

Department of Legislative Services
Maryland General Assembly
2026 Session

FISCAL AND POLICY NOTE
First Reader

House Joint Resolution 3 (Delegate Fair, *et al.*)
Rules and Executive Nominations

Elementary and Secondary Education - Curriculum - Importance of Diversity

This joint resolution declares that it is the policy of the State (1) that elementary and secondary education should be provided in a nondiscriminatory, inclusive manner and (2) that curricula taught in elementary and secondary school encompass groups of people that have experienced discrimination, as specified. It further establishes that the State is committed to providing robust civic, cultural, and history education so that its citizens are engaged and informed members of the community. A copy of this resolution must be forwarded to the Department of Legislative Services, the Governor, the Presiding Officers, the President of the State Board of Education, the State Superintendent of Schools, and the presidents of the twenty-four local boards of education.

Fiscal Summary

State Effect: None. The resolution generally aligns with current policy and practice.

Local Effect: None. The resolution generally aligns with current policy and practice.

Small Business Effect: None.

Analysis

Current Law: The content standards, curriculum standards, and curriculum resources developed by the Maryland State Department of Education (MSDE) require students to recognize the importance of and contributions from diverse peoples of the nation and world. For example, the course overview of [high school American history](#) (revised in June 2025) states, “Students will analyze the processes and mechanisms that increased the body politic and the impact of different cultures on the development of an

American identity. By considering events from multiple perspectives, students will understand that women, African Americans, Native Americans, those with disabilities, those who identify as LGBTQ+, and other racial and religious minorities possess historical agency.” Standard 2 (of 6) further requires that students “inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize the multiple narratives and acknowledge the diversity and commonality of the human experience.” MSDE must review the content and curriculum standards at least every eight years and establish a process for maintaining stakeholder engagement during the review and development processes.

State regulations establish, as a matter of policy and priority that (1) each Maryland public school will provide every student equitable access to the educational rigor, resources, and supports that are designed to maximize students’ academic success and social/emotional well-being; (2) each local school system’s procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student; and (3) achievement will improve for all Maryland students and achievement gaps will be eliminated.

To those ends, MSDE must establish systems of structures and supports to promote educational equity and excellence. Further, each local school system must develop an educational equity policy and regulations, to be reviewed every three years, to the goal of providing educational equity to all students. The policies and regulations must meet specified requirements, including, requiring all curriculum and instructional materials to be culturally responsive with a strategic focus on marginalized groups.

Additional Information

Recent Prior Introductions: Similar legislation has been introduced within the last three years. See HJ 5 and SJ 5 of 2025.

Designated Cross File: None.

Information Source(s): Maryland State Department of Education; Department of Legislative Services

Fiscal Note History: First Reader - March 12, 2026
jg/mcr

Analysis by: Caroline L. Boice

Direct Inquiries to:
(410) 946-5510
(301) 970-5510