



BILL: Senate Joint Resolution 5 - Elementary and Secondary Education - Curriculum - Importance of Diversity

DATE: March 6, 2025

POSITION: FAVORABLE

COMMITTEE: Rules and Executive Nominations

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As the state chapter of the leading national organization centered on creating and sustaining inclusive K-12 education for LGBTQIA+ students, GLSEN Maryland supports Senate Joint Resolution 5, Elementary and Secondary Education - Curriculum - Importance of Diversity. The passage of this Resolution will help ensure that all of Maryland's students will see themselves and their neighbors reflected in our schools' standards, curriculum, and supporting resources, including the experiences and history of the LGBTQIA+ community..

Along with learning about the rich tapestry of our state and country, recognizing and incorporating the importance of our state and nation's diversity including the LGBTQIA+ community has demonstrated tangible benefits for **all** students. Research by our parent organization, GLSEN National confirms that inclusive curriculum and curriculum resources, supportive educators and administrators, and accepting peer relationships, together create environments where LGBTQIA+ students feel more connected to their school community. Importantly, these affirming environments lead LGBTQIA+ and all students to increased engagement in the classroom, academic motivation, and higher academic achievement. (Koscikow, J. G., Clark, C. M., & Menard, L. (2022). *The 2021 National School Climate Survey: The Experiences of LGBTQ+ Youth in Our Nation's Schools*. New York: GLSEN.)

One argument by those opposed to inclusive and diverse education curriculum and environments is that our schools need to focus on academic achievements especially during these difficult fiscal times. However, it is important to stress that by having inclusive and diverse classrooms, academic achievements for all students will increase.

Accordingly, GLSEN Maryland respectfully requests a **FAVORABLE** committee report on House Joint Resolution 5.



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