



Legislation Summary:

An Act to promote racially inclusive curriculum in schools

Initial bill number(s): H.542/S.288 (Bill numbers will change as legislation proceeds.)

Lead Sponsors: Senator Adam Gomez and Representatives Tram T. Nguyen and Steven Ultrino

What the bill does, why LWVMA supports or opposes it, and the League position relative to this bill.

This legislation requires public schools to have racially inclusive curricula and creates a Racially Inclusive Curriculum Trust Fund and Racially Inclusive Curriculum in Education grant program to support this work.

Specifically, this bill requires racially and ethnically inclusive instruction in all public schools for accurate representation of historically marginalized groups (including but not limited to Indigenous; African American, Black, African Diaspora; AAPI and Asian Diaspora; Latino/a/x and people with Latin American heritage). The inclusive instruction and content is to be incorporated in academic standards across multiple disciplines in multiple school types: public, charter, approved private day, residential or collaborative. Curriculum materials must be appropriate for use by ALL students (including all neurological profiles and English language learners). This bill directs DESE to obtain input from traditionally underrepresented community groups and inclusive curriculum experts for developing framework standards. This bill also directs DESE to provide, promote and facilitate professional development, outreach, training and collaborative sharing of all learnings related to racially inclusive curriculum and instruction. This bill requires DESE to provide a public review and report every 3 years for compliance and effectiveness.

This bill establishes a “Racially Inclusive Curriculum Trust Fund” and Racially Inclusive Curriculum in Education grant program to be administered by the MA Commissioner of Education. Funds would be through appropriations and private and public grants and donations specifically for racially inclusive curriculum, instruction and professional development, with no reversion to the General Fund. The Commissioner has complete authority to spend the funds for specified purposes related to racially inclusive curriculum. The Racially Inclusive Curriculum in Education grant program is to be developed and administered by the Commissioner for

schools and districts; grant criteria is described in the bill. Schools, districts, state colleges and universities and community groups are eligible for grants to be used for specified purposes, and the bill establishes criteria for prioritizing eligible grant applicants. Private donations must be publicly approved by the Commissioner as appropriate for the specified purposes. School and district grant recipients must report on effectiveness as required by the Commissioner. The Commissioner must report annually to the Legislature.

Specific LWVMA or LWVUS position(s) that allow support of (or opposition to) this bill.

[LWVMA positions](#) p. 39 on education focus on equal opportunity with recommendations for statewide standards (1967) that include the following:

- The principle that the state Board of Education should set minimum educational standards for local public school systems with reasonable criteria for implementation
- The principle that the state Board of Education should provide services to assist local schools and to motivate them to improve the quality of education
- Reasonable measures to implement these services
- Adequate teacher certification

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. This stance is grounded in several of the [League's official positions](#) and in our Diversity, Equity, and Inclusion policy:

1. Equality of Opportunity
 1. Education, Employment, and Housing: Support [federal] efforts to prevent and/or remove discrimination in education, employment and housing and to help communities bring about racial integration of their school systems.
 2. The programs should be nondiscriminatory with provisions for enforcement.
2. Federal Role in Public Education
 1. The League believes that an equitable, quality public education is critical for students.
 2. Support federal policies that provide an equitable, quality public education for all children pre-K through grade 12.
3. Diversity, Equity, and Inclusion Policy: LWV is an organization fully committed to diversity, equity, and inclusion in principle and in practice. Diversity, equity, and inclusion are central to the organization's current and future success in engaging all individuals, households, communities, and policy makers in creating a more perfect democracy. There shall be no barriers to full participation in this organization on the basis of gender, gender identity, ethnicity, race, native or indigenous origin, age, generation, sexual orientation, culture, religion, belief system, marital status, parental status, socioeconomic status, language, accent, ability status, mental health, educational level or background, geography, nationality, work style, work experience, job role function,

thinking style, personality type, physical appearance, political perspective or affiliation and/or any other characteristic that can be identified as recognizing or illustrating diversity.

TALKING POINT:

1. American cultures. The teaching of history must reflect the perspectives and experiences of marginalized groups.