

Health (K-12)

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**

Welcome

- [Slide Deck](#)

Community Agreements

- Reviewed and discussed additions to the Community Agreements.

Survey Review and Reflection Questions

Committee members reviewed the draft surveys and reflected on the following:

- Consider student and parent feedback when evaluating survey effectiveness.
- Review the length and accessibility of each questionnaire.
- Take notes on group responses to the survey questions.
- Teams reviewed three different surveys and prepared to share feedback with the larger group.
- Small groups discussed and responded to reflection questions.

Survey Process

- Three surveys will be distributed at both the elementary and secondary levels.
- Questions were raised regarding:
 - Who will receive the surveys.
 - How surveys will be distributed.
 - Which languages the surveys will be available in.
 - How diverse community representation will be ensured.
 - How participation and survey reach will be tracked.
 - Whether all secondary students will participate, and if so, when and how the survey will be administered.

Community Engagement Requirements

- The instructional materials selection process must include opportunities for community involvement and feedback.

- The committee must use the Oregon Criteria for Health High-Quality Instructional Materials (HQIM).

HQIM and Materials Evaluation

- An HQIM activity was planned but will be postponed until the next meeting.
- Committee members received the *Instructional Materials Evaluation Tool (IMET)* handout to begin familiarizing themselves with the review process.
- The committee will develop a district-specific rubric for evaluating instructional materials.
- The committee's rubric will be informed by the state's IMET tool and will be used to review materials from the Oregon Department of Education's approved list.

Committee Discussion and Feedback

- Members emphasized the importance of ensuring broad and diverse community participation.
- Concerns were raised that students have not yet been directly asked about the program.
- The committee discussed strategies for increasing awareness of and participation in the surveys.

Closing

- Appreciation was expressed to all participants for their contributions and engagement.

The meeting adjourned at 6:45 PM.

Thank you! We appreciate all of your time and participation.

The next meeting is scheduled for October 7, 2026.