

STATE OF NEW YORK

3334

2025-2026 Regular Sessions

IN SENATE

January 24, 2025

Introduced by Sens. LIU, COONEY, GOUNARDES, STAVISKY, KAVANAGH, ADDABBO, BAILEY, CLEARE, COMRIE, FELDER, FERNANDEZ, GIANARIS, GONZALEZ, HOYLMAN-SIGAL, JACKSON, RAMOS, RIVERA, SALAZAR, SANDERS, WEBB -- read twice and ordered printed, and when printed to be committed to the Committee on Education

AN ACT to amend the education law, in relation to requiring public elementary schools and high schools to provide instruction in Asian American history and civic impact

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

1 Section 1. The education law is amended by adding a new section 801-b
2 to read as follows:

3 § 801-b. Asian American, Native Hawaiian, and Pacific Islander history and civic impact curriculum or instruction. 1. The commissioner shall
4 establish Asian American, Native Hawaiian, and Pacific Islander
5 history and civic impact curriculum or instruction for school districts
6 in accordance with the department's existing learning standards for
7 social studies. The contents shall be age appropriate and shall be
8 developed according to the needs and abilities of students at successive
9 grade levels to provide robust Asian American, Native Hawaiian, and
10 Pacific Islander history and civic impact curriculum or instruction,
11 alongside community-based organizations and subject-matter experts, and
12 shall be disseminated to schools and districts. The contents shall
13 include, but shall not be limited to, curriculum or instruction in the
14 following:

15 a. The history of diaspora of Asian Americans, Native Hawaiians, and
16 Pacific Islanders in New York and the Northeast;

17 b. The movements and policies that impacted the Asian American, Native
18 Hawaiian, and Pacific Islander communities in the United States;

19 c. The contributions made by the Asian American, Native Hawaiian, and
20 Pacific Islander communities in government, the arts, humanities,
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EXPLANATION--Matter in italics (underscored) is new; matter in brackets
[-] is old law to be omitted.

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1 science and the economic, cultural, social and political development of
2 the United States;

3 d. The structures and historical events that have limited or harmed
4 the Asian American, Native Hawaiian, Pacific Islander and other histor-
5 ically marginalized communities especially as it pertains to the civil
6 rights movement; and

7 e. The solidarity between Asian American, Native Hawaiian, Pacific
8 Islander and other historically marginalized communities especially as
9 it pertains to the civil rights movement.

10 2. Schools may include the above materials as components of its
11 history or social studies curriculum, or any other way the school deems
12 appropriate.

13 3. The commissioner shall develop professional development training
14 materials instructing teachers and school administrators on curricular
15 implementation and shall annually update such recommendations concerning
16 implementation.

17 4. Within one year of the effective date of this section, and annually
18 thereafter, the commissioner shall deliver a report to the governor, the
19 legislature, the temporary president of the senate, the senate minority
20 leader, the speaker of the assembly, the assembly minority leader, and
21 both the senate and assembly committees on education, and shall share
22 the report on the department's website, outlining the capacity of vari-
23 ous school districts to implement the curriculum required by this
24 section and the most pressing needs of school districts regarding
25 resources and support in curriculum implementation. The report shall be
26 informed by an annual, public solicitation of feedback from schools and
27 districts regarding the opportunities and challenges of implementing the
28 curriculum in existing social studies courses, as well as student learn-
29 ing outcomes. The report shall include, but not be limited to:

30 a. the number of schools that implemented the curriculum pursuant to
31 this section and whether those schools serve student populations in
32 urban, suburban or rural areas;

33 b. the number of teachers and administrators who engaged with profes-
34 sional development resources pursuant to subdivision three of this
35 section;

36 c. the total number of kindergarten through grade twelve students in
37 the state who engaged with the curriculum;

38 d. and any other efforts of school districts to implement the curric-
39 ulum required by this section or recommendations to assist school
40 districts regarding resources and support in curriculum implementation.

41 § 2. This act shall take effect on the first of July next succeeding
42 the date on which it shall have become a law.