

ANTIRACIST  
EDUCATION IN  
HOWARD  
COUNTY  
PUBLIC  
SCHOOLS

PREPARED BY:



**ANTIRACIST HOCO**

## Introduction

With almost 60,000 students enrolled in Howard County schools, it is absolutely imperative to implement comprehensive policy change to promote anti-racist practices in all aspects of the educational infrastructure under HCPSS supervision. For the Board of Education (BoE) and superintendent to truly ensure “academic success and social-emotional well-being for each student in an inclusive and nurturing environment that closes opportunity gaps,” then it is also the responsibility of the BoE and superintendent to be accountable to its student’s and staff who have experienced such discrimination.

Through this petition, as current and former students of HCPSS, Antiracist HOCO would like to address particular methods of K-12 academic instruction and infrastructure that possess the potential for improvement. While many of our demands address specific classes in the secondary education level, it is critical that these changes are implemented within primary education to reap the fullest benefits. By outlining specific measures that, as students we believe are critical to promoting an anti-racist curriculum, we hope to minimize the shortcomings of the current system in addressing issues related to race and racism within Howard County. Antiracist HOCO believes that by providing actionable items that the Board of Education can readily implement, we can begin our journey to enhancing the conversation about diversity, equity and inclusion (DEI) within our community. It is not enough to simply provide tips to parents and teachers in a public announcement on how to discuss race and racism, these practices should be fully ingrained into every aspect of teaching and administration within HCPSS. For the Board of Education and superintendent to be truly invested in restorative justice, systems must be put in place to address mental health, anti-bullying, anti-bias, and professional learning for leaders to operationalize equity in every building, office, and classroom.

As a vibrant academic community, we should be celebrating the culture of the 24.2% of students who identify as Black/African American, the 22.7% who identify as Asian, the 12% who identify as Hispanic/Latino and other racial/ethnic identities which comprise 11.3% of the school system. While 34.5% of HCPSS students identify as white an overwhelming proportion of the curriculum represents Western European thought patterns, constituting an overrepresentation of voices who identify as white and an underrepresentation of voices who identify as Black, Indigenous, and People of Color (BIPOC). The lack representation of \*BIPOC and other disenfranchised people’s\* perspectives hinders the depth and breadth of education that our students receive. Antiracist HOCO would like to reform the academic and student experience by adding more diverse voices to represent the intercultural narrative that every academic environment should include.

Before constructing our final demands, Antiracist HOCO conducted an independent survey of nearly 2000 students, parents, and teachers. This survey revealed approximately 75% of students were not comfortable discussing topics related to racism against Black people based on the education they received in Howard County, meaning that we are severely under-preparing students to promote anti-racist practices their everyday lives. Furthermore, 75% of teachers expressed their dissatisfaction with the DEI training HCPSS provides, demonstrating the need for HCPSS to deepen its commitment to engaging in continual improvement of systemic DEI efforts. Likewise, 57% of parents indicated that they were dissatisfied with the DEI educational resources HCPSS provides to students, confirming parents’ interest in implementing an antiracist curriculum. Clearly, with expressed concern from major stakeholders in HCPSS, substantive change is the necessary next step in our antiracist journey.

With these concerns in mind Antiracist HOCO crafted the following demands, as students for students. While this petition primarily focuses on addressing racism and other forms of discrimination within education, we hope this petition will act as the impetus to achieve racial justice within our schools, community, and beyond through practicing anti-racism in our everyday lives.

\*BIPOC and other disenfranchised people refers to Black, Indigenous, and other People of Color, LGBTQIA+, people with disabilities, womxn, refugees, immigrants, people of a lower socio-economic status.



## Our Demands

1. Incorporate education about BIPOC and other disenfranchised groups, while elevating their voices.

*BIPOC and other disenfranchised groups have been largely ignored in the HCPSS curriculum. This section provides insight on how to increase the prominence of diverse perspectives, so students' stories and voices are reflected in the curriculum. The lack of inclusion evident in the current HCPSS curriculum demands that the voices of BIPOC and other disenfranchised groups are at the center of a discussion-based interactive education.*

2. Enforce inclusion and accessibility in and outside of the classroom.

*Specific methods and initiatives are provided in this section to increase the inclusivity of HCPSS curriculum regardless of a student's race, gender, sexuality, ability, and/or economic status.*

3. Review and replace discriminatory materials and policies.

*HCPSS must go through school materials and ensure they have updated information and use culturally proficient references to BIPOC and other disenfranchised students. Textbook selection should not isolate students based on their race, gender, ability, and/or social class. For changes that cannot be implemented immediately, the policies which dictate future action must include actions to eliminate discriminatory practices and barriers to equitable access to HCPSS resources.*

4. Increase access to student resources, both in-person and online.

*Resources such as (but not limited to) mental health, student organizations, and tutoring should be equally accessible across all HCPSS schools regardless of the school a student attends. All students should be able to gain access to all of the HCPSS resources within their school or be allowed to seek assistance from other sources within the county.*

5. Implement equitable hiring practices and require semesterly diversity, equity, and inclusion (DEI) training for all HCPSS employees.

*The enforcement of inclusion begins at the employee level; HCPSS must administer more inclusive hiring practices in order to hire ethically and increase representation among minority groups, especially in STEM. Once employed, HCPSS employees should be required to actively learn about inclusion. Completion of semesterly DEI training must be mandatory and made interactive for HCPSS employees. Presentations on cultural awareness are not enough—as we know through the school system's approach to education for students, learning happens through participation and application. DEI training must require employee involvement through reading and discussion in order to ensure the retainment of the information.*

6. Reform disciplinary practices for students and employees.

*Rehabilitation and reformation should be prioritized over punishment when students violate school policy. The first avenue for help should involve guidance counselors, school psychologists, and parents rather than involving student resource officers (with the ultimate goal of eliminating SROs entirely or revamping their role to be one of community building). If a student or faculty member acts in a racist or discriminatory manner, a mandatory diversity, equity, and inclusion workshop will be required. Further dismissal of that policy will then result in the reconsideration of enrollment or employment status.*



1. Include education about BIPOC and other disenfranchised groups, while elevating their voices.

A. English Language Arts

- I. Require that at least 50% of reading lists include books written by BIPOC and other disenfranchised authors
- II. Choose texts that address themes related to systems of oppression, social justice, and the triumphs of BIPOC and disenfranchised groups
- III. Critically analyze local, national, and international systems of oppression from intersectional perspectives

B. Science, Technology, Engineering, & Mathematics

- I. Teach STEM classes, specifically Biology and Anatomy, from an ability-inclusive perspective. Disabilities studies should emphasize the historical treatment of people with disabilities in America and reframe the current narrative to focus on the strengths rather than the weakness of people with disabilities
- II. Highlight contributions of BIPOC scientists, mathematicians, chemists, physicists, psychologists (and many more) in lectures
  - a. EXAMPLE: The Kerala school, a group of scholars in 14th century India who discovered calculus centuries before Newton, this is one of many examples where BIPOC achievements were forgotten in the midst of a whitewashed STEM curriculum
- III. Teach injustices toward BIPOC communities in STEM and adjacent studies
  - a. EXAMPLE: The Flint water crisis in environmental science, discuss the racial and sociological implications of the water crisis
- IV. Assign projects on notable scientists in history, starting at the primary level, with the intent of showcasing BIPOC contributors to delineate attainable opportunities for within STEM
- V. Utilize Forensic Science to expose patterns in police brutality

C. Social Studies

- I. Execute a plan that explicitly illuminates the history, culture, and experiences of marginalized groups in the United States
- II. Incorporate lessons about racism, sexism, classism, ableism, homophobia, xenophobia, and other forms of discriminatory oppression in U.S. History, Government and Politics, World History, etc.
- III. Include & expand on the history of minority groups
  - a. BIPOC
    - 1) EXAMPLE: Colorism in the Civil Rights Movement
  - b. LGBTQIA+
    - 1) EXAMPLE: Stonewall, Gay Pride Movement, involvement & influence of Black Trans womxn in the Pride Movement and culture, policing of queer people in the U.S. and other countries, exclusion of LGBTQIA+ from feminist movements
  - c. Womxn
    - 1) EXAMPLE: The role of the Black womxn during WWI, exclusion of Black womxn from feminist movements, different waves of the feminist movement
  - d. Laborers
    - 1) EXAMPLE: The role of upper, middle & lower classes during important historical events (industrialism, wars, colonialism, etc.)



- e. People with disabilities
  - 1) EXAMPLE: The restrictions & laws against people with disabilities during different historical time periods, acknowledgement & learning about important individuals, exclusion of disabled community from most social movements
- IV. Magnify global, non-Eurocentric perspectives (e.g. African, Latinx, etc.)
- V. Integrate minority groups efforts from historical events
  - a. EXAMPLE: How did Black womxn contribute to the civil war? What dynamics changed as a result of Black men gaining the right to serve in the military? How were Jewish Americans being treated post-Holocaust?
- VI. Encourage critical thinking skills and objective conversation about the U.S. intervention, combatting blind patriotism and one-sided story telling
- VII. Incorporate weekly current event assignments and discussion to establish parallels between history and the modern world
- VIII. Discuss that racism was prevalent everywhere in the US, not just in the South
- IX. Discuss different economic systems and their implementation worldwide
- X. Examine how resources were distributed and hoarded due to global capitalism and its effects on the environment, people, and cultural development

#### D. World Languages

- I. Teach about Mexican American history and indigenous (e.g. Quechua, Aztec, Mapuche) history in Spanish classes
  - a. NOTE: Aztec history is also taught in World History courses, so focus should be narrowed more to pertain more directly to a Spanish language course (see Index for examples)
  - b. EXAMPLE: Learning about Spanish words that originate from the Aztec language of Nahuatl and Aztec legends
- II. Teach about Afro-Latino history and culture in Spanish classes
- III. Teach current events and culture (art, music, dance, food, clothing, religion, etc.)
  - a. Weekly current event discussions from media sources in the foreign language of interest
  - b. Study holidays besides Cinco de Mayo and El Día de los Muertos, such as La Semana Santa, El Día de la Raza, El Día los Santos Inocentes, Carnival

#### E. Health

- I. Teach the basics of gender, sex, and sexuality in primary education
  - a. Students should be taught the difference between gender, gender expression, and sex
    - 1) Teachers should encourage specifying preferred pronouns for nametags and introductions
    - 2) Students should be taught that pronouns and gender are separate: gender does not dictate pronouns, and vice versa, in primary education
    - 3) Terms and definitions for genders identities should be taught to students, including (but not limited to) male, female, cisgender, transgender, bigender, nonbinary, agender, gender fluid, gender queer, etc.
    - 4) Terms and definitions for sex identities should be taught to students, including (but not limited to) male, female, intersex, etc.



- b. Sexualities across the spectrum should be normalized through class discussions where questions are encouraged and thoroughly answered. This includes providing terms and definitions for sexualities, including (but not limited to) homosexuality, bisexuality, pansexuality, asexuality, etc.
  - c. Graphics are a great guide for students to understand these terms and definitions, such as The Gender Unicorn (see Index for link)
- II. Cover a wider range of topics in detail, specifically outside of the cis-heteronormative assumptions in secondary health education
- a. Detail various forms of contraceptives, not just ones used by males
    - 1) IUDs, implant, diaphragm, birth control, male/female condoms, spermicide
    - 2) Take the focus off of abstinence and discuss more about safe sex
    - 3) Discuss how birth control works and all side-effects (effect on mental health, body changes, etc.)
  - b. Normalize non-heterosexual sex
    - 1) Students should understand the difference between physical and emotional attraction (this applies to all sexualities)
    - 2) Terms and definitions for sexualities outside of heterosexuality must be provided and normalized, including (but not limited to) homosexuality, bisexuality, pansexuality, asexuality, etc.
    - 3) Students must learn about sexual intercourse/sexual pleasure for sexualities outside of heterosexual
  - c. Teach gender identities outside of the cisgender binary; cisgender males and females should not be assumed to be the norm
    - 1) Students must understand the difference between gender and sex and how they are not interchangeable
    - 2) Students must understand the differences between gender expression and gender identity and how they do not dictate each other
    - 3) Students must understand the differences between pronouns and gender and how they do not dictate each other
      - a) Teachers must enforce all students stating their preferred pronouns when doing class introductions and on name tags
    - 4) Terms and definitions for gender identities must be taught to students, including (but not limited to) male, female, cisgender, transgender, bigender, nonbinary, agender, gender fluid, gender queer, etc.
    - 5) Students should be expected to understand the terms “cisgender” and “transgender” and how each one is an umbrella term
      - a) Students must understand that the terms are not a label of someone’s gender itself; they are terms that relate your gender to your sex. For example, a trans womxn’s gender is not “trans”, it’s “womxn” —“trans” acts as a descriptive term to relate gender to sex
      - b) EXAMPLE: All genders that differ from the sex you were born with would fall under transgender. This includes bigender, nonbinary, agender, gender fluid, gender queer, etc. identities
  - d. Delve deeper into what giving and maintaining consent entails
    - 1) Provide a clear definition of what consent means: an agreement between participants to engage in sexual activity; consent must be mutually given every time sexual activity occurs
    - 2) Discuss the ways that consent can be given
      - a) Communicating
      - b) Explicitly agreeing
      - c) Physical cues



- 3) Discuss situations where consent has not/cannot been given, including (but not limited to):
  - a) Saying yes one time does not guarantee consent for the next time sexual activity occurs
  - b) You can change your mind at any time, even after consent has initially been given, it can be taken away
  - c) Refusing to acknowledge “no”
  - d) Sexual coercion
  - e) Being in a relationship does not guarantee consent
- 4) Provide examples of what consent looks like and doesn't look like through class role-playing—this makes the situations easier to understand
- 5) Discuss asking your sexual partner about their sexual history
- e. Discuss rape and rape culture
  - 1) Discuss white privilege in rape culture (for example, Brock Turner)
  - 2) Clarify that sexual assault/rape doesn't always look the same (i.e. rape in relationships, non-consensual and blurry lines, age, state rules)
  - 3) Actively provide sexual assault resources
    - a) Post resources on class bulletin boards
    - b) Vocalize descriptions and locations of resources to classes
- f. Include discussion of health topics that intersect with race and racism
  - 1) Some examples:
    - a) Increased risk of heart disease for BIPOC due to environmental stressors
    - b) Increased mortality rates for Black mothers and children during labor
    - c) Increased risk of experiencing sexual assault for Black womxn compared to all other groups
- g. Teach about disability and neurodiversity awareness
- h. When discussing nutrition and bodily health, teach about body types and how “being healthy” is different for everybody
  - 1) Refrain from identifying “losing weight” as a measure of health: it isn't
    - a) Losing weight is not a strong metric for determining health because it uses the “average” body weight as the standard, failing to account for body types falling on a bell-curve spectrum

## F. Physical Education

- I. Reformulate health cutoffs that define a healthy lifestyle more comprehensively
  - a. Eliminate binary definitions of male and female for physical fitness testing
  - b. Accommodate physical fitness definitions to include students of varying physical abilities
- II. Develop healthy habits surrounding exercise
  - a. Create individualized plans for every student that address activity level, nutrition, and other mental and physical health concerns
  - b. Include curriculum about mental health and exercise
  - c. Implement curriculum about the intersection of exercise addiction and eating disorders
- III. Redefine a “typical” athlete
  - a. Highlight BIPOC, LGBTQIA+, and disabled athletes
  - b. Discuss stereotypes within sports and individuals working to combat these stereotypes
  - c. Include education about sports practiced in countries around the world (e.g. Cricket, Rugby, etc.)



## G. Fine Arts

- I. Expand the curriculum to include active teaching about art, artists, and styles of marginalized communities
  - a. Require detailed research about art and artists from marginalized cultures and communities in lectures to ensure appropriate & accurate instruction
  - b. Require teachers to relay information on the culture and history behind the art/artist to students
- II. Require that all cultural art showcased is accompanied by relevant background information to improve audience literacy on the subject
  - a. EXAMPLE: If a jazz piece is performed, the teacher should have an understanding of the culture and history behind jazz, before relaying this information to the students performing the piece. Similarly, once teachers and students understand the cultural aspects behind jazz, this information must be communicated with the audience to demonstrate understanding and give space for community learning
- III. Include education on racism, sexism, homophobia, ableism, etc. in the art world
  - a. EXAMPLE: Why is less credit attributed to the works of BIPOC creators?
  - b. EXAMPLE: Why are most pieces in art museums created by white cisgender men?

### 1. *Visual Arts*

- i. Encourage students to challenge the definitions and ideals of art
  - a. Teachers should be expected to motivate discussions and critiques of what art is. The “modern” definitions of art shouldn’t solely be accepted and taught as the standard—art shown in museums (typically created by white cisgender men) should not be labeled as the ideal and/or only acceptable forms of art

### 2. *Dance*

- i. Ensure that global dance forms are talked about in the classroom and appreciated as valid art forms
  - a. Encourage students to learn about or share their experiences with dance styles outside of the ballet, jazz, and modern curriculum

### 3. *Music*

- i. Educate students about non-Western music and composers, their culture, and overall cultural influence
  - a. Ensure students have a strong understanding about the culture
  - b. Encourage students to do further research on their own

### 4. *Theatre Arts*

- i. Expand the diversity of the productions being displayed. Perform plays and musicals written by BIPOC and international artists





## 2. Enforce inclusion and accessibility in and outside of the classroom.

### A. Guidance, Administration, & Clubs

- I. Host a yearly back-to-school club fair to showcase student organizations that promote greater cultural awareness and increase participation of BIPOC and other disenfranchised groups
- II. Develop virtual classroom architecture that permits students to take elective classes offered at other school
  - a. World Languages: Students should be given the option to take alternative language classes online should those courses not be offered in person. Languages such as arabic, Mandarin, etc.
  - b. Social Studies: Students should be given the option to take alternative elective classes online should those courses not be offered in person. Electives such as, womxn's studies, Native American studies, etc.
- III. Review all barriers to racial, gender, ability, and social class equity in accessing school facilities and educational resources
  - a. EXAMPLE: Home access to internet and technology
- IV. Database and respond to instances of discriminatory behavior in and outside of the classroom
- V. Integrate BIPOC students' and administrative goals through establishing a committee of diverse students
- VI. Recruit Black students, teachers and other diverse voices to speak at school-wide assemblies
- VII. Require representation from Historically Black Colleges and Universities (HBCU) at college fair
- VIII. Require representation from BIPOC and other disenfranchised groups at career fairs
- IX. Provide confidential reporting and recommendation resources for students to provide feedback on educational materials and classroom interactions

### B. English Language Arts

- I. Develop student-centered classrooms that strengthen and emphasize the importance of student's voices through seminar style discussions
- II. Encourage teachers to connect with authors to engage students in active discussion and broaden the scope of their conversation beyond the classroom
- III. Include partner, small group, and full-classroom discussions so all students have the opportunity to participate within their comfort

### C. Science, Technology, Engineering, & Mathematics

- I. Increase outreach from teachers and guidance counselors to BIPOC and underrepresented students
- II. Support BIPOC and other underrepresented students in and outside classroom
  - a. Encourage BIPOC and underrepresented students to pursue STEM throughout all levels of their education
  - b. Make peer and adult mentors more accessible and by creating a community for students to feel seen and safe when asking for help
  - c. Create a tutoring service staffed with upper level students and other volunteers
  - d. Create affinity groups for BIPOC and underrepresented students in STEM across



#### D. Social Studies

- I. Provide students the opportunity to discuss their culture and history in relation to the curriculum
- II. Increase representation of BIPOC and other disenfranchised students
- III. Implement two discussion-based classes per week that reinforce interactive-communal learning principles
- IV. Incorporate more field trips into the curriculum
  - a. EXAMPLES: National Museum of African American History and Culture, World History Five Religions

#### E. World Languages

- I. Integrate students in the English for Speakers of Other Languages (ESOL) program and foreign language classes, in person and/or virtually
  - a. Practice conversations for students to improve their language skills in both languages
  - b. Develop a “buddy system” with students who are proficient in a foreign language and students in the ESOL program to orient them to the school and resources available to them
  - c. Create class projects for students in the ESOL program and foreign language students to work on together that can be presented in both English and the foreign language
- II. Encourage Black students to continue foreign language education to address the gap in enrollment in a foreign language at the secondary level

#### F. Health

- I. End the separation of male and female students in primary level sexual education classes
  - a. Separation is dictated by birth-sex, not by gender. By separating and labeling the classes as “boy” and “girl” classes, sex and gender are confused, and the gender identities of students are assumed to be cisgender and binary
  - b. Students of all genders should be learning the same information (the female, male, and intersex reproductive systems, sexuality, sex, gender, etc.), placing all students in the same class regardless of gender ensures consistency
- II. Encourage community building through discussion-based lessons
  - a. Required use of a discussion/question box will allow for student anonymity and answers to common questions
  - b. Teachers must be responsible for answering all questions in the question/discussion box, regardless of the topic (e.g. sexual assault, rape, eating disorders, etc.)

#### G. Physical Education

- I. Develop a physical education class that celebrates rather than isolates students with disabilities
  - a. Currently teachers at several Howard County schools have engineered a class comprising 50% students with disabilities supplemented by students without disabilities, which creates a space for students with disabilities to participate in a class that meets their ability rather than in spite. This class should be formalized and implemented across all Howard County schools in accordance with the Least Restrictive Environment provision of Individuals with Disabilities Act
- II. Provide gender neutral and/or single occupancy changing facilities and bathrooms for students who are not comfortable using communal locker rooms and bathrooms
- III. Increase access to after school activities by highlighting community lead activities in physical education curriculum



#### H. Fine Arts

- I. Normalize the inclusion of BIPOC and other disenfranchised in Fine Arts classes by actively advertising the classes to all students and not limiting enrollment
- II. Disallow discriminatory competition within programs, ensuring students have the same ability to be involved. BIPOC, LGBTQIA+, and students with disabilities must be encouraged to join Fine Arts classes to the same extent as white, cisgender, able-bodied students
  - a. For example, across all HCPSS schools, Orchestra is often perceived by BIPOC students as almost fully exclusive to white and Asian students. This perception has formed as a result of the Orchestra significantly lacking inclusion of BIPOC students, making the class less welcoming and accessible for BIPOC students
- III. Make all Fine Arts classes accessible for students with disabilities
- IV. Incorporate semesterly presentations from artists, art school representatives, and people within a range of art professions (such as art therapists, curators, choreographers, etc.)
  - a. Professions within art are projected as unrealistic and unattainable, therefore exposure to professionals in creative professions provides specific paths to success
- V. Arrange a masterclass with experts from specific cultural background during international and intercultural units



### 3. Review and replace all discriminatory materials and policies.

#### A. Guidance, Administration, & Clubs

- I. Implement a confidential third-party investigation for complaints and provide a public feedback loop that provides insight to the Howard County community regarding progress on new initiatives
- II. Implement gender neutral and/or single-occupancy bathrooms in all schools

#### B. English Language Arts

- I. Implement required an annual anti-racist unit. An anti-racist unit will look like the following:
  - a. Students are required to read, analyze, and research texts regarding race, social justice, and system of oppression
  - b. Allow students to reflect on how race has impacted their positionality, implicitly and explicitly
  - c. Students are required to read texts specific to how to be anti-racist
    1. Antiracist Baby by Ibram X. Kendi
    2. How to be an Antiracist by Ibram X. Kendi
    3. Me and White Supremacy by Layla F. Saad
    4. "So You Want to Talk About Race" by Ijeoma Oluo
    5. Stamped From the Beginning by Ibram X. Kendi
    6. White Fragility by Robin DiAngelo
- II. Provide students the option to substitute texts relating to DEI studies for more traditional texts
- III. Provide students an opportunity to recommend amendments to reading lists
- IV. Implement new texts by Black, Indigenous, and people of color (BIPOC) authors to the current reading lists, such as:
  - a. All About Love: New Visions by bell hooks
  - b. Becoming Unbecoming by Una
  - c. Between the World and Me by Ta-Nehisi Coates
  - d. Brown Girl, Brownstones by Paule Marshall
  - e. Citizen: An American Lyric by Claudia Rankine
  - f. Dog-Heart by Diana McCauley
  - g. Evicted by Matthew Desmond
  - h. Fences by August Wilson
  - i. Invisible Man by Ralph Ellison
  - j. Korean Girl in America by Hope Kim
  - k. Night Sky With Exit Wounds Ocean Vuong
  - l. Soucouyant by David Chariandy
  - m. The Color Purple by Alice Walker
  - n. The Farming of Bones by Edwidge Danticat
  - o. The Hate U Give by Angie Thomas
  - p. The Haunted Tropics: Caribbean Ghost Stories by Martin Munro
  - q. The Refugees by Viet Thanh Nguyen
  - r. Untamed by Glennon Doyle
  - s. Untwine by Edwidge Danticat
  - t. Where the Crawdads Sing by Delia Owens



C. Health

- I. For primary level sexual education, refrain from students only having “the talk” about sexual education with their parents. While these conversations with parents are essential and important, they should not be the only source of information for topics within sexual education
- II. While it’s understandable that parents/guardians may feel uncomfortable with their child learning sexual education at school, there must be a reliable system in place to ensure that students that have opted out of sexual education are being taught the same material at home
  - a. Parents/guardians that have opted out should be provided with the topics and coursework material for sexual education
    1. Parents/guardians must provide approved evidence of the sexual education they provided their child in accordance HCPSS the coursework
  - b. Upon return, students that have opted out of sexual education should be required to take a test or quiz, along with the students that took the class at school, to make certain that they have learned the same material



#### 4. Increase access to student resources, both in-person and online.

##### A. Guidance, Administration, & Clubs

- I. Present information on college scholarships for all junior and senior students from minority backgrounds during their semesterly guidance counselor meeting
- II. Host annual financial aid workshops for all HCPSS students
- III. Have a designate team of staff members at every HCPSS high school to answer any transitional questions and help connect students with resources at their respective educational institution after graduation and before college
- IV. Require mandatory college preparatory guidance session with all first-generation students the summer before their final year of high school and before graduation
- V. Require representation from Historically Black College and Universities (HBCU) representatives be present at all college fairs.
- VI. Increase access to school psychologists in-person and online
  - a. Increase knowledge of how to access the school psychologist by integrating a mandatory presentation from the school psychologist during the first month of the school year in every ELA class
  - b. Provide access to community resources regarding mental health (e.g. The Horizon Foundation, HopeWorks, etc.)
- VII. Recruit diverse coaching staffs for high school sports

##### B. Science, Technology, Engineering, & Mathematics

- I. Create outreach program to increase participation of BIPOC and underrepresented students in rigorous STEM courses and careers
  - a. EXAMPLE: Improve teacher-student relationships by providing spaces to foster better communication
- II. Institute tutoring and mentoring services for students
- III. Increase awareness and accessibility to external resources that exist to support BIPOC and underrepresented students in the STEM field

##### C. World Languages

- I. Hold college and career information sessions for students in the ESOL program or students whose parents do not speak English. Translators and information should be readily available for undocumented or other students who may not feel comfortable attending in person (without forcing anyone to reveal their citizenship status)
  - a. Topics: Universities and colleges that support undocumented students, Hispanic Serving Institutions, legal rights, tuition and scholarship options

##### D. Health

- I. Local/community resources for Health-related topics should be provided
  - a. Descriptions and locations for where to receive free/affordable sex-related health care
    1. Planned Parenthood
      - a) Gaithersburg
      - b) Owings mills
      - c) Frederick



- b. Hotlines and locations of specific support groups for BIPOC, LGBTQIA+, sexual assault survivors, mental health resources, etc. The resources listed below are just a few of the several resources out there
  - 1. LGBTQIA+ (sourced from PFLAG HoCo)
    - a) BIPOC LGBTQIA+
      - (1) The Pride Center of Maryland
      - (2) Black Transmen
      - (3) The Center for Black Equity
    - b) Latinx LGBTQIA+
      - (1) Somos Familia
    - c) Legal Support
      - (1) Sue Silber of Silber, Perlman, Sigman and Tilev, P.A.
      - (2) FreeState Justice
      - (3) Maryland Attorney General's Office
      - (4) Transgender Law Center
  - 2. Sexual assault/Intimate Partner Abuse Support (sourced from PFLAG HoCo)
    - a) HopeWorks of Howard County, a 24-hour Sexual, Dating and Domestic Violence Helpline: 410-997-2272
  - 3. Mental Health resources
    - a) NAMI (National Alliance of Mental Illness): Howard County Crisis Hotline: 410-531-6677
- II. Advertise and provide resources pertaining to student health free of charge in school buildings
  - a. Install of condom dispensers in the Nurse's Office and/or bathrooms
  - b. Install of tampon and pad dispensers in student bathrooms (both boy's & girl's bathrooms)
  - c. Advertise school therapist
    - 1. Most students are unaware that a school therapist exists and how to reach them
    - 2. The school therapist's information should be provided in Health classes
      - a) The school therapist should be required to introduce themselves in all Health classes and provide information on how to reach them
      - b) The therapist's information must be posted on school bulletin boards and on Canvas.
    - 3. Alternative therapists for students that are seeking a therapist of the same race, gender, etc. must be made readily available and search-able through Canvas.
      - a) This information should also be provided through Health teachers, the school therapist, and administration

#### E. Fine Arts

- I. All materials needed for Fine Arts classes must be made available to students free of charge, including (but not limited to) visual art supplies, costumes, instruments, digital programs, cameras, etc.
- II. Access to training spaces (studios, auditoriums, music rooms, etc.) must be made available to students after-school



5. Implement equitable hiring practices and require semesterly diversity, equity, & inclusion (DEI) training for all HCPSS employees.

A. General

- I. Complete of mandatory semesterly DEI training for HCPSS employees
- II. Complete online Implicit Bias Test prior to each training session for all HCPSS employees to increase awareness of their unconscious biases
- III. DEI training must be interactive and require discussion. A DEI presentation is not enough; learning happens through participation and application
  - a. Require employees to read antiracist and/or activist texts by BIPOC, LGBTQIA+, people with disabilities, etc.
    1. Require semesterly antiracist and activist reading for DEI training
    2. Short, helpful introductory readings:
      - a) Age, Race, Class, and Sex: Women Redefining Difference by Audre Lorde
      - b) Demarginalizing the Intersection of Race and Sex: A Black Feminist Critique of Antidiscrimination Doctrine, Feminist Theory and Antiracist Politics by Kimberlé Crenshaw
      - c) The Master's Tools Will Never Dismantle the Master's House by Audre Lorde
      - d) "So You Want to Talk About Race" By Ijeoma Oluo
      - e) "Why Intersectionality Can't Wait" by Kimberlé Crenshaw
    3. Antiracist books:
      - a) Black Skin, White Masks by Frantz Fanon
      - b) How to Be an Antiracist by Ibram X. Kendi
      - c) Me and White Supremacy by Layla F. Saad
      - d) Sister Outsider by Audre Lorde
      - e) Stamped From the Beginning by Ibram X. Kendi
      - f) This Bridge Called My Back: Writings by Radical Women of Color by Cherrie Moraga, et. al
      - g) White Fragility by Robin DiAngelo
      - h) Women, Race and Class by Angela Y. Davis
  - b. Mandatory DEI workshops headed by groups/organizations/individuals that specialize in cultural awareness
    1. Crossroads Antiracism Organizing and Training
    2. Race Forward: a subgroup of Local and Regional Government Alliance on Race & Equity
    3. Racial Equity Tools provides organized information on training guides and selected programs to enforce
- IV. DEI training must encompass all disenfranchised groups (BIPOC, LGBTQIA+, people with disabilities, etc.) from the perspectives of those groups; trainings should not simply be rooted solely in "diversity", but in active, anti-racist philosophies from members of said minority groups
- V. After each training session, data from all HCPSS employees on the aforementioned cultural training/workshops must be collected and analyzed by the Committee for Diversity and Inclusion to routinely improve the training and ensure its effectivity





### B. Guidance, Administration, & Clubs

- I. Require guidance counselors to attend annual workshops on the challenges that BIPOC students face when applying for college (e.g. financially, applying as a first-generation student etc.) and on supporting students' successful application for financial aid in college

### C. English Language Arts

- I. Teachers will receive training that explicitly analyzes the impact of the n-word on the Black community and that never encourages students to say the n-word
- II. Teachers will receive training on the tokenization of marginalized identities and how to highlight students from diverse backgrounds rather than isolate them

### D. STEM

- I. Include training on inclusive language when encouraging BIPOC and disenfranchised students to participate and/or continue their studies in STEM
- II. Encourage realistic expectations and eliminate condescending remarks about student's previous coursework

### E. Social Studies

- I. Teachers will receive training on how to teach students about cultures and identities in an accurate and appropriately
- II. Teachers will thoroughly understand the harm of tokenizing students when they ask students to share personal experiences when learning about a particular race, culture or identity group. Instead of relying on students to educate classes about their culture, teachers will have the skillset to provide education on cultures, communities, and identities in a respectful and nondiscriminatory fashion

### F. World Languages/ESOL

- I. World Language teachers should attend annual workshops on how to incorporate cultural lessons into their language classes (e.g. a French teacher should not only teach about the culture of France, but of colonization and history of the many French speaking countries around the world)
- II. World Language Teachers should meet with ESOL program instructors to discuss how to collaborate with students in the ESOL program and create a format which regularly integrates students in the ESOL program with English speaking students learning and/or who speak a world language

### G. Health

- I. Teachers will have a thorough understanding of interacting with and including students of all races, genders, sexualities, abilities, and/or social classes
  - a. In sexual education classes, teachers will teach about gender, sex, and sexuality, even if it differs from their personal beliefs
    1. Teachers will teach through a non-cisheteronormative lens and provide students with terms, definitions, and discussions of LGBTQIA+ identities
    2. Teachers normalize and practice using preferred pronouns during class introductions and/or roll call
  - b. Teachers will discuss racism and white privilege in relation to various subjects within health: reproductive rights, birth control, sexual assault, medicinal discrimination, etc.



- c. When discussing nutrition and bodily health, teachers will educate students of all body types and abilities and how a healthy lifestyle may differ from person to person
  1. Teachers will not enforce an “average” body type or “average” body ability. Teachers will be expected to stress that everybody’s body is different, and therefore “healthy” looks different on every person. Instead of stressing body weight and ability as a measure of “healthy”, teachers will discuss exercise, healthy nutrition, and mental health

#### H. Physical Education

- I. Teachers will have specific education on creating relationships with students with disabilities and how to innovatively create curriculum that meets the requirements of their individualized education programs
- II. Teachers will learn to use “people first language”
- III. Teacher’s will be required to connect with their student’s specialists to meet the needs of every student enrolled in the class
- IV. Teachers will learn how to adapt their class with spontaneity depending on the activity being taught

#### I. Fine Arts

- I. Teachers will be expected to accurately and appropriately teach students about cultures and identities different from their own
- II. When discussing art or an artist belonging to a minority group, teachers must be able to successfully communicate their identities, culture, and history to students without isolating students who may belong to those particular groups or cultures
- III. Teachers will have a thorough understanding of the difference between cultural appreciation and appropriation. If a student is appropriating a culture and/or being harmful in their inspiration or use of cultural ideas, teachers must inform the student why their actions are inappropriate, explain the difference between appreciation and appropriation, and educate them on the culture



## Index/Resources

### **General:**

[Racial Equity Tools](#)  
[Facing History Ourselves](#)

### **Guidance, Administration, & Clubs:**

[Implicit Bias Test](#) (Click “I wish to proceed” at the bottom of the page, then select “Race IAT”)  
[National Education Association DEI Training](#)

### **English and Language Arts:**

[National Council of Teachers of English](#)  
[Foundational Texts](#)  
[Anti-Racist Books, Films, and Podcasts](#)

### **Social Studies:**

[Stanford History Education Group](#)

### **World Languages/ ESOL Program:**

[The Legend of Popocatépetl](#)  
[LEYENDAS DE MÉXICO - La Leyenda de los Volcanes](#)  
[French in Africa: 29 Countries Where French is Spoken](#)  
[French Influence in Africa \(Colonial Period\)](#)  
[French Influence in Africa \(Post-Colonial Period\)](#)  
[Why the future of French is African](#)  
[Francophonie in Africa: is it just about the language? Dalila Berritane answers our questions](#)  
[France in West Africa](#)  
[The French in Indochina](#)  
[The Legacy of France's Colonial Past in Asia and its Consequences for Contemporary International Relations and Conflict Resolution](#)  
[11 Ways France Influenced Vietnamese Culture](#)  
[Who Gets to Play? Issues of Access and Social Justice in World Language Study in the U.S.](#)  
[The Role of Ethnicity in the Foreign Language Classroom: Perspectives on African American Students' Enrollment, Experiences, and Identity](#)  
 Las protecciones y procedimientos legales  
 Feria Educativa 2020 Mini-Proyecto  
[Cultural Comparisons](#) (spreadsheet of information about the United States vs Spanish-Speaking Countries made for Spanish 5AP class)

Spanish news sources (for more advanced learners):

- I. News in Slow Spanish (podcast)
- II. Hoy Hablamos (podcast)
- III. BBC Mundo (website and youtube)
- IV. Noticias Telemundo (website and youtube)
- V. CNN en Español (website and youtube)
- VI. Univision Noticias (website and youtube)



**Health:**

[Integrating Disability, Transforming Feminist Theory by Rosemarie Garland-Thomson](#)

[Fat Studies: An Invitation to Revolution by Marilyn Wann](#)

[The Gender Unicorn: Graphic](#)

[What Consent Looks Like from RAINN](#)

[LGBTQIA+ Community Resources](#)

[NAMI \(National Alliance on Mental Illness\): Howard County](#)

[HopeWorks](#)

[Horizon Foundation](#)

[Planned Parenthood Offices in Maryland](#)

