STATE OF NEW YORK

S. 2937 A. 3648

2019-2020 Regular Sessions

SENATE - ASSEMBLY

January 30, 2019

IN SENATE -- Introduced by Sen. MYRIE -- read twice and ordered printed, and when printed to be committed to the Committee on Finance

IN ASSEMBLY -- Introduced by M. of A. RICHARDSON, DICKENS, ARROYO, RIVERA, PRETLOW, COOK, JEAN-PIERRE, TITUS, BICHOTTE, SIMON, KIM, REYES, CRUZ, CRESPO, EPSTEIN, ORTIZ, DE LA ROSA, FRONTUS, SOLAGES, LAVINE, FERNANDEZ, HUNTER, RAYNOR, PICHARDO, BLAKE, RODRIGUEZ, VANEL, RAMOS, PERRY, ROMEO, DAVILA, JACOBSON, BRONSON, TAYLOR -- read once and referred to the Committee on Education

AN ACT to amend the education law, in relation to establishing a culturally responsive education curriculum and standards; and making an appropriation therefor

The People of the State of New York, represented in Senate and Assembly, do enact as follows:

Section 1. The education law is amended by adding a new section 804-e to read as follows:

§ 804-e. Culturally responsive education curriculum and standards. 1. Culturally responsive education rules and regulations. (a) The commissioner shall promulgate rules and regulations for the implementation of culturally responsive education curriculum for all schools including elementary schools, junior high schools and senior high schools. In formulating such regulations, the commissioner shall seek input of parents, students and other stakeholders.

(b) In formulating the rules and regulations required by paragraph (a) of this subdivision, the commissioner shall recognize that: more than half of New York state's public school students are students of color; education that makes a cultural connection with students has been shown to improve educational outcomes; cultural responsiveness advances and accelerates student learning by honoring and supporting students' cultural, linguistic and racial experiences; in order for students to gain the full benefits of the diversity of New York state, culturally

EXPLANATION--Matter in *italics* (underscored) is new; matter in brackets [-] is old law to be omitted.

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responsive education must be a part of the daily schooling experiences of all students; and cultural responsiveness will prepare educators to relate aspects of students' daily lives to the curriculum.

(c) All school districts, charter schools and private schools shall integrate culturally responsive education throughout the education of all students at all grade levels in accordance with the commissioner's rules and regulations promulgated pursuant to this subdivision.

(d) The commissioner's rules and regulations shall include, but not be limited to, curriculum standards for: African American history and achievement, Latino American history and achievement, Native American history and achievement, Asian American history and achievement, and the role of racial oppression and inequity based in the formation, growth and existence of our nation and state. The commissioner shall also develop model curricula for use by schools.

2. Graduation standards. The commissioner shall promulgate rules and regulations requiring all high school students to pass a course in a subject area that meets the culturally responsive education standards established by this section as a prerequisite for graduation.

3. Teacher certification. The commissioner shall promulgate rules and regulations to include completion of at least one college course in effective teaching for students of diverse cultural backgrounds as a prerequisite for teacher certification.

4. Professional development. The commissioner shall promulgate rules and regulations requiring cultural competency and culturally responsive education to be incorporated into the ongoing professional development standards for all pre-kindergarten through grade twelve educators.

5. Culturally responsive school climate assessment. The commissioner shall create a culturally responsive school climate assessment which school districts may utilize in assessing the cultural responsiveness of the educational climate in their schools and district. This assessment shall be consistent with the purposes of this section.

6. Pilot program. Within amounts appropriated therefor, the commissioner shall establish a pilot program in culturally responsive education and shall make funds available to school districts through a request for proposal. The award of such funds shall be based on criteria to be developed by the commissioner and approved by the board of regents. The commissioner shall prioritize districts with the highest needs as measured in terms of student poverty and English language learners and other demographic or community factors which the commissioner may identify. The criteria for an award shall include, but not be limited to, the quality of the proposal and its consistency with the purposes of this section, the ability of the school district to demonstrate parent, family, student and community engagement in the development and implementation of its proposal, the capacity of the school district to draw upon the direct experiences of its students, families and communities in implementing the purposes of this section, including but not limited to the ability to draw upon these experiences in implementing paragraph (d) of subdivision one of this section and the utilization of the culturally responsive school climate assessment developed by the commissioner or of a comparable assessment in developing its proposal.

§ 2. The sum of twenty-five million dollars ($25,000,000), or so much thereof as may be necessary, is hereby appropriated to the department of education out of any moneys in the state treasury in the general fund to the credit of the state purposes fund, not otherwise appropriated, and made immediately available, for the sole purpose of providing funding

for the pilot program in culturally responsive education established pursuant to subdivision 6 of section 804-e of the education law, as added by section one of this act. Such moneys shall be payable on the audit and warrant of the comptroller on vouchers certified or approved by the commissioner of education in the manner prescribed by law.

§ 3. This act shall take effect on the ninetieth day after it shall have become a law. Effective immediately the addition, amendment and/or repeal of any rule or regulation necessary for the implementation of this act on its effective date are authorized to be made and completed on or before such effective date.