

Chair Dembrow; Vice Chair Weber; and Members of the Committee:

For the record, my name is Efren Zamudio here on behalf of the Oregon School Boards Association to speak to SB 1583.

I want to be very clear: at the Oregon School Boards Association we do not stand for discrimination of any kind.

OSBA's mission, as approved by our membership, is to improve student success and education equity through advocacy, leadership, and service to Oregon public school boards. Education equity ensures:

- All students are accepted as their authentic selves, are heard and valued, feel they belong, and achieve high academic and personal standards that empower them to thrive.
- Student success will not be predicted nor predetermined by race, ethnicity, family economics, location, gender, gender identity, sexual orientation, disability status, religion, culture, or any other identity.

The data is clear: over several decades our student body has grown more diverse. Oregon's students come from many cultural backgrounds, speak many different languages, come to school with increasing needs, and our school system is evolving to better serve them so each student can realize their full potential.

SB 1583 essentially prohibits discrimination by those responsible for choosing, selecting, and adopting instructional materials, textbooks, or library materials.

It is the law of the land in Oregon and federally that you cannot discriminate based on a protected class, which this bill addresses. In fact, it is a core value of our nation, enshrined in the Constitution of the United States.

OSBA is neutral on SB 1583 and would like to share information for the record on OSBA recommended policies regarding the choice, selection, and adoption of instructional materials, textbooks, or library materials.

- OSBA refers our members to available model board policy governing the approval of core program instructional materials by the board, which may be recommended from a state-approved list adopted by the State Board of Education and is based in existing law.
- The OSBA model policy refers to the public process for board approval of such materials and delegates the responsibility to the superintendent and staff to make

recommendations (based on appropriate selection criteria), for the board to consider.

- This public process allows an opportunity for administrators, staff, parents and the community to weigh in on recommendations before they are approved by the school board.
- These recommended selections are generally made from a state-approved list and are governed by Federal and State law and other board policy requiring nondiscrimination in the school system. The policy is based on several laws, including but not limited to, ORS 659.850, OAR 581-022-2370, Title VI of the Civil Rights Act, Title IX, etc.

OSBA model policy also provides language to support supplemental instructional materials, school library and classroom library materials, by administrators, teachers, librarians and others, which may be supplemental and differentiated for delivering the core program instructional materials, but which are not required to be board approved. These may not have formal selection procedures, except any selection criteria established by a librarian, but still must be selected in a nondiscriminatory manner.

Thank you for the opportunity to speak today; I am happy to answer questions.