



Oregon

Kate Brown, Governor



OREGON
DEPARTMENT OF
EDUCATION

Oregon achieves . . . together!

Colt Gill

Deputy Superintendent of Public Instruction

HB 2023: Inclusive Instructional Materials
House Committee on Education
March 11, 2019

Good afternoon Chair Doherty and members of the committee. For the record, I am Jessica Ventura representing the Department of Education and I am here to ask for your support of HB 2023 and the -1 amendment, what we are calling the “Inclusive Instructional Materials” bill.

Research shows that when students see themselves represented in their coursework and by their teachers, students find school more relevant. When students find school relevant, they attend more regularly, perform better academically, and connect more positively to those around them.

The inclusion of historically underrepresented and underserved people in instructional materials also results in fewer instances of bullying. This especially affects our Lesbian, Gay, Bisexual & Transgender (LGBT) students. Students who are provided with inclusive textbooks and instructional materials are less likely to make homophobic remarks and LGBT students are less likely to feel unsafe because of their sexual orientation.¹

The Oregon Safe Schools and Communities Coalition found that close to half of transgender-identifying youth and just under half of LGBT youth indicated suicidal ideation in 2017 and that LGBT youth are up to three times more likely to miss school based on reasonable fears of bullying, harassment, or intimidation. Bias-based bullying related to gender identity or sexual orientation was reported by 1 of every 2 LGBT students in 2017. In addition, 1 in 5 transgender youth and 1 in 10 LGBT youth reported they were threatened with a weapon at school in 2017. The 2017 Oregon Healthy Teen Survey found that 21% of 8th graders who identify as transgender or gender nonconforming missed more school days.

Last session, the Legislature enacted HB 2845. That bill directed the State Board of Education to adopt ethnic studies standards into existing social studies standards for K-12 with the intent of teaching more robust historical narratives that includes the histories, contributions, and perspectives of traditionally marginalized communities.

¹ <https://www.glsen.org/article/glsen-releases-new-national-school-climate-survey>

HB 2023 is the next step in creating greater visibility of the experiences of all students in Oregon. It will direct the SBE to add inclusive textbooks and instructional materials into existing social studies for K-12, allowing students to see themselves in the story of our state and country.

HB 2023 will ensure that social studies standards will include some instruction on the contributions of Native Americans; those who are of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent; are women; those with disabilities; those who are immigrants or refugees; or those who are lesbian, gay, bisexual, or transgender.

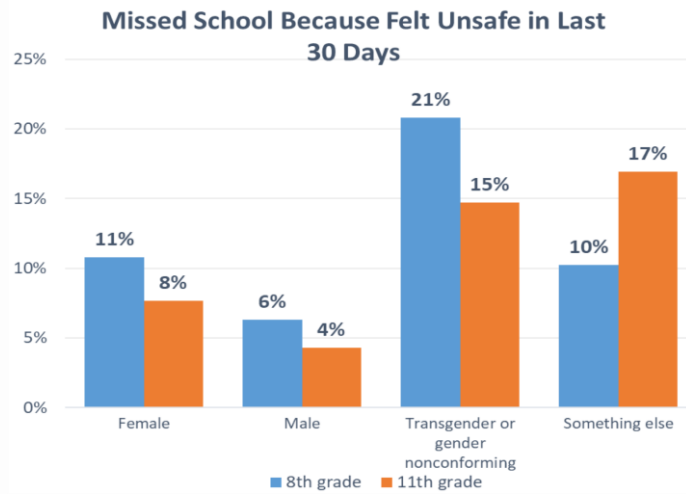
How does the -1 amendment change the bill:

The accompany amendment streamlines the process of implementation and give ODE and school districts more time. Section two of the base bill was amended to say that instructional materials would be adopted at the next social sciences instructional materials adoption cycle established by the State Board of Education. The intent is not require school districts to adopt new social science materials on something other than the regular cycle unless they want to adopt sooner. This will keep cost down for districts and ODE.

Thank you for your consideration. We ask for your support on HB 2023 and the -1 amendment.

Appendix

School Climate



Source: 2017 Oregon Healthy Teens Survey

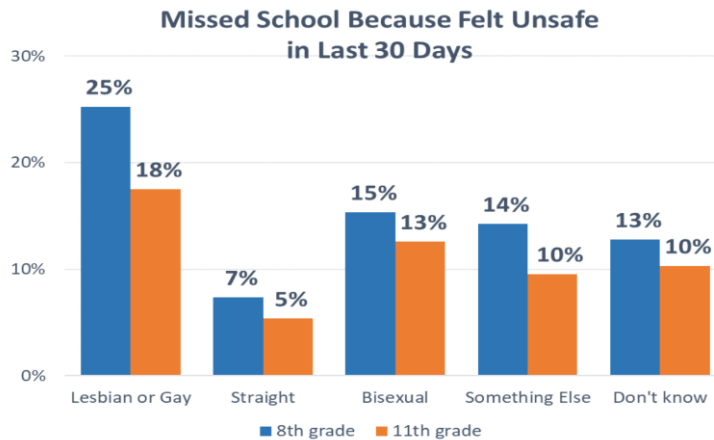
PUBLIC HEALTH DIVISION
Adolescent and School Health

Note: "Transgender or gender.." includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and "not sure of gender"



9

School Climate



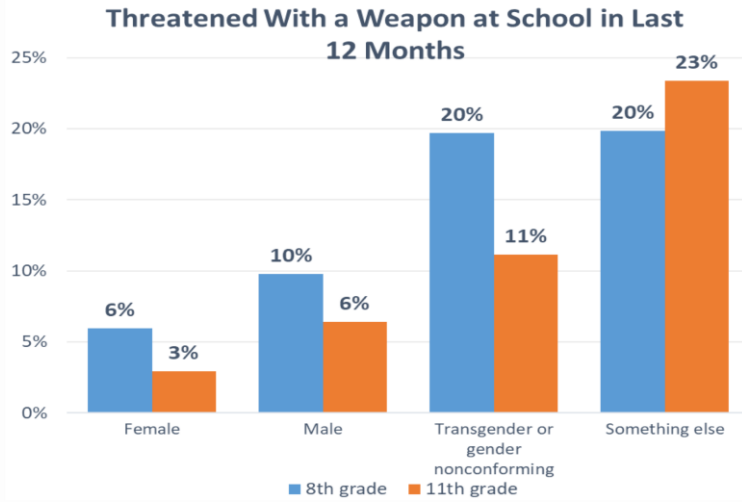
Source: 2017 Oregon Healthy Teens Survey

PUBLIC HEALTH DIVISION
Adolescent and School Health



11

School Climate



Source: 2017 Oregon Healthy Teens Survey

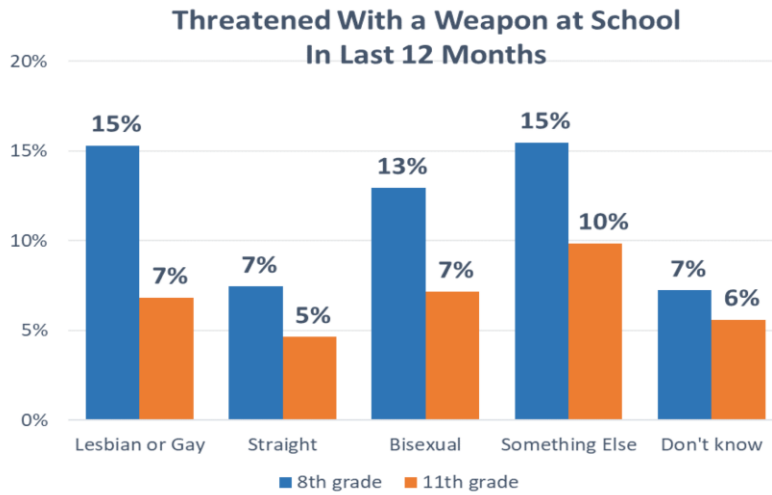
PUBLIC HEALTH DIVISION
Adolescent and School Health

Note: "Transgender or gender.." includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and "not sure of gender"



13

School Climate



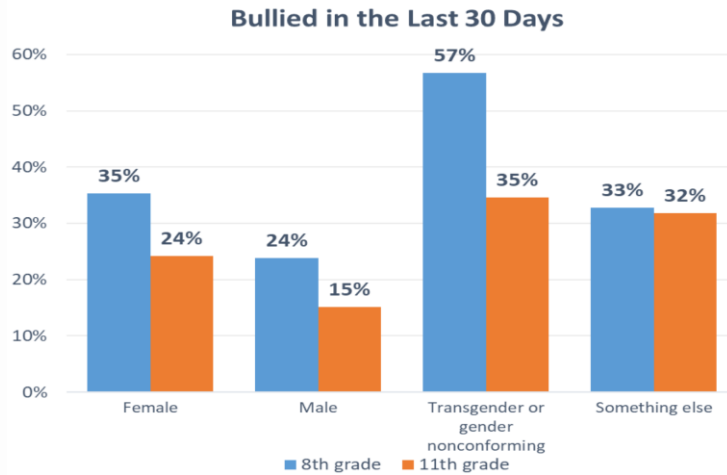
Source: 2017 Oregon Healthy Teens Survey

PUBLIC HEALTH DIVISION
Adolescent and School Health



15

School Climate



Source: 2017 Oregon Healthy Teens Survey

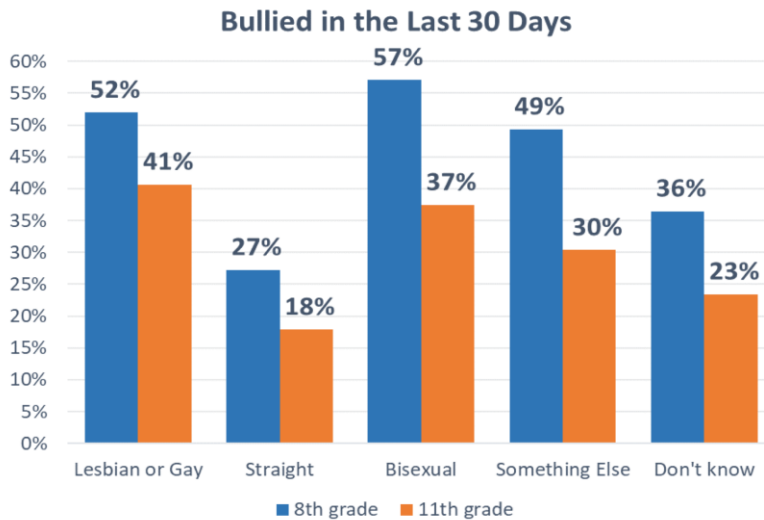
PUBLIC HEALTH DIVISION
Adolescent and School Health

Note: "Transgender or gender.." includes those who identified as transgender, gender fluid, genderqueer, gender nonconforming, intersex/intergender, multiple responses, and "not sure of gender"



17

School Climate



Source: 2017 Oregon Healthy Teens Survey

PUBLIC HEALTH DIVISION
Adolescent and School Health



19