

Materials Selection Committee Meeting

September 23, 2026

Time: 4:45 PM - 6:45 PM

Welcome, Agenda Overview, Equity Lens, and Community Agreements

Facilitator: Veronica Galvan

- Committee members reviewed and discussed the district [Equity Lens](#).
 - Reminders were provided regarding the importance of applying the Equity Lens throughout the materials selection process.
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November 4 Committee Meeting Conflict

Time: 4:50-5:00 p.m.

Facilitator: Veronica Galvan

- Members discussed a scheduling conflict with the November 4 committee meeting due to middle school conferences.
 - Committee members were asked to vote on scheduling options through a Google Form survey.
 - Options included:
 - Adding one hour to two future meetings, or
 - Scheduling an additional meeting.
 - Survey results showed that the majority preferred adding one hour to two existing meetings
 - October 28, 2026 4:45-7:45
 - November 18, 2026 4:45-7:45
 - A light dinner will be provided on the extended meeting dates.
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Data Collection

Time: 5:00-5:15 p.m.

Facilitator: Toshiko Maurizio

Overview

- October will serve as the committee's data collection month.
- Feedback was requested regarding proposed data collection tools and methods.

Quantitative data was discussed as measurable information that can help evaluate current instructional materials and student outcomes.

Current and Proposed Data Sources:

- IB/AP course enrollment and participation by student groups
- Science OSAS data
- Pre-ACT/ACT data
- Focus-group-specific data
- Grade distributions

Additional Suggestions from Committee Members:

- Include elementary and middle school data measures.
- Clarify how quantitative data will provide insight into the impact of instructional materials at all grade levels.
- Better understand and define Language STAR data.
- Look beyond grades to examine student engagement and participation.
- Consider how student circumstances, including houselessness, may impact outcomes.
- Include information related to student accommodations.
- Gather data from specialty programs such as BASE and Terra Nova.
- For the Health curriculum, examine whether instructional materials impact student wellness factors such as eating, sleeping, and overall well-being.

Perspective Interviews (Qualitative Data)

The committee discussed using perspective interviews, also referred to as empathy interviews, as a way to elevate student voice and remain accountable to the Equity Lens.

Purpose:

- Elevate student experiences and perspectives.

- Move from statistical data to human-centered reflections.
- Increase transparency and engagement.
- Better understand diverse student experiences with Science, Social Science, and Health instruction.

Potential Interview Questions:

- What has it been like learning Science, Social Science, or Health in BSD schools?
- What has worked well for you? What has been challenging?
- How did your elementary experience prepare you for secondary school?
- If you could make one change to Science, Social Science, or Health instruction, what would it be?

Committee Feedback:

- Interview questions should be more directly connected to curriculum and instructional materials.
- Consider student-to-student interviews in addition to adult-led interviews.
- Students may be more comfortable sharing challenges with peers rather than teachers.
- Questions should be simplified and made more age-appropriate ("childified").
- Clarify how students will be selected.
- Consider whether interviews are anonymous and/or recorded.
- Consider parent notification procedures, particularly for younger students.
- Ensure interview participants have actually experienced the curriculum being evaluated and are not enrolled in courses where teachers primarily use self-created materials.
- Suggested alternative: Advisory-based activities that allow students to discuss and present their perspectives.

Selection Considerations:

- Veronica shared that student selection would be based on region and school size.
- Elementary students will not be interviewed.
- Students who volunteer may be more willing to participate honestly and engage in meaningful discussion.

Student and Staff Surveys

- An introduction to future student and staff surveys was provided.
- Additional discussion and feedback will occur at upcoming meetings.

Key Outcomes

1. The committee voted to extend two future meetings by one hour rather than add an extra meeting date.

2. October was identified as the primary month for data collection activities.
3. Committee members provided recommendations for expanding quantitative data sources.
4. Significant feedback was gathered regarding the structure, wording, and implementation of student perspective interviews.
5. Introduction to student and staff surveys was provided for future discussion.

***Transition to Content Rooms**

5:15-6:30

Welcome

- [Science Slide Deck](#) - Slides 21-28
- Melody Childers reviewed Equity Lens and Community Agreements. There were no additional suggestions for Community Agreements.

Survey Development

- Committee members sat in table groups based on their role of student, staff, parent/guardian. Each table group reviewed the science survey for the group they represent and were asked to reflect on these 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 student surveys use student friendly language that encourages candid feedback about their level of engagement with the current curriculum?
- One scribe recorded recommended changes on the printed copy of the survey. These were 23 collected.

High Quality Instructional Materials (HQIM)

- Melody Childers and Jill O'Neill reviewed High Quality Instructional Materials guidance from ODE and NGSS standards.
- The group watched a short video [Why NGSS?](#) by Next Generation Science Standards. Before showing the video, committee members were asked to note what they agreed with, what they wondered about, and what questions they have.
- After the video, table groups read an article, followed by table discussions to identify 5 key take aways.
 - [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)

- The Parent & Student group share out included:
 - Want a hands on way of learning and teaching
 - Poverty and barrier
 - Equity and representation
 - framework/freedom to be themselves
- The teacher group share out included:
 - Adopted curriculum needs to meet the standards
 - Teachers spend time creating their own material, but the lessons and materials often don't meet the grade level standards
 - In 2019 a review of available materials did not align with NGSS standards, but now more are popping up. Wonder what is available now.
 - Important that implementation professional development includes working with newcomers, ELLs, and those with IEP supports. How can we supplement content specific PD with training?
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Closing

- The meeting ended at 6:45. The next meeting will be October 7, 2026