STATE OF NEW YORK
OFFICE OF THE ATTORNEY GENERAL

DR. BETTY A. ROSA

(1) Ensure teaching and learning reflect principles of diversity, equity, and inclusion and provide opportunities for all students to make educational progress.

The Board of Regents is committed to students in New York receiving the best instruction possible. As explained in the Board's policy statement, LEAs should "[a]ddress the need for inclusive and culturally responsive teaching and learning, including but not limited to curricula in all content areas; books and instructional materials; pedagogical practices and professional development; classroom grouping policies and practices; student support systems for all developmental pathways; full and equitable opportunities to learn for all students; and multiple assessment measures."[8] Such teaching and learning should, among other things, avoid the "danger of a single story," and "create opportunities for all students to learn from multiple perspectives."[9] It should be up-to-date, accurate, and reflect the diverse groups that have contributed to the intellectual discourse. Incorporating diverse perspectives builds a safe and nurturing school community and improves academic achievement for all students—a central goal of education in New York State.

Teaching curricula that accurately portray and analyze historical information in a culturally appropriate manner is lawful and encouraged. Conversely, failure to evaluate, monitor, and update teaching and learning policies, including with respect to the appropriateness of curricular choices in the classroom and student grouping across classrooms and schools, may violate state and federal law.[10][11] The OAG and SED further note that LEAs cannot abdicate their legal responsibilities in this area, even if requested to do so by some community members. Accordingly, school districts cannot respond to local electorates or stakeholders by banning curricular materials that accurately portray and critically analyze topics related to protected classes such as race, national origin, gender (including gender identity and expression), or sexual orientation.

SED also reminds colleagues of the Board's Culturally Responsive-Sustaining (CR-S) education framework, which "help[s] education stakeholders create student-centered learning

[8] SED Board DEI Policy, at 2 (emphasis added).
[9] SED Framework, at 3-4.
[10] E.g., Letter Agreement between OAG and

federal and state laws[.]."[17] Additionally, New York State's approved plan under the federal Every Student Succeeds Act ("ESSA") articulates goals for school districts that include