

**BILL NUMBER:**

**SPONSOR:**

**TITLE OF BILL:**

Teaching Disability History in Schools Act

**PURPOSE:**

**To authorize the Director of the American History Museum of the Smithsonian Institution to support Disability history education programs, and for other purposes.**

**BILL LANGUAGE:**

(a) SOLICITATION OF FEEDBACK AND DEVELOPMENT OF BASE CURRICULUM FOR  
TEACHING DISABILITY HISTORY IN SCHOOLS

(1) IN GENERAL.—The Director of the Museum shall—

(A) for a period of not less than 9 months,  
regarding the learning objectives and development of  
the base curriculum on DISABILITY HISTORY

(i) engage in robust and active consultation  
with people of all ages with different types of  
disabilities, particularly youth with disabilities;  
to include people who have physical disabilities  
such as cerebral palsy, multiple sclerosis, chronic  
illnesses, etc.; people who have mental  
disabilities such as autism, ADHD, etc.; people who  
have cognitive disabilities such as learning  
disabilities and developmental disabilities; people  
with emotional disabilities, such as anxiety,  
depression, post-traumatic stress disorder, etc.,  
and

(ii) solicit comments from organizations  
representing the interests of people with  
disabilities, both local and national  
organizations, and any other relevant stakeholders,  
including the Centers for Disease Control,  
Department of Education, Department of Health and

Human Services, Department of Labor, HUD, parent organizations, disability organizations, teacher associations; public school district leaders;

(B) develop, not later than 1 year after the end of the period described in subparagraph (A), a base curriculum on disability history in the United States that—

(i) is appropriate for all grade levels of elementary school and secondary school education;

(ii) includes the significant contributions of Judy Heumann, Alice Wong, Haben Girma, Ed Roberts, and other important leaders;

(iii) explains what people with disabilities have fought for, overcome, and their role in society, including the ways that systems of oppression intersect;

(iv) includes the important role of the movement to pass the ADA, IDEA, and other key legislation that created equal society and quality of life for people with disabilities;

(v) teaches the importance of the reason why leaders fought for disability rights and also that we need allies to destigmatize stereotypes and discrimination when it comes to people with disabilities; and how we can move forward to make more strides to an equal and accessible society;

(vi) includes other appropriate subjects that will enable people to understand and appreciate the value that people with disabilities bring to the table and the role they have or can have in society if systems and opportunities were accessible to all

(C) make available for public comment the base curriculum and make adjustments as appropriate;

(D) engage in outreach promoting the availability of the base curriculum to educators, State educational agencies, local educational agencies, Indian Tribes, Tribal organizations, Native Hawaiian education organizations, educator preparation programs, groups involved with the provision of professional development for educators, disability organizations, and other interested stakeholders, which may include making materials accessible, at no charge, to educators through means and services that educators frequently use to access educational materials;

(E) make the base curriculum and any updates to the curriculum developed under this paragraph publicly available, at no charge, on the Museum's website and through other means;

(F) provide technical assistance to eligible entities, State educational agencies, local educational agencies, Tribal educational agencies, and educators;

(G) solicit public comment from disability organizations, people with disabilities, allies, local educational agencies, State educational agencies, educators, or other entities utilizing the base curriculum made freely available under subparagraph (E) to assess the success of its implementation and collect data used for public reporting;

(H) provide mechanisms to accept feedback and comment continuously, and make revisions and updates to the base curriculum periodically; and

(I) formally make revisions and updates to the base curriculum based upon feedback and comments under this paragraph, 1 and 2 years after initial implementation and, as appropriate, periodically thereafter.

(b) Convene an Advisory Board to:

- (i) Create the curriculum
  - (ii) Advise and provide connections to potential leaders in the movement for interviews or testimonies etc.
  - (iii) Create new content for the curriculum and for the museum
  - (iv) Revise and updating the curriculum
    - (A) Advisory Board Membership: people of all ages with different types of disabilities, particularly youth with disabilities; to include people who have physical disabilities such as cerebral palsy, multiple sclerosis, chronic illnesses, etc.; people who have mental disabilities such as autism, ADHD, etc.; people who have cognitive disabilities such as learning disabilities and developmental disabilities; people with emotional disabilities, such as anxiety, depression, post-traumatic stress disorder, etc.
    - (B) Number of people in the advisory board:
      - (i) 1 educator
      - (ii) disability leaders (either adult or youth) at least 2 of whom have a disability
      - (iii) family members of people with disabilities
      - (iv) government official
      - (v) 2 members from the national developmental disabilities council
- (c) There is authorized to be appropriated such sums as may be necessary to carry out the provisions of this title.