study of the events related to the forceful
8 removal and illegal deportation of Mexican-American U.S.
9 citizens during the Great Depression. Beginning with the
10 2022-2023 school year, the teaching of history shall also
11 include the study of the wrongful incarceration of Japanese
12 Americans during World War II pursuant to United States
13 President Franklin Delano Roosevelt's signed Executive Order
14 9066, the heroic service of the 100th Infantry Battalion and
15 the 442nd Regimental Combat Team of the United States Army
16 during World War II, the subsequent legal challenges by
17 Japanese Americans to Executive Order 9066, the resettlement
18 of Japanese Americans in Illinois following incarceration, and
19 the formal apology and redress for the incarceration issued by
20 the United States government in 1988. In public schools only,
21 the teaching of history shall include a study of the roles and
22 contributions of lesbian, gay, bisexual, and transgender
23 people in the history of this country and this State. The
24 teaching of history also shall include a study of the role of
25 labor unions and their interaction with government in
26 achieving the goals of a mixed free enterprise system.

MARYLAND STUDENT COALITION

1 Beginning with the 2020-2021 school year, the teaching of
2 history must also include instruction on the history of
3 Illinois. No pupils shall be graduated from the eighth grade
4 of any public school unless he or she has received such
5 instruction in the history of the United States and gives
6 evidence of having a comprehensive knowledge thereof, which
7 may be administered remotely.
8 (Source: P.A. 101-227, eff. 7-1-20; 101-341, eff. 1-1-20;
9 101-643, eff. 6-18-20.)

KANSAS BOARD LETTER ON CRT⁷

The subject of critical race theory is currently dominating media headlines and daily conversations for many. Just as we teach our Kansas students to be judicious consumers of information, we encourage all Kansans to educate themselves on what critical race theory (CRT) is and what it isn't.

Critical race theory is an advanced and complex concept with roots extending to the 1970s and the examination of how laws and systems promote inequality. CRT is not new. It has existed with little fanfare for more than 40 years.

Unfortunately, there are some who are conflating CRT with educational equity. These concepts and practices are not interchangeable. Educational equity refers to federal and state policies and requirements for measuring achievement, fairness and opportunity in education.

Critical race theory is not a part of Kansas' academic standards and has never been a part of Kansas' academic standards. We encourage everyone to review these standards.

This is not the time to pull focus away from the critical task at hand of addressing the immediate needs of our students created by the COVID-19 pandemic. Now more than ever, our students and educators need the public's focused support as they work to address unfinished learning and rebuild lost social-emotional connections.

As the Kansas State Board of Education, we fully support and affirm that our schools are a place of trusted learning. We are confident in the work of Kansas schools, local boards of education and communities to deliver the very best education for each student to be a successful citizen.

⁷ *MSC Executive Summary: The Kansas Board of Education states that conflation of Critical Race Theory (CRT) with inclusivity and educational equity is dangerous and fallacious. Kansas is a more politically conservative state.*

MASSACHUSETTS HD.4112⁸

The Commonwealth of Massachusetts

In the One Hundred and Ninety-Second General Court (2021-2022)

An Act establishing a cultural diversity curriculum in Massachusetts public schools.

Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same, as follows:

SECTION 1. Chapter 71 of the General Laws is hereby amended by adding the following section: - Section 98. The commissioner shall establish a cultural diversity curriculum to be implemented in elementary and secondary schools in the commonwealth. The purpose of the curriculum shall be to promote cultural diversity awareness among the children of Massachusetts including, but not limited to, educating students on diverse world cultures, heritages and backgrounds; highlighting the history of diverse cultures and peoples in shaping the United States of America and Massachusetts; and fostering respect for and appreciation of cultures, heritages, and backgrounds that students may otherwise not be aware of or have gained exposure to. The curriculum may be integrated into existing subject areas as to best promote cultural diversity awareness among a range of topics.

SECTION 2. The commissioner shall establish a plan to implement the cultural diversity 13 curriculum at the beginning of the 2021-2022 school year.

⁸ *MSC Executive Summary: The Massachusetts bill HD.4112 requires the establishment of a “cultural diversity curriculum to be implemented in elementary and secondary schools.”*

NEW JERSEY A4454⁹

A4454 MURPHY, REYNOLDS-JACKSON 2

AN ACT concerning diversity and inclusion instruction in school districts and supplementing chapter 35 of Title 18A of the New Jersey Statutes.

BE IT ENACTED *by the Senate and General Assembly of the State of New Jersey:*

1. a. Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion into the curriculum for students in grades 9 through 12 as part of the district's implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education.

b. The instruction shall:

(1) highlight and promote diversity, equity, inclusion, tolerance and belonging on topics including: gender and sexual orientation; race and ethnicity; disabilities; religious tolerance; and unconscious bias; and

(2) encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

c. The Commissioner of Education shall provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

2. This act shall take effect immediately.

STATEMENT

This bill requires school districts to provide instruction on diversity and inclusion as part of the implementation of the New Jersey Student Learning Standards in Comprehensive Health and Physical Education for students in grades 9 through 12. The instruction is to:

highlight and promote diversity, equity, inclusion, tolerance and belonging on topics including: gender and sexual orientation; race and ethnicity; disabilities; religious tolerance; and unconscious bias; and

⁹ *MSC Executive Summary: The New Jersey bill mandates instruction on diversity and inclusion, specifically along the lines of gender and sexual orientation; race and ethnicity; disabilities; religious tolerance; and unconscious bias*

MARYLAND STUDENT COALITION

encourage safe, welcoming, and inclusive environments for all students regardless of race or ethnicity, sexual and gender identities, mental and physical disabilities, and religious beliefs.

Under the bill, the Commissioner of Education will provide school districts with sample learning activities and resources designed to promote diversity and inclusion.

NEW YORK REGENTS POLICY STATEMENT¹⁰

Issue for Action

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY,
NY 12234

The Honorable the Members of the Board of Regents Chancellor Lester W. Young, Jr.

The New York State Board of Regents Policy Statement on Diversity, Equity and Inclusion in
New York State Schools

May 6, 2021

SUMMARY

At the Board of Regents meeting in April 2021, the Board discussed a framework on Diversity, Equity and Inclusion for New York State Schools which served as the basis for adopting a policy statement. At the May 2021 meeting of the Board, they will discuss and act on the proposed policy statement. The policy of the NYS Board of Regents is to encourage and support efforts at the State and local level to create within every school an ecosystem of success that is built upon a foundation of diversity, equity, inclusion, access, opportunity, innovation, confidence, trust, respect, caring, and relationship-building. All students must feel that they are welcome, they belong, and they are supported in every school.

The Board of Regents recognizes that much of this work is already happening in districts all across the State. School and district leaders, teachers, staff, students, and parents are working to create school communities that are more diverse, more equitable, and more inclusive than ever before. Many of New York's education stakeholders and their organizations have prioritized this issue, and their efforts must be recognized and applauded. But more work remains, and the Board of Regents and the State Education Department are committed to supporting schools and districts in their efforts to lift up all students.

Recommendation

It is recommended that the Board of Regents approve the policy statement that will advance diversity, equity and inclusion in New York schools.

¹⁰ *MSC Executive Summary: The New York State Board of Regents released a lengthy statement which encouraged districts to implement practices of inclusion, equity, and diversity as well as addressing the role bigotry and racism play in American life and society.*

MARYLAND STUDENT COALITION

VOTED, that The New York State Board of Regents Policy Statement on Diversity, Equity and Inclusion in New York Schools be approved.

OREGON SB739¹¹

77th OREGON LEGISLATIVE ASSEMBLY--2013 Regular Session

Enrolled Senate Bill 739

Sponsored by Senators WINTERS, MONROE, Representative CAMERON; Senators BAERTSCHIGER JR, BATES, BEYER, BOQUIST, BURDICK, CLOSE, COURTNEY, DEVLIN, DINGFELDER, EDWARDS, FERRIOLI, GEORGE, GIROD, HANSELL, HASS, JOHNSON, KNOPP, KRUSE, MONNES ANDERSON, OLSEN, PROZANSKI, ROBLAN, ROSENBAUM, SHIELDS, STARR, STEINER HAYWARD, THOMSEN, WHITSETT, Representatives BARKER, BARNHART, BARTON, BENTZ, BERGER, BOONE, DEMBROW, DOHERTY, FAGAN, FREDERICK, FREEMAN, GARRETT, GILLIAM, GORSEK, HANNA, HARKER, HICKS, HOLVEY, HOYLE, JENSON, JOHNSON, KENY-GUYER, KOMP, KOTEK, KRIEGER, MATTHEWS, MCKEOWN, MCLANE, NATHANSON, OLSON, PARRISH, REARDON, RICHARDSON, THATCHER, TOMEI, WEIDNER, WHITSETT, WILLIAMSON, WITT

CHAPTER

AN ACT

Relating to Oregon Studies; creating new provisions; amending ORS 329.492; appropriating money; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. ORS 329.492 is amended to read:

329.492. (1) The Department of Education shall develop academic content standards for Oregon Studies and shall prepare materials to support teacher training and classroom instruction in Oregon Studies.

(2) [*The department shall consult with the Oregon Historical Society*] In the development of the academic content standards in Oregon Studies and in the preparation of materials to support teacher training and classroom instruction in Oregon Studies[.], the department shall consult with:

(a) The Oregon Historical Society;

¹¹ *MSC Executive Summary: The Oregon bill seeks to present a “balanced representation of the relevant contributions to society by men and women of African-American, Hispanic, Native American, Asian-American and other racial groups in Oregon” in public school curriculums.*

MARYLAND STUDENT COALITION

- (b) The Commission on Black Affairs;
- (c) The Commission on Hispanic Affairs;
- (d) The Commission on Indian Services;
- (e) The Commission on Asian and Pacific Islander Affairs; and
- (f) Any other organization identified by the Superintendent of Public Instruction.

(3) The materials prepared as provided by subsection (2) of this section shall include a bal-

anced presentation of the relevant contributions to society by men and women of African-American, Hispanic, Native American, Asian-American and other racial groups in Oregon.

[(2)] (4) The Oregon Historical Society or any commission identified in subsection (2) of this section may use any public funds allocated to the [*Oregon Historical Society*] society or commission for the purposes of this section. In addition, the Oregon Historical Society or any commission identified in subsection (2) of this section may raise additional funds from private sources for the purposes of this section.

Enrolled Senate Bill 739 (SB 739-A) Page 1

SECTION 2. The Department of Education shall ensure that the academic content standards for Oregon Studies and the preparation of materials to support teacher training and classroom instruction in Oregon Studies are established and ready for distribution to school districts no later than July 1, 2014, for the purposes of the 2014-2015 school year.

SECTION 3. In addition to and not in lieu of any other appropriation, there is appropriated to the Department of Education, for the biennium beginning July 1, 2013, out of the General Fund, the amount of \$146,167, which may be expended for the purpose of complying with the provisions of this 2013 Act.

SECTION 4. This 2013 Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this 2013 Act takes effect July 1, 2013.

WASHINGTON SB5044¹²

ENGROSSED SUBSTITUTE SENATE BILL 5044

AN ACT Relating to equity, cultural competency, and dismantling institutional racism in the public school system; amending RCW 28A.410.260, 28A.415.445, 28A.405.106, 28A.410.270, 28A.413.050, and 28B.50.891; adding a new section to chapter 28A.415 RCW; adding new sections to chapter 28A.345 RCW; adding a new section to chapter 28A.410 RCW; adding a new section to chapter 28A.343 RCW; adding a new section to chapter 28A.710 RCW; creating a new section; and repealing RCW 28A.345.100, 28A.415.420, 28A.415.440, and 28A.657.140.

BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF WASHINGTON:

NEW SECTION. Sec. 1. (1) The legislature finds that state resources have been invested to: (a) Identify model standards for cultural competency; (b) incorporate these cultural competency standards into both the standards for effective teaching and the standards of practice for paraeducators; (c) develop cultural competency training programs for school district staff from paraeducators to administrators; and (d) develop a plan for the creation and delivery of cultural competency training for school board directors and superintendents. (2) The legislature plans to continue the important work of dismantling institutional racism in public schools and recognizes the importance of increasing equity, diversity, inclusion, antiracism, and cultural competency training throughout the entire public school system by providing training programs for classified staff, certificated instructional staff, certificated administrative staff, superintendents, and school directors that will be provided in an ongoing manner.

[ABBREVIATED]

¹² *MSC Executive Summary: Washington SB5044 aims to dismantle institutional racism in the state's public school system through broad curriculum reform*

WYOMING HB0076¹³

AN ACT relating to public education; providing that the heritage, history and contributions of American Indian tribes be addressed through education; imposing requirements on the state board of education and the department of education; and providing for an effective date.

Be It Enacted by the Legislature of the State of Wyoming:

Section 1. W.S. 21-4-602 is created to read: ARTICLE 6

AMERICAN INDIAN EDUCATION PROGRAMS

21-4-602. American Indian educational program.

(a) The state board through the department of education shall, in cooperation with tribes of the region including the Eastern Shoshone and Northern Arapaho Indian tribes, evaluate and review existing state social studies content and performance standards to ensure the cultural heritage, history and contemporary contributions of American Indians are addressed in the Wyoming social studies content and performance standards.

(b) The department shall, in consultation with tribes of the region including the Eastern Shoshone and Northern Arapaho Indian tribes, make available materials and resources on the department's official web site to assist school districts in meeting social studies benchmarks within Wyoming social studies content and performance standards relating to the study of American Indian tribes.

Section 2. This act is effective immediately upon completion of all acts necessary for a bill to become law as provided by Article 4, Section 8 of the Wyoming Constitution.

¹³ *MSC Executive Summary: Wyoming HB0076 mandates changes to the curriculum to mandate Indigenous history*

**MARYLAND
COUNTIES'
POLICIES**

BALTIMORE COUNTY

2022-01 LGBTQ+ INCLUSIVITY RESOLUTION

WHEREAS, Students experiencing discrimination or harassment based on sex (male/female), sexual orientation, gender identity, or gender expression are at a significant risk of a rank of health, safety, and educational problems; and

WHEREAS, In schools, conversations to foster equitable improvements and acknowledge diversity, often implicitly and/or explicitly exclude lesbian, gay, bisexual, transgender, non-binary, and other queer individuals; and

WHEREAS, Board Policy 0100, Equity, declares that "Disparities on the basis of...gender...sexual orientation, and gender identity (including gender expression)...are unacceptable and are directly at odds with the belief that all students can achieve;" therefore, be it

RESOLVED, That the Board promises to educate itself, as an entity, on the composition of, and disparities for, students of the LGBTQ+ community, from issues of bullying/harassment and lack of gender identity recognition; and be it further

RESOLVED, That the Board supports discussions about sex (male/female), sexual orientation, gender identity, and gender expression within classroom curricula material, professional development, and extracurricular activities, allowing students and staff to become educated on the LGBTQ+ community; and be it further

RESOLVED, That the Board supports the decisions of students for gender expression, including accommodations for the use of school facilities corresponding to the gender they consistently identify and the right of individuals to be addressed by names and pronouns corresponding to their gender identity.

August 10, 2021

HARFORD COUNTY

BOARD RESOLUTION

I. Purpose

The purpose of this policy is to set forth the Board's commitment to provide educational equity for all students.

II. Definitions

A. **Accountability Measures** – means those Maryland accountability framework indicators in place to guarantee oversight of opportunities, resources, and educational rigor that will lead to achievement for all students.

B. **Educational Equity** – means that every student has access to the opportunities, resources, and educational rigor they need throughout their educational career to maximize academic success and social/emotional well-being and to view each student's individual characteristics as valuable.

C. **Educational Opportunities** – means all students have access to rigorous, well-rounded academic programs and experiences that enrich their educational career and prepare them for academic and career success.

D. **Equity Lens** – means that for any program, practice, decision, or action, the impact on all students is addressed, with strategic focus on marginalized student groups.

E. **Individual Characteristics** – means the characteristics of each individual student, which include but are not limited to:

1. Ability (cognitive, social/emotional, and physical);
2. Ethnicity;
3. Family structure;
4. Gender identity and expression;
5. Language;
6. National origin;
7. Nationality;
8. Race;
9. Religion;
10. Sexual orientation; and,
11. Socio-economic status.

MARYLAND STUDENT COALITION

III. Statement of Policy

- A. Environments for student learning, extra-curricular activities, and other school or school-sponsored activities, shall be designed by the school system so as to be equitable, fair, safe, diverse, and inclusive.
- B. School system resources shall be identified and utilized so as to provide equitable access to educational opportunities and services including, among other methods, the use of disaggregated student data to analyze trends and identify gaps and equitable solutions.
- C. The school system shall identify partnerships with the Maryland State Department of Education (“MSDE”), local government agencies, other agencies, and stakeholders to support educational equity.
- D. The school system shall provide professional development designed and differentiated to build capacity for cultural responsiveness to address identified areas of inequity.
- E. The school system shall ensure equitable access to effective teachers for all students.
- F. The school system shall use an equity lens in all staff recruiting, hiring, retention, and promotion processes.
- G. The school system shall use an equity lens in reviews of staff, curriculum pedagogy, professional learning, instructional material, and assessment design.
- H. The school system shall provide access and opportunity for all students to successfully read on level by the end of each grade.
- I. The school system shall address equity in the Local Every Student Succeeds Act (“ESSA”) Consolidated Strategic Plan.
- J. The school system shall identify a process for analyzing data to develop goals, objectives, strategies, and timelines for the implementation of equitable and culturally responsive practices in each school.
- K. The school system shall identify a method of evaluation to measure the effect of equitable practices in the system and in schools.
- L. The Superintendent shall identify a system employee responsible for the facilitation, monitoring, and implementation of the system’s equity initiatives within the Local ESSA Consolidated Strategic Plan.
- M. The Superintendent shall issue procedures which implement this policy.

MARYLAND STUDENT COALITION

DIVERSITY, EQUITY, INCLUSION CURRICULUM GOALS

Since 2017, HCPSS has implemented several actions to remove structural barriers to access and ensure a rigorous classroom experience that reflects the rich diversity of our community:

1. Eliminated all unnecessary prerequisites for courses that had historically proven to exclude underrepresented student populations
2. Eliminated low-level courses that had delayed high school graduation for some students, and sent others to college needing remediation in English and/or math
3. Established more inclusive access to gifted and talented and advanced placement programming
4. Developed accessible and affordable dual enrollment course pathways
5. Adopted a consistent, districtwide early reading program and interventions, which include phonemic awareness development
6. Significantly Increased the diversity of texts appearing in media centers, classrooms and the curriculum
7. Incorporated research-affirmed, universal design principles into curriculum instructional strategies
8. Trained teachers and school administrators in delivering research-based first instruction and teaching controversial issues
9. Added electives, including an African American history course offered at all 12 high schools
10. BSAP Saturday Math Academies offer instruction and enrichment to a diverse student population

MONTGOMERY COUNTY

MEMORANDUM & RESOLUTION

The purpose of this memorandum is to request approval to develop a Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) Studies pilot course. Pilot courses are submitted to the Board as required by Board of Education Policy IFA, *Curriculum*, adopted February 13, 2001, and its accompanying Montgomery County Public Schools (MCPS) Regulation, IFA-RA, *Curriculum*. The policy requires that initial information regarding proposed curriculum development or significant revisions be presented to the Board for approval.

Pilot courses traditionally are approved by the Board in the fall of each school year; however, this course was not included at that time. Due to the strong interest and advocacy of students and teachers, the Board is asked to review this request for pilot implementation in the 2020–2021 school year. Ten high schools expressed initial interest in piloting or developing the course. Two of the 10 high schools plan to offer the course during the spring semester of the 2020–2021 school year, pending sufficient student enrollment and availability of staffing. The remaining eight high schools plan to offer the course during the 2021–2022 school year. Attached is a summary of the proposed LGBTQ+ Studies pilot course.

Staff members in the Office of Curriculum and Instructional Programs are collaborating with teachers, students, and nationally recognized experts and organizations committed to more inclusive curriculum for LGBTQ+ students as they develop the course curriculum and resources. Feedback and input from teachers and students will continue to shape the development of the course prior to implementation.

Following an initial implementation, teacher, student, and parent/guardian surveys will be used to gather data on the success of the course materials and instruction in meeting expectations for the course. Gradebook data also will be collected to analyze student performance across subgroups. Teacher feedback will include suggested revisions and additions to the course framework and materials. A social studies content team instructional specialist also will observe each of the teachers during the pilot. This feedback from multiple stakeholders will be reviewed by social studies content team staff prior to making a recommendation to conclude the pilot and open the course to all high schools, continue the pilot for an additional year, or end the pilot and remove the course from consideration as a new elective for high schools.

The following resolution is included for your consideration.

WHEREAS, On February 13, 2001, the Montgomery County Board of Education adopted Policy IFA, *Curriculum*, governing all curriculum development and implementation; and

MARYLAND STUDENT COALITION

WHEREAS, Montgomery County Public Schools established procedures under Regulation IFA-RA, *Curriculum*, to allow school staff to develop and pilot non-core curriculum courses through the Office of Curriculum and Instructional Programs; and

WHEREAS, The proposed course has met all of the requirements established in the procedures; and

WHEREAS, The proposed course supports and extends high school elective programs; now therefore be it

RESOLVED, That the Montgomery County Board of Education approve the following course, LGBTQ+ Studies, as a pilot course, in accordance with the procedures established in Regulation IFA-RA, *Curriculum*.

MARYLAND STUDENT COALITION

COURSE OFFERINGS

Montgomery County Public Schools PROPOSED ELECTIVE HIGH SCHOOL PILOT COURSE May12, 2020

The following course is proposed for pilot development and will be submitted for Board of Education review and approval, if successful.

LGBTQ+ Studies

Proposed by: OCIP

Number of Credits and Course Duration: 0.5 (1 semester) Grade Level: 11–12

Instructional Level: On-Level

Prerequisite: U.S. History

Purpose/Rationale: The goal of this semester-long course is to increase the awareness of students to the history, culture, and challenges of the Lesbian, Gay, Bisexual, Transgender, Queer/Questioning (LGBTQ+) community in America. The LGBTQ+ community faces enduring discrimination that has resulted in a rise in hate crimes against them, higher rates of depression, suicide, and addictive drug use. The course aims to bring acceptance, support, and a stronger sense of shared community among our students of all sexual and gender identities. As such, the course is designed both for students who identify as LGBTQ+ and for those who do not. For students who identify as LGBTQ+, this course will empower them as they learn about their shared history, culture, and contributions. For students who do not identify as LGBTQ+, this course will increase understanding and acceptance of their peers and others in this community.

Course Description: This course is an interdisciplinary exploration of LGBTQ+ identity, history, and culture. In Unit One, students will examine the factors that shape identity, with a focus on intersectionality. In Unit Two, students will investigate which voices are included in the historical narrative by exploring the resistance and resilience of the LGBTQ+ community in the U.S. Unit 3 focuses on the cultural contributions of LGBTQ+ individuals and their representation in media. Unit 4 will engage students in examining and addressing contemporary challenges faced by LGBTQ+ individuals locally, nationally, and globally.

PRINCE GEORGE’S COUNTY

HIGH SCHOOL COURSE ELA OFFERINGS

Survey of African-American Literature

This course is a survey of writings by African American authors from the 17th through 19th Centuries. A range of genres will be studied. Students will examine the formal connections of this tradition—how authors work and rework certain styles, techniques, genres, and structures. Students will also examine how this tradition explores a diverse body of ideas which nonetheless coalesce around the preoccupations of identity, freedom, mobility, and security. Students will have opportunities to engage in close reading, complete short research projects, and engage in writing linked to the Maryland College and Career Ready Standards.

Textbook(s): *myPerspectives ELA Student Edition Grade 12 Volume 1*, ISBN 9780133338836; *myPerspectives ELA Student Edition Grade 12 Volume 2*, ISBN 9780133338843

Survey of Women’s Literature

This course introduces literature by women in America and all over the world. A variety of genres will be covered along with varying historical periods. Students will become acquainted with the contribution of women writers and investigate the nature of their contributions. Students will have opportunities to engage in close reading, short research projects and writing aligned to the Maryland College and Career Ready Standards.

Textbook(s): *myPerspectives ELA Student Edition Grade 12 Volume 1*, ISBN 9780133338836; *myPerspectives ELA Student Edition Grade 12 Volume 2*, ISBN 9780133338843

Survey of African-American Literature 20th Century to Present

This course is a survey of writings by African American authors from the 20th Century to present times. A range of genres will be studied. Students will examine the formal connections of this tradition—how authors work and rework certain styles, techniques, genres, and structures. We will also examine how this tradition explores a diverse body of ideas which nonetheless coalesce around the preoccupations of identity, freedom, mobility, and security. Students will have opportunities to engage in close reading, complete short research projects, and engage in writing linked to the Maryland College and Career Ready Standards

Textbook(s): *myPerspectives ELA Student Edition Grade 12 Volume 1*, ISBN 9780133338836; *myPerspectives ELA Student Edition Grade 12 Volume 2*, ISBN 9780133338843

MARYLAND STUDENT COALITION

Latino-American Literature 1

This course is a survey of writings by Latino authors. Students will examine and be challenged to think critically about identity, history and culture through the experiences and portrayals of Latino Americans in literature and nonfiction. Students will have opportunities to engage in close reading, complete short research projects, and engage in writing linked to the Maryland College and Career Ready Standards. A range of genres will be studied.

Textbook(s): *myPerspectives*, *Elizabeth*, novels

Latino-American Literature 2

This course is a survey of writings by Latino authors. Students will examine and be challenged to think critically about language, representation and culture as portrayed through the experiences of Latino Americans across a variety of genres and mediums. Students will have opportunities to engage in close reading, complete short research projects, and engage in writing linked to the Maryland College and Career Ready Standards.

Textbook(s): *myPerspectives*, *I Am Not Your Perfect Mexican Daughter*, novels

HIGH SCHOOL SOCIAL STUDIES COURSE OFFERINGS

Blended Women's Studies

Geography and World Cultures offers a tightly focused and scaffolded curriculum that enables students to explore how geographic features, human relationships, political and social structures, economics, science and technology, and the arts have developed and influenced life in countries around the world. Along the way, students are given rigorous instruction on how to read maps, charts, and graphs, and how to create them.

Blended African American History

How have African Americans shaped the culture of the United States throughout history? Tracing the accomplishments and obstacles of African Americans from the slave trade through emancipation, and to the modern African diaspora, you will learn about the political, economic, social, religious, and cultural factors that have influenced African American life. In African American History, you'll come face to face with individuals who changed the course of history and learn more about slavery, racism, and the Civil Rights Movement. You will also explore how the history of African Americans influences current events today.

**POTENTIAL
ADVOCACY
ORGANIZATIONS**

LIST & DESCRIPTIONS

*Student organizations

Maryland Student Coalition (MSC)*

The Maryland Student Coalition (MSC) is a student-run advocacy organization, that is tasked with organizing and representing student issues to the local Boards of Education and the Maryland State Government.

The MSC accepts Associates from all districts in the state, who wish to volunteer and testify on matters that they personally care about. The MSC is also comprised of Member Organizations who work together within MSC to advocate for legislation and education policy.

When a popular (or unpopular) policy is being debated, the Maryland Student Coalition will be on the ground floor gathering public opinion, personally testifying and organizing students from across the state.

Maryland State Education Association (MSEA)

MSEA is the 76,000-member Maryland affiliate of the National Education Association, which represents 3 million education employees across the country. MSEA is the state's largest professional employee organization.

Members include elementary and secondary teachers, education support professionals, certificated specialists, school administrators, retired educators, higher education faculty, and students preparing to become members. MSEA supports 39 local affiliated associations throughout Maryland.

MSEA's 76,000 members are dedicated educators united by a common goal—to provide every student with an education that will lead to a successful and meaningful life.

Teachers Association of Baltimore County (TABCO)

TABCO's political action program includes recommendation for support and campaign assistance for friends of education, legislative lobbying for pro-education laws, and lobbying for education funding. No dues money can be used for political action. A separate voluntary fund called the Fund for Children and Public Education is used.

MARYLAND STUDENT COALITION

Maryland Youth Advisory Council (MYAC)*

As a coalition of diverse young advocates and leaders from across the State, the Maryland Youth Advisory Council addresses relevant issues by influencing legislation, spreading public awareness and serving as a liaison between youth and policymakers.

Maryland Association of Student Councils (MASC)*

The mission of MASC is to foster a statewide environment for all secondary school students to express and exchange opinions and ideas, develop leadership skills, and promote student representation and involvement in all groups and organizations impacting the lives of students.

County Student Councils*:

1. Allegany County Association of Student Councils
2. Associated Student Congress of Baltimore City
3. Baltimore County Student Councils
4. Calvert Association of Student Councils
5. Charles County Association of Student Councils
6. Cecil County Council of Student Councils
7. Carroll County Student Government Association
8. Chesapeake Region Association of Student Councils (Anne Arundel County)
9. Dorchester County Association of Student Councils
10. Garrett County Association of Student Councils
11. Harford County Regional Association of Student Councils
12. Howard County Association of Student Councils
13. Kent County Association of Student Governments
14. Montgomery County Junior Councils (middle school)
15. Montgomery County Region of the MD Assoc. of Student Councils
16. Northern Eastern Shore Association of Student Councils (Queen Anne's, Talbot, Caroline Counties)
17. Prince George's Regional Association of Student Governments
18. Southern Eastern Shore Association of Student Councils (Worcester, Wicomico, Somerset Counties)
19. St. Mary's Association of Student Councils
20. Washington County Association of Student Councils