

Inclusive, Linguistically Accessible Materials in Schools

*This policy recommendation affects Tribes and formal Tribal Consultation must be done to honor Tribal Sovereignty and their unique political autonomy. Legislative Concepts and programs shall not be developed without proper Tribal engagement, according to the state statute [ORS 182.162-168](#) created from [Senate Bill 770](#) (2001). There are resources available for state-tribal government-to-government relations law, including the [Legislative Commission on Indian Services](#) (LCIS) and state agency Tribal Liaisons. Contact the OACO's Health Equity team to learn more: health.equity@oac.oregon.gov

Related: [Accessible Education for Communities of Color in Need](#)

Problem: There is a lack of inclusive, accessible material in languages other than English in schools for both students and parents. If there was more language access, more students would be able to take part in the learning experience, and they can be more involved in their classes and activities.

Solution: Schools and community-based organizations should partner to ensure that there is (1) culturally relevant and (2) linguistically accessible material available, including age-appropriate and inclusive sexual education. Families need to be engaged in the student's learning experience, and community support should be provided through mentorship programs.

Compelling Statistic and/or Quote:

"Education- here kids drop out of school really fast. Graduation rate is low. It affects more in the Latinx community. They need help in the home, and work. There's an org called Juntos that helps kids with getting good grades in school.

Redmond has a huge problem with school boards. People on boards don't want kids to have access to sex education. Banned books from the library. Religious group. Deschutes library said won't ban books.

It keeps getting worse. Had a hard time getting a sex education program in Spanish into the curriculum at school. That program stopped- for 2 years nothing. Planned Parenthood tried to do something. Grants from state level to school. Wanting to ban LGBTQ books. Librarian at an elementary school agreed.

Encourage people to join the school boards to raise their voices and stand against decisions that aren't democratic nor good for inclusion.” -

Commissioner Riggs Meeting

Potential Costs (Investment):

Community Source for Idea:

Commissioner Riggs

Potential State Agency Partners:

Oregon Department of Education (ODE), Educator Advancement Council ([EAC](#)), Youth Development Council ([YDC](#))

Potential Community Partners: teachers unions ([PAT](#), [Oregon Education Association \(OEA\)](#)), PCUN, [Oregon State University- Juntos Program](#), [Black Educational Achievement Movement \(BEAM\)](#),

Additional Information/Resources:

- Oregon Data
 - Recently added curriculum requirements
 - [HB2845 2017 Regular Session - Oregon Legislative Information System](#)
 - Directs Department of Education to convene advisory group to develop statewide ethnic studies standards for adoption into existing statewide social studies standards for public kindergarten through grade 12
 - [Ethnic Studies Standards FAQ - April 2021 Update](#)

- Susan Mekarski, Education Specialist/Latino/a/x Student Plan Coordinator:
susan.mekarski@ode.oregon.gov
 - [June 2020 - LGBTQ2SIA+ Student Success Plan](#)
 - LGBTQ2SIA.success@ode.oregon.gov
- [A Toolkit for Tribal Consultation | Oregon Department of Education](#)
- [Oregon Department of Education : Rules & Policies Home](#)
- [OHA | Tribal Affairs](#)
 - [Broken Treaties, An Oregon Experience - OPB](#)
- [Community Care Team model](#) (ODE)
- [Oregon Department of Education : Integrated Model of Mental Health](#)
- [Menstrual Dignity for Students Toolkit](#)
- [Student Sense of Belonging in Schools: Predictive Factors](#)
 - We also see that students who more frequently see people like themselves or their families represented in instructional materials are more likely to agree with sense of belonging indicators related to feelings of safety and welcome at school, but are no more likely to report having friends at school, which suggests more directionality to that indicator and is a promising practice schools can pursue to increase sense of belonging. Other research has found benefits to culturally and racially inclusive education across racial and ethnic groups, both in enhancing student self-perception and in improving measures of academic achievement. One review linked participation in ethnic studies directly to engagement and increased sense of self-efficacy, both concepts closely linked to sense of belonging.
- [Quality Education Model](#)
 - Traditional assessments continue to show academic achievement gaps among student groups. The QEC believes that while K-12 education has been underfunded for decades, the consideration of policies that target and

deploy resources in ways that reflect the diversity of our state are needed. Funding from the Student Success Act was intended to narrow the funding gap by ensuring that traditionally marginalized students are the priority of district efforts to support learning gains for all students. The Student Success Act and its component programs aim to reduce disparities and improve equity. The Student Investment Account grant program within the SSA includes a process that requires educator and community engagement in decision making to set spending priorities at the district level, important best practices codified by the SSA and now being applied to other state education investments through the Integrated Guidance process. At the state level, the Student Success Act increases funding for culturally specific Student Success Plans along with other system-wide equity initiatives, such as expanding access to free meals.

- [Dual Capacity-Building Framework](#)
- [Trauma Informed Care in the Classroom: A Resource Guide for Educators in Higher Learning](#)
- [State of Black Oregon 2015](#)
 - The most persistent barriers for Oregon's Black youth remain: unfair discipline practices; too few teachers of color; feeling isolated; and a lack of mentorship opportunities and culturally specific programming.
- [Report: Oregon School Funding, Sources and Distribution](#)
- [YRBS Data Summary & Trends Report | Youth Risk Behavior Surveillance System \(YRBSS\) | CDC](#)
- News articles
 - [Teachers gather in Corvallis to find solutions to close pandemic learning gaps • Oregon Capital Chronicle](#)
 - [Historic reading investment, updates to teacher licensure and literacy training underway](#)

- [Parents file lawsuit with ODE amid changes to deaf program in Salem-Keizer school district](#)
- [Migrant farm workers find success in local GED program | Local&State | bendbulletin.com](#)
- [Oregon youth suicide data shows action needed to close equity gaps](#)
 - [Youth Suicide Intervention and Prevention Plan Annual Report](#)
- [Feds award Oregon \\$11.5 million, perhaps millions more to come, to improve literacy instruction](#)
- [Oregon sees record number of book challenges in libraries, schools](#)
- [Librarians speak out against book banning | Jefferson Public Radio](#)
- [Opinion: Student Success Act offers state a model for effective, accountable education funding - oregonlive.com](#)
- [Oregon's Student Success Act: Illuminating Five Years of Impact](#)

Contact Information of partners interested in developing this recommendation:

mika.ingram@oac.oregon.gov

health.equity@oac.oregon.gov