

SB888_TheArc MDDC_ Support.pdf

Uploaded by: Ande Kolp

Position: FAV



**Maryland Developmental
Disabilities Council**

**SB888: Education - American Studies and Social Equity Standards Advisory Board -
Academic Standards and Model Policy
Senate Education Health and Environmental Affairs Committee
March 8, 2022
Position: Support**

The Maryland Developmental Disabilities Council's (Council) mission is to create change to make it possible for people with developmental disabilities to live the lives they want with the support they need. The Arc Maryland similarly is a statewide advocacy organization dedicated to protecting and advancing the rights of people with intellectual and developmental disabilities and furthering inclusion in all aspects of daily life.

We support SB 888. It will create an advisory board to examine the American Studies curriculum and to make recommendations for academic standards and school policy changes. The work of the advisory board will include recommendations to more fully recognize the history, contributions, and perspectives of ethnic and social groups to American History, including the history of people with disabilities, and contributions to American history made by people with disabilities; trailblazers for disability rights, inclusion, access, and equity. We also appreciate that the bill goes beyond curriculum and looks to school policies and factors necessary for creating equitable and welcoming school environments.

Maryland's students need to be provided with the opportunity to learn how people with disabilities were instrumental in changing history, and how they became active participants in changing societal attitudes about their needs, desires and abilities. By teaching the history of people with disabilities in schools, we are taking the necessary steps to ensure that history is not repeated and that there continues to be movement towards an even more accessible and inclusive society in future generations.

Further, we support the inclusion of a Disability Rights representative on the Advisory Board and hope that any other added members to the Advisory board have a person with "lived" experience and personal perspective on disability history.

For more information, please contact:

Ande Kolp, Executive Director, The Arc Maryland, akolp@thearcmd.org

Rachel London, Executive Director, The Maryland Developmental Disabilities Council, RLondon@md-council.org

2022 testimony SB888 pdf.pdf

Uploaded by: Debi Jasen

Position: FAV

Education, Health, and Environmental Affairs Committee - SB888 - FAVORABLE

Chair Pinsky, Vice Chair Kagan, and the Education, Health, and Environmental Affairs Committee;

SB888 will create an advisory board tasked with the job of developing recommendations for academic standards for American studies, and of developing a model policy on ethnic and social equity in the public schools.

I've read the bill and I think it's incredibly important to work on these issues for the students.

I live in Pasadena (northeast Anne Arundel County), and Chesapeake High School in Pasadena has serious problems with racism, homophobia, transphobia, xenophobia, and antisemitism. I'm sure many of those students are learning those things from home (especially considering that one kid wore a Confederate flag to school recently.) School may be the only place where these kids have a chance to learn to be better than their parents. I also believe that focusing on these issues would help the marginalized students feel a lot more comfortable and accepted in schools.

I urge a Favorable Report for SB888. Thank you for your consideration of this matter.

Sincerely,
Debi Jasen
Pasadena, MD

2022-Bill-My-Story-RobertSheinberg-Final.pdf

Uploaded by: Reda Sheinberg

Position: FAV

I Support HB1020/SB868

The Self-Direction Act

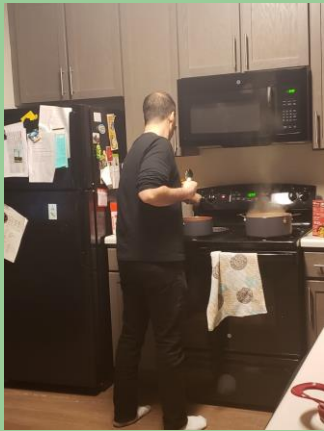


Robert

Our son Robert has been a self-advocate with self-directed services since 2008. The continuation of Self-Direction is very important and we strongly support the Self-Directed Services Act of 2022: We support goals as worked on with Self-Directed Advocacy Network of Maryland (SDAN).

- 1) To achieve greater equity by ensuring that people in disadvantaged communities, those with language barriers and those who lack robust family supports can also access SD
- 2) To restore and maintain flexibility and access to SD while retaining cost-savings
- 3) To ensure that anyone be deemed capable of self-directing with the needed supports

*Choice and Control Matter
Matter to Me!*



Reda and Marc Sheinberg
501 King Farm Blvd, Apt 101
Rockville, MD 20850
Reda.sheinberg@gmail.com

Self-Direction is important to me because I choose my direct support staff with my team support. My staff helps me do daily living chores in my own apartment community, do chores in the community, as well as successfully continue my part-time job at Goodwill. Self-directed services allow me to hire my own vendor, Integrated Living Opportunities, a creative non-profit. ILO Staff help me thrive integrated in my community in my own place, make friends with other self-advocates in the ILO program, work on health and wellness goals, and help learn cooking and cleaning skills needed to live on my own. I am working with ILO in helping me develop supports I will need long term to continue on my own when my parents are not available.

SB868_redasheinberg_fav.pdf

Uploaded by: Reda Sheinberg

Position: FAV

Monday, March 7, 2022

Senate Finance Committee

SB 868- Developmental Disabilities Administration – Self-Directed Services (Self-Direction Act of 2022)

Position: Favorable

We would like to register our support for SB868 and Self-Directed Advocacy Network (SDAN) Goals.

Goals:

- To achieve greater equity by ensuring that people in disadvantaged communities, those with language barriers and those who lack robust family supports can also access SD
- To restore and maintain flexibility and access to SD while retaining cost-savings
- To ensure that anyone be deemed capable of self-directing with the needed supports

My son, Robert, has been thriving on the Self-Directed Services (SD) since 2008. Robert tried 3 years of support from 2 traditional provider unsuccessfully from 2005 to 2008. The first traditional provider dropped Robert without warning at one of the most difficult periods of his life. Self-Directed Services has allowed Robert to grow at his own pace and not have to fit into the limitations of provider-based services. Because of the flexibility of Self-Direction, Robert is able to work his part-time job at Goodwill with ongoing supports as needed, gain in independence in community related chores, and live in his own apartment. Self-Directed services were especially important during the COVID pandemic as he could make choices based on his own needs and still safely work and have normal interactions with his family and staff while still practicing safety protocols.

Please vote to recommend passage of this bill out of committee. As a parent of our son, Robert, with a developmental disability, I ask for your uncompromising support of our right to choose the types and intensity of supports and services we receive, so that we have control over how we want to live our own lives.

Thank you!

Reda Sheinberg

SB888_FAV_Lee_2022.pdf

Uploaded by: Susan Lee

Position: FAV

SUSAN C. LEE
Legislative District 16
Montgomery County

MAJORITY WHIP

Judicial Proceedings Committee

Joint Committee on
Cybersecurity, Information Technology,
and Biotechnology

Chair

Maryland Legislative Asian American
and Pacific Islander Caucus

President Emeritus

Women Legislators of the
Maryland General Assembly, Inc.



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THE SENATE OF MARYLAND
ANNAPOLIS, MARYLAND 21401

March 8, 2022

Senate Education, Health, and Environmental Affairs Committee

Senate Bill 888 – FAVORABLE – Education- American Studies and Social Equity Standards Advisory Board – Academic Standards and Model Policy

Senate bill 888 establishes an American Studies and Social Equity Standards Advisory Board with the purpose of identifying ethnic and social groups whose contributions and perspectives are not currently often told in Maryland public school American studies. The Board is to create model policy on the studies of these groups to be adopted by the Maryland Board of Education by 2025. This bill is different than Senator Lam's bill and my more comprehensive bill covering multiple groups of underrepresented American groups in our history, but it hits on the same note, Asian American history is being neglected in our schools.

I am cross-filing this bill at the request of the House sponsor Delegate Qi. There were some initial promises made about sponsoring Asian American curriculum bills, but there were divergent strategies to get to the solution. This is the most nuanced of the bills, and therefore perhaps the most challenging to pass as law. The other bills provide less guardrails on the development of the curriculum.

This specific legislative effort is based on data requested about the curriculum in all local school systems over the interim, in which 14 jurisdictions responded about Asian American history taught in their jurisdictions. Some feedback included lessons about Indian or Chinese history as if they didn't understand the concept of Asian Americans. Moreover, the guidelines are bare in this subject matter, as it seems there isn't much worth teaching about Asian Americans according to the high school United States history framework. The middle school framework only mentions them in the bridge unit when their indicator and objective is to describe the impact of

geographic expansion on rights for African Americans, Chinese immigrants, and the political and legal rights to women. But that objective is not even assessed until high school. Then high school merely touches on the economic consequences of WWII on these groups, but again at the granular level of what local school systems actually teach about these groups, it is unclear if they cover these topics to any depth whatsoever.

Notably, and different from the other similar legislation in this space that you have heard this year, SB 888 creates an advisory board to examine current academic standards related to United States history. Examination is meant to find omissions of pertinent historical contributions or voices of ethnic or social groups. As defined, ethnic group means a nondominant racial or ethnic group (to include groups of individuals who identify as indigenous and/or of African, Asian or Pacific Islander, Hispanic, Latino, or Middle eastern decent) and social group means women, those with disabilities, members of the LGBTQIA community, immigrants, and refugees.

Upon identification, the board is intended to create academic standard for each grade level that will increase exposure to the contributions and voices of these groups. Inclusion of these contributions and perspectives is meant to not only expand a child's understanding of American history, but to allow for the exploration of communities with whom students will likely interact with during their years of study in Maryland.

The advisory board is to develop a model policy on ethnic and social equity in schools that allow for a safe environment in which students learn about the ethnic and social groups, some of which they may be a part. The safety of students exploring such topics is paramount as we strive to combat biases and challenge prejudices, assumptions, and attitudes. The advisory board model policy shall include the maintaining of communication with parents and invitation to voice concerns about student's experiences related to racial or social identity. Of importance is the parents religious or cultural concerns and the advisory board is intended to heed such concerns when developing policy.

Policy is also to be created to ensure faculty are trained in best practices when dealing with racially motivated incidents. Misconduct based upon ethnic or social group is to be met with appropriate, model policy approved disciplinary action.

Additionally, this bill sets out who is to be included in the advisory board. A diverse selection of individuals includes not just heads of education departments and associations, but individuals mirroring Maryland demographics. The represented communities include Native Americans, black and African Americans, Hispanic and Latino, disability rights, the LGBTQIA, and additional members.

Finally, the vacancy procedure is outlined to ensure that the board remains representative of Maryland demographics and does not become over represented by any community nor underrepresented of any community.

For these reasons, I request favorable report on SB888.

SB 0888 Establish an American Studies & Social Eq

Uploaded by: Ella Ennis

Position: UNF



Ella Ennis, Legislative Chairman
Maryland Federation of Republican Women
PO Box 6040, Annapolis MD 21401
Email: eee437@comcast.net

Senator Paul Pinsky, Chairman
and Members of the Education, Health and Environmental Affairs Committee
Senate of Maryland, Annapolis, Maryland

RE: **SB 0888** – Establish an American Studies & Social Equity Standards Board – **OPPOSED**

Dear Chairman Pinsky and Committee Members,

The Maryland Federation of Republican Women opposes SB 0888 as written. It calls for the Board to recommend content and instructional methods to challenge racist, sexist, gender or ability assumptions, attitudes, and behaviors.

However well intentioned, this bill promotes further division rather than harmonious efforts that would unite our nation. The bill calls for challenging assumptions, attitudes and behaviors but makes no mention of documenting and acknowledging the positive progress that has been made since the 1970s in ending racist and sexist behavior and practices.

The bill requires the use of the principles and practices of restorative justice, including disciplinary action. Wikipedia describes “restorative justice” as an approach to justice where one response to a crime could be a meeting between the victim and the offender. The goal is to share their interpretation of what happened, to discuss the harm resulting from the offense, and to come to a consensus on how to repair that harm. This could include payment of money, an apology, or other actions to compensate those affected and/or prevent the offender from causing future harm.

Page 5 lines 24-25 call for a welcoming learning and social environment, while a restorative justice approach could subject a student to unfounded accusations without an opportunity to defend and could subject them to ridicule in the classroom. Freedom of thought would be jeopardized. A child with beliefs outside the “norm” or the “new norm” could be pressured to admit an offense that doesn’t exist or, worse yet, be silenced.

Page 5 lines 22-23 require that a model policy promote an overarching focus and participation in the racially, culturally, and socially diverse global community. The United States Census conducted in 2020 recognized 5 races (White, Black/African American, American Indian/Alaskan Native, Asian, Native Hawaiian/Other Pacific Islander) and 2 ethnicities (Hispanic/Latino and not Hispanic/Latino) yet the Board’s community members detailed on page 3 at lines 9-28 do not include a member of the Caucasian race. Page 3 lines 25-26 call for a member from the Middle Eastern community. “Middle Eastern” is not a federally defined race or ethnicity nor is “Middle Eastern community” defined in the bill.

While we agree with the goal of a diverse community free of bias and welcoming to all, the provisions of this bill will not accomplish that.

Please give SB 0888 an **UNFAVORABLE** report.

SB888 American Studies Advisory Board 3.8.22.pdf

Uploaded by: Jeanette Ortiz

Position: UNF



**SB888 EDUCATION - AMERICAN STUDIES AND SOCIAL EQUITY STANDARDS ADVISORY BOARD -
ACADEMIC STANDARDS AND MODEL POLICY**

March 8, 2022

EDUCATION, HEALTH, AND ENVIRONMENTAL AFFAIRS COMMITTEE

OPPOSE

Jeanette Ortiz, Esq., Legislative & Policy Counsel (410.703.5352)

Anne Arundel County Public Schools (AACPS) opposes **SB888 Education - American Studies and Social Equity Standards Advisory Board - Academic Standards and Model Policy**. This bill establishes the American Studies and Social Equity Standards Advisory Board. It requires that at least 80% of the Board's members reflect the geographic diversity of the State and have a background in advocacy for certain ethnic and social groups. The legislation also requires the Advisory Board to review academic standards for American studies and develop a model policy on ethnic and social equity in public schools. Finally, the bill requires each county board of education to implement a curriculum for American studies before the 2025-2026 school year.

AACPS supports local decision-making authority in developing curriculum and opposes efforts by the General Assembly to legislate curriculum, courses of instruction, assessments, or graduation requirements, firmly believing that this role belongs to local boards of education in conjunction with the State Board of Education. Accordingly, AACPS incorporates civics education throughout our curriculum – from elementary school to high school. Over the course of the last 5 years, each of these frameworks has been rewritten by committees of teachers, administrators, and other stakeholders in a process overseen by MSDE and approved by the Maryland State Board of Education. AACPS agrees that public school curriculum must be more inclusive, and staff continues to review and rewrite curriculum utilizing an educational equity lens to help ensure more inclusivity.

This legislation is overly prescriptive and gets ahead of the requirements set for in the Blueprint for Maryland's Future. Specifically, the Blueprint for Maryland's Future requires the Maryland State Department of Education to develop curriculum standards and resources for each subject at each grade level, that build on one another in logical sequence, in core subjects that may be used by local school systems and public school teachers. Accordingly, AACPS does support with amendments HB47 Public Schools – Expanded American History – Development of Content Standards and Implementation. AACPS appreciates that the legislation is aligned with the Blueprint and places the responsibility for the development of content standards for a more inclusive and comprehensive American history where it belongs – with the Maryland State Board of Education.

Accordingly, AACPS respectfully requests an **UNFAVORABLE** committee report on SB888.

SB 888.American History Content Standards Curricul

Uploaded by: John Woolums

Position: UNF

BILL: Senate Bill 888
TITLE: Education - American Studies and Social Equity Standards Advisory Board - Academic Standards and Model Policy
DATE: March 8, 2022
POSITION: OPPOSE
COMMITTEE: Education, Health, and Environmental Affairs
CONTACT: John R. Woolums, Esq.

The Maryland Association of Boards of Education (MABE) opposes Senate Bill 888, which would require that the State Board of Education and local boards develop and implement new American History standards and curriculum based on the recommendations of a new American Studies and Social Equity Standards Advisory Board.

As this committee knows, MABE opposes efforts by the General Assembly to legislate curriculum, firmly believing that this role belongs to local boards of education in conjunction with the State Board. MABE maintains a strong preference for the adoption of State standards and the local discretion to achieve those standards through locally adopted curriculum and instructional tools and practices. MABE's opposition to this bill does not rest on an evaluation of the merits of teaching any specified subject matter, certainly not well-rounded and inclusive Social Studies content standards, but rather on the association's opposition to statutorily determining curriculum standards and content in specific subject matter areas or to dictate the teaching of any one concept or content item.

Importantly, local boards support the Blueprint for Maryland's Future Act which calls for significant, comprehensive reviews and revisions of State content standards and curriculum. The Blueprint requires Maryland to establish an internationally benchmarked curriculum that enables most students to achieve "college and career ready" status by the end of grade 10 and then pursue pathways that include International Baccalaureate (IB), Advanced Placement (AP), or Cambridge diploma programs, early college, and/or a rigorous technical education leading to industry recognized credentials and high paying jobs. The scope of this work is to be comprehensive, requiring the development of a fully aligned instructional system including curriculum frameworks, syllabi, assessments, clear examples of standard-setting work, and formative assessments to keep students on track.

MABE requests that the General Assembly allow the process envisioned and intended by the Blueprint to be developed by the Maryland State Department of Education (MSDE) in conjunction with local school systems, and to continue to reject proposals to legislate in the policy areas of content standards and curriculum.

For these reasons, MABE requests an unfavorable report on Senate Bill 888.

SB 888.pdf

Uploaded by: Kathy Jagers

Position: UNF

SB 888

Please withdraw SB 888. Equity with its “equal” results mean that some are restricted from their potential. Having worked the majority of my teaching career in Baltimore City, I know that treating students according to their needs and potentials is what causes success, not clipping the outcomes of some to make sure all are the same.

SB 888_LHalverson_Unfavorable.pdf

Uploaded by: Laurie Halverson

Position: UNF

Testimony SB 888

Education – American Studies and Social Equity Standards Advisory Board 3 – Academic Standards and Model Policy

Education, Health, and Environmental Affairs

March 8, 1:00 p.m. Hearing

Name: Laurie Halverson (8812 Harness Trail, Potomac MD 20854) LD15

Position: Strongly Oppose

I was a Maryland State Board of Education member and County PTA leader for a number of years. I strongly oppose SB 888. This bill is discriminatory, illegal and an example of over-legislating what our school systems are already doing without more legislative interference.

Reasons for opposition:

Social equity is not defined. How can an Advisory Board advise without a thorough definition of what “social equity” is? When you look up a definition online, there are various definitions. But the definition often states that social equity means equal access to both opportunities **and outcomes**. If the intention is to expect all students to have equal outcomes, the authors of this bill are choosing to suppress high and moderate achievers so that they can equal the lowest common denominator in educational outcomes. Excellence in education was once a goal in Maryland, but the supporters of this bill feel differently. “Equity for all” is not excellence.

SB 888 is a Discriminatory and illegal bill. The Civil Rights Act of 1964 sets forth a structure that prohibits discrimination. However, SB 888 is discriminatory and illegal. **The Civil Rights Act of 1964** prohibits discrimination on the basis of race, color, religion, sex or national origin. Yet, this bill recommends that standards be based on the definition of “ethnic groups” which include every race except Caucasians and every combination of humans in the “social group” definition except for white heterosexual male U.S. citizens. “Social groups” even include “refugees” and “immigrants” so it appears this subset may be lumped with illegal immigrants as well.

The makeup of the Advisory Board is racially and sexually biased against Caucasian U.S. males and females. Its members are classified according to race, skin color, ethnicity and sexuality. The Constitution and the Declaration of Independence do not classify human beings. SB 888 does, with the explicit exclusion of what the bill considers to be the “dominant” race.

The bill specifies that the members chosen on the Advisory group must have a history of advocacy for that particular group. I can think of a number of people from African descent who fall into the conservative category and advocate for the human race, not on behalf of a certain race. You would be excluding them from participating on the Advisory Board. Did you mean to exclude conservative black men and women?

The curriculum will end up being skewed to a collection of perspectives about race and sexuality and not so much about history. The goal of the Advisory Board appears to place more importance on cultural competency and being welcoming than it does on portraying the facts. As the board works diligently to make sure it has the specific 80% of members representing the ever changing geographic diversity of the state, and as each ethnic group (except the excluded Caucasians) advocates to add a particular perspective to the curriculum, the historical truth and weight of the stories will likely become distorted. Pressure to represent each ethnic group (except for Caucasians) equally in history is not a reflection of the true history. It is important for U.S. history to reflect the facts and the overall message that our Founding Fathers created for the people of our country in perpetuity.

The Model Policy is not necessary: There are already so many policies our school districts already have to address racism and sexual identity. I would rather see more effort on how our state schools will prepare students for the real world through curricula, focused on academics. This bill charges the Advisory Board with coming up with a Model policy on racial and social equity.

I am especially concerned with the requirement that emphasizes “restorative justice.” I was one of the co-chairs of the MCPS anti-bullying policy and remember how it is often mentally detrimental to the victim when he/she is required to meet with the bully to work it out together with the Principal. Restorative justice recommends this as a way to solve problems. This is most often not the best way to help the victim.

I am also very concerned what the Advisory Board would recommend for parents where it says that they are charged with providing parents with "a welcoming way to raise concerns about their child’s experiences relating to racial or social identity.”

It may set a mandate on local government: The Fiscal and Policy Notes mention this. Our local governments should have flexibility to set their curriculum to a wide extent. Mandates from the state to the local government should be rare. This bill would be an example overstepping.

SB 888 is over-legislating and overcompensating what is already addressed in the Civil Rights Act. Current state and local curriculum policies already address the importance of prohibiting racism and promoting diversity. The authors of this bill are really pushing the envelope by excluding one race in its definition of “ethnic group.” It is no excuse to say that it is fair to remove Caucasians based on this race being considered “the dominant” race. It is illegal to discriminate and this bill violates the Civil Rights Act.

Please get rid of this bill today. It will achieve nothing but more headaches for educators and will not improve student achievement in education.

SB0888UNFAVORABLE3:8.pdf

Uploaded by: Linda Diefenbach

Position: UNF

SB0888 UNFAVORABLE

this bill is racist and further divides citizens in Maryland, specifically students,

Horrible bill.

I request the Education, Health and environmental Affairs Committee give this bill an UNFAVORABLE.

Linda Diefenbach
6742 Deer Spring Ln.
Middletown, MD

SB 888_ACRWC_UNF.pdf

Uploaded by: Sarah Reichert-Price

Position: UNF

Senator Paul G. Pinsky, Chair
and Members of The Education, Health and Environmental Affairs Committee
Maryland State Senate
Annapolis, MD

RE: SB 888- Education- American Studies and Social Equity Standards Advisory Board- **OPPOSE**

Dear Chair Pinsky and Members of the Committee.

SB 888 not only serves as the following for our students:

- Social injustice- teaching minority students that their pitfalls and inadequacies are the result of actions of white individuals, who need to atone for the actions of previous generations, creates racial tension where it does not currently exist;
- Academic injustice- Slanting history to push the narrative of restorative justice distorts the reality of history as it happened, and is a form of CRT, which is based on Marxist philosophy, and;
- Emotional injustice- HB 352 has the potential to create explosive classroom emotions and attitude in an accusatory climate.

The great Rev. Martin Luther King, Jr. once said, "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character." By adopting lessons based upon CRT and restorative justice, MLK, Jr's dream and the actions of all civil rights activists will be voided. Our children will be taught that ALL races other than whites are superior and whites owe an apology for, and should, therefore, be ashamed of occurrences in history. Our children should be taught history simply as it occurred with no accusatory overtones or implications of guilt and shame on either race.

I am therefore asking that you vote an UNFAVORABLE report for SB 888- Education- American Studies and Social Equity Standards Advisory Board.

Thank you for your time,

Sarah Price, (ACRWC)
221 Miller Street
Westernport, MD