K-12 Materials Selection Committee

Meeting
September 23, 2026

WELCOME!

BEAVERTON SCHOOL DISTRICT

Tonight's Agenda

4:45 - 4:50
Welcome, Agenda Overview, Equity Lens- *Veronica Galvan*

4:50 - 5:00
November 4, 2026 Meeting Conflict **-** *Veronica Galvan*

5:00 - 5:15
Data Collection Surveys - *Toshiko Maurizio*

5:15-6:30
***Transition to Breakout Content Rooms**

Surveys, HQIM, and IMET Tools

Science - Klamath 1-3 - Jill
Social Science - Wallowa Lake - Toshiko
Health - Crater Lake - Veronica

6:30-6:45
Closing
Meeting Minutes, Webpage
Next Meeting: October 7, 2026

BEAVERTON SCHOOL DISTRICT

Equity Lens

Equity Lens

In the Beaverton School District, we apply the equity lens to all that we do. When **making decisions or taking action**, we utilize the following questions:

- ☐ **Whose voice** is and isn't represented in this decision?
- ☐ Whom does this decision **benefit or burden** ?
- ☐ Is this decision in alignment with the **BSD Equity Policy** ?
- ☐ Does this decision **close or widen** the access, opportunity and expectation gaps?

Additional considerations:

- ☐ What **systemic barriers** might be at play in this situation?
- ☐ What **other possibilities** were explored?
- ☐ Is the decision/outcome **sustainable** ?



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November 4, 2026 Meeting Change Survey



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Data Collection

Mixed Groups

Quantitative Data

Quantitative Data Collection

- IB/AP classes - which student groups are accessing them
- Science OSAS data
- Pre-ACT/ACT data
- Focal group specific data for the different content areas and levels; and include level of language proficiency
- Grade distribution for different content areas and different levels broken down by student groups

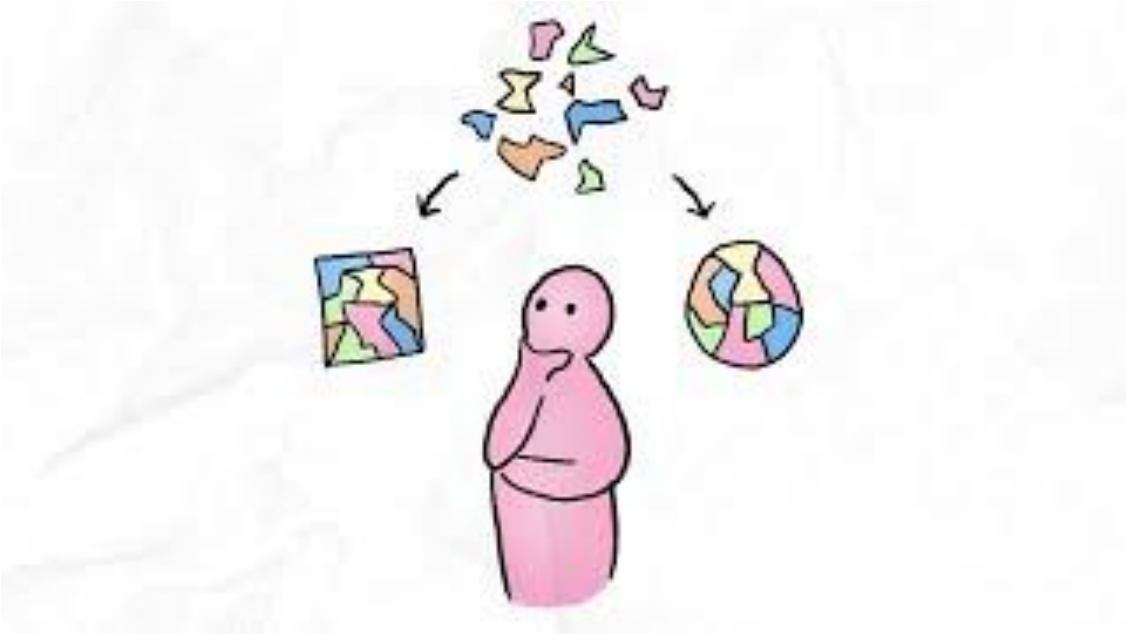
Reflection Questions

- What's missing from this quantitative data list?
- What else should we be looking at?
- What data will give us a general overview of how our current materials are impacting student outcomes?



Perspective Interviews

Student Perspective Interviews



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Why Perspective Interviews?

- Empathy interviews ask about individual student perspectives
- This is our way to hold ourselves accountable to our equity lens questions
- This is our way of elevating student voice in the process
- This allows for open transparency and helps with engagement
- This is another qualitative data point
- Students are not obligated to answer questions
- Staff will be highly trained to conduct empathy interviews
- ***Student selection will be a broad representation reflective of our student demographics***

Context for Perspective Interviews

This school year, Beaverton School District is engaged in Instructional Materials Selection Processes for the content areas of **Science, Social Science, and Health**.

Curriculum selection committees are tasked with providing recommendations on instructional resources for the district to select, with final decisions on curriculum selections made by the school board. Each committee reviews numerous data points–we'd like to include your voices in these data sets.

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Context for Perspective Interviews

We are seeking to hear about your experiences as a student within these three content areas related to our district Promise: **Belong. Believe. Achieve.**

- We aim to create an environment in which our students feel a deep sense of belonging to their school communities — where they are accepted, supported and encouraged to be their authentic selves.
- We believe in our students' capacity to learn, grow and thrive, and we want our students to believe in themselves and their limitless potential.
- We hold our students to high academic standards and provide them with the support to achieve their own personal goals — now and in the future.

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Context for Perspective Interviews

What's it been like learning **Science/Social Science/Health** in Beaverton schools? (High, middle, and elementary)
What has worked well and what has been challenging?
How did your elementary experience in **Science/Social Science/Health** prepare you for secondary school?
If you could make any changes, what's one thing you would like to be different in **Science/Social Science/Health** to make it more aligned to our district promise?

Reflection Questions

- Are these three questions enough to capture nuanced, specific student experiences?
- Does asking generally about "what's worked well/challenging" give students enough permission to talk about all topics?
- Should we add a specific question or prompt about whether students see their own cultures, backgrounds, and real-life experiences reflected in the instructional materials?



Google Form Surveys

Reflection Questions



- Do these surveys provide a clear, high-level overview of the current state of our curriculum?
- How effectively do the questions capture the day-to-day realities of how staff are teaching and how students are experiencing the current materials?
- What critical questions are missing from the current surveys that would give us a better picture of classroom implementation?
- Do the student surveys use student friendly language that encourages candid feedback about their level of engagement with the current curriculum?

Protocol

- Get in groups: Student, Family, Staff
- Select a scribe at your table
- Have someone at your table open up the survey link on their laptop
- Review each of the questions of the survey and provide feedback on the questions. The scribe should note the recommended changes on the handout
- Please turn in one handout with all feedback reflected

Google Surveys

- STUDENT Survey Responder Link
- STAFF Survey Responder Link
- FAMILY Survey Responder Link

Content Area Breakout Rooms

- Science - Klamath 1-3
- Social Science - Wallowa Lake
- Health - Crater Lake

Science

Klamath 1-3

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Community Agreements

BEAVERTON SCHOOL DISTRICT

Material Selection Committee
Community Agreements 2026-27

1. Focus on equity for ALL students
2. Equity of Voice-Opportunity for all to voice their opinions and ideas (Use WAIT—Why am I talking?), encourage others to share, and active listening.
3. Honest and respectful dialogue
4. Challenge to think outside the box and be open to change–reach beyond the status quo
5. Preparation as participants and facilitator (clearly stated purpose and outcomes, focus on the big picture outcome).
6. Be solution oriented, but be okay with multiple solutions
7. Honor different styles of learning and processing (i.e., think time, out loud thinking)
8. Honor all team members' opinions, backgrounds and contributions
9. Honor team member's schedules. Start and end meetings on time
10. Respect the process and committee members.

Additions to Community Agreements

- **Agreement #1:** Be mindful of voices and perspectives that are not represented in the room, including newer educators.
- **Agreement #6:** Acknowledge that multiple solutions may exist and that no solution will be perfect.
- **Agreement #8:** Add language encouraging participants to ask questions.
- **Agreement #9:** Honor team members' schedules and respect responsibilities and commitments outside of committee work.

Google Form Surveys

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High-Quality Instructional Materials (HQIM)

BEAVERTON SCHOOL DISTRICT

Charge of Materials Selection

Oregon Department of Education expects school districts to select and provide all K-12 students with free appropriate instructional material and resources.

- The state establishes the cycle for adoption.
- The materials must be in accordance with the National Materials Accessibility Standards (NIMAS) - for individuals who are blind or have another disability that impairs access to printed material. This means students must have access to alternate formats.
- The materials selection process must include opportunities for community and parent involvement.

High-Quality Instructional Materials



Oregon Department of Education provides Oregon districts support to help ensure students have equitable access to high-quality instructional materials (HQIM) that are:

- **aligned to grade level standards**
- **culturally responsive**
- **reflect evidence-based practices**

In addition, HQIM should reflect: inclusive practices, support for teachers and students, embedded assessments, and account for and honor the experiences of diverse learners and educators.

Adopted instructional materials in Oregon are subject, by law, to an evaluation process and must meet established specifications and criteria in order to be approved for use in Oregon classrooms.

ODE High Quality Instructional Materials (HQIM)

High-Quality Instructional Materials - SCIENCE

- Why NGSS? by Next Generation Science Standards
- Why High-Quality Science Materials Matter by EdReports
- The State of K-12 Science Curriculum by Sam Shaw and Eric Hirsch (*State Education Standard*, NASBE, Jan 2024)



HQIM Activity

First, everyone: Watch: Why NGSS? by Next Generation Science Standards (Agree, Wonder, Questions)

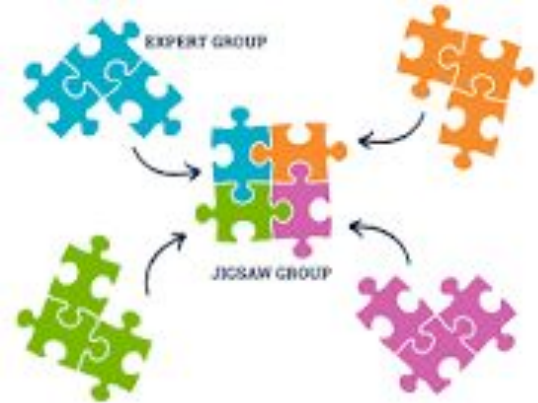
Then, read the article for your group and list 5 key ideas in your article as a table group to share out to the whole group.

Parents and Students:

Why High-Quality Science Materials Matter by EdReports

Teachers:

The State of K-12 Science Curriculum by Sam Shaw and Eric Hirsch (*State Education Standard*, NASBE, Jan 2024)



Instructional Materials Evaluation Tool (IMET)

BEAVERTON SCHOOL DISTRICT

Instructional Materials Evaluation Tool (IMET)

- The Instructional Materials Evaluation Tool (IMET) is a comprehensive evaluation rubric used to determine whether a textbook series or curriculum package is truly high-quality, aligned to state standards, and equitable.
- The Oregon Department of Education (ODE) provides the Oregon-IMET (OR-IMET) to ensure school districts do not have to "reinvent the wheel" when reviewing curriculum.
- Oregon law requires adopted instructional materials to meet rigorous state criteria, accessibility standards (like NIMAS), and equity requirements.



Instructional Materials Evaluation Tool (IMET)

- The IMET sets a clear, objective standard so committees can identify non-negotiable gaps, eliminate substandard programs, and adopt materials grounded in evidence-based practices.
- Specific to **Science**, the OR-IMET evaluates programs based on the three dimensions of the Next Generation Science Standards (NGSS)—Disciplinary Core Ideas (DCIs), Science & Engineering Practices (SEPs), and Crosscutting Concepts (CCCs)—while assessing cultural responsiveness and accessibility.



Oregon IMET Links for SCIENCE

- Science iMet Rubric
- ODE High-Quality Instructional Materials (HQIM) Toolkit Main Page

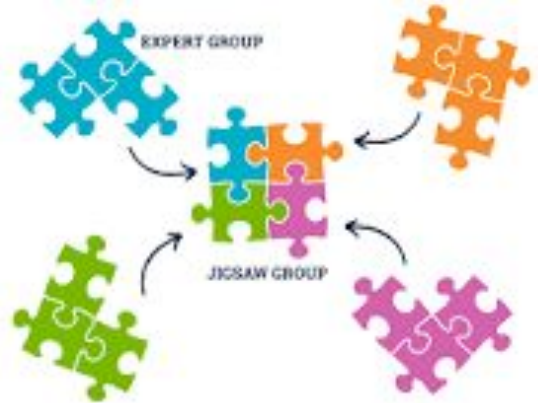
BEAVERTON SCHOOL DISTRICT

IMET Activity

As a table group, read and highlight the iMet:

Science iMet

Share key takeaways: what are we looking for in the curricula we evaluate?



Thank You!

BEAVERTON SCHOOL DISTRICT

Closing

- Materials Selection Committee Websites
  - Meeting Notes, Documents and More
  - Social Science Minutes 9/9
  - Science Minutes 9/9
  - Health Minutes 9/9
- Next Meeting: October 7, 2026

Social Science

Wallowa

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Community Agreements

BEAVERTON SCHOOL DISTRICT

Material Selection Committee
Community Agreements 2026-27

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Additions to Community Agreements

- Ensuring broad participation from all members.
- Preventing discussions from being dominated by a single voice.
- Creating space for diverse perspectives and experiences.
- Identifying revisions, additions, and omissions to strengthen the agreements.
- Continuing refinement of the agreements at future meetings.
- Ensuring everyone has an equal opportunity to contribute by actively listening, encouraging others to speak, self-monitoring airtime (using "WAIT" — *Why Am I Talking?*), and considering perspectives that are missing from the conversation.

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High-Quality Instructional Materials (HQIM)

BEAVERTON SCHOOL DISTRICT

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ODE High Quality Instructional Materials (HQIM)

High-Quality Instructional Materials - SOCIAL SCIENCE

HQIM Articles

- Curriculum Research What we Know and Where We Need to Go
- How States Can Support The Adoption & Effective Use of High-Quality Standards Aligned Instructional Materials:What the Research Says
- What the Research Says- Achieve

State and National Social Science Frameworks

- Oregon's Vision for Social Science
- The C3 Framework for Social Science Standards, National Council for the Social Studies - NCSS



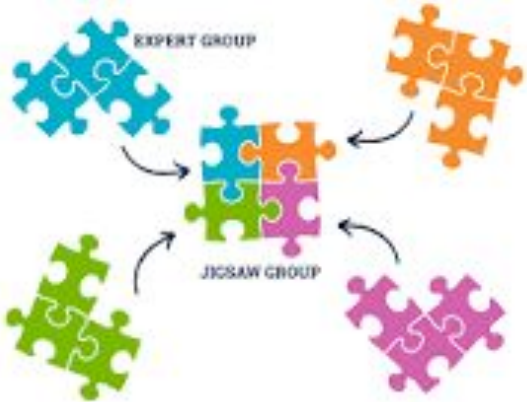
BEAVERTON SCHOOL DISTRICT

HQIM Activity

Choose an HQIM article to read.

Highlight and note what stands outs.

Share 1-2 key takeaways that stood out to you?



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- Specific to **Social Science**, the OR-IMET evaluates programs based on inquiry-based learning frameworks (such as the C3 Framework)—emphasizing inquiry arcs, historical empathy, civic engagement, and critical thinking—while assessing cultural responsiveness, inclusive multi-perspective histories (including Tribal History/Shared History), and accessibility.



Oregon IMET Links for SOCIAL SCIENCE

- ODE Social Science IMET for Grades K-12

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IMET Activity

As a table group read and highlight the iMet Rubric that aligns with your level:

K-12 ODE Social Science IMET

Share key takeaways: what are we looking for in the curricula we evaluate?

Thank You!

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BEAVERTON SCHOOL DISTRICT

Health

Crater Lake

BEAVERTON SCHOOL DISTRICT

Community Agreements

BEAVERTON SCHOOL DISTRICT

Material Selection Committee
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Google Form Surveys

Reflection Questions



When offering feedback on the surveys, reflect on the following questions:

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High-Quality Instructional Materials (HQIM)

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ODE High Quality Instructional Materials (HQIM)

Oregon Criteria for Health HQIM

Oregon's review process evaluates health materials against strict state mandates. For a program to be considered high quality in Oregon, it must satisfy several specific requirements:

Inquiry & Skill-Based Focus: Aligned with SHAPE America / National Health Standards, emphasizing decision-making, interpersonal communication, and risk reduction over passive reading.

Oregon Statutory Requirements: Materials must meet state mandates covering:

- Synthetic opioid and fentanyl overdose prevention (e.g., Senate Bill 1045 mandates).
- Mental, social, and emotional health integration.
- Comprehensive sexuality education (age-appropriate, medically accurate, inclusive, and culturally responsive).
- Substance abuse, suicide prevention, and violence/trafficking prevention.

Accessibility & Inclusive Design: Under Oregon law (OARs), materials must be NIMAS-compliant for students with disabilities and reflect diverse backgrounds and identities.

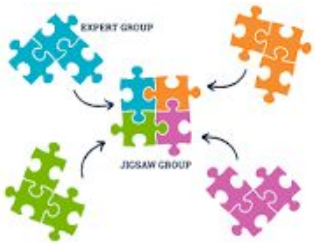
HQIM Activity

As a table group, read your article or watch the video and share 5 key ideas with the group.

Staff: National Health Education Standards by SHAPE America

Family/Community: Characteristics of an Effective Health Education Curriculum by CDC

Students: Health Education Curriculum Analysis Tool (HECAT) by CDC



BEAVERTON SCHOOL DISTRICT

Oregon HQIM Toolkit Link for HEALTH

- ODE High-Quality Instructional Materials (HQIM) Toolkit Main Page

BEAVERTON SCHOOL DISTRICT

Instructional Materials Evaluation Tool (IMET)

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Instructional Materials Evaluation Tool (IMET)

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- Specific to **Health**, the OR-IMET evaluates programs based on skill-based learning models aligned with national and state health standards—emphasizing ***decision-making***, ***interpersonal communication***, ***risk reduction***, and ***self-advocacy over passive reading***—while assessing compliance with Oregon statutory mandates (including comprehensive sexuality education, synthetic opioid/fentanyl prevention, mental health, and suicide prevention), cultural responsiveness, and accessibility.



IMET Review Activity

As a table group read and highlight the iMet Rubric

K-12 Health Rubric

Share key takeaways: what are we looking for in the curricula we evaluate?



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Oregon K-12 IMET Link for HEALTH

- ODE Health IMET for Grades K-12 (short version)
- ODE Health IMET for Grades K-12 (long version)

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