



**Testimony submitted to the Joint Committee on Education
In Support of
H.542/S.288 An Act to promote racially inclusive curriculum in schools
By Robin Chen, LWVMA Specialist on K-12 Education Policy
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The League of Women Voters of Massachusetts (LWVMA), representing 44 local Leagues across the Commonwealth, supports H.542/S.288, An Act to promote racially inclusive curriculum in schools, as part of our advocacy for policies and practices to eliminate systemic racism in Massachusetts.

These bills ensure K-12 education includes accurate histories, writings, and contributions of racial and ethnic groups that have been historically underrepresented or marginalized. H.542/S.288 establishes a Trust Fund to support the Racially Inclusive Curriculum in Education grant program to support school districts with curriculum resources and professional development to implement these standards.

The League of Women Voters believes in creating a more just, equitable, and inclusive democracy. An inclusive environment ensures equitable access to resources and opportunities for all. It also enables individuals and groups to feel safe, respected, engaged, motivated, and valued for who they are and for their contributions toward organizational and societal goals.

The League believes that an equitable, quality public education is critical for students. The League supports efforts to prevent and/or remove discrimination in education. A complete education requires a comprehensive approach that is inclusive of all American cultures. The League supports a comprehensive history education for all students. The teaching of history must reflect the perspectives and experiences of marginalized groups. The League supports the teaching of a culturally inclusive history curriculum that includes instruction in Black, brown, Indigenous, Latinx, Asian, Feminist, and Queer American history.

According to the Massachusetts Department of Elementary and Secondary Education (DESE) current curriculum frameworks including [Race, Racism, and Culturally Responsive Teaching in History and Social Science in Massachusetts: Frequently Asked Questions](#), “Research shows that when educators are responsive to students’ cultures and identities in this way, it leads to better learning experiences and ultimately to better outcomes and achievement.”

We urge the committee to report this bill favorably and in a timely manner.

Thank you for your consideration.