Science (6-12) Curriculum Selection Committee

September 9, 2026

Time: 4:45 PM - 6:45 PM

Welcome and Introductions

Facilitators: Veronica Galvan, Toshiko Maurizio, and Stafford Boyd

Committee members and observers from the Science, Social Sciences, and Health curriculum adoption committees participated in the opening meeting. Attendees included BSD staff, students, teachers, parents/guardians, community members, Teachers on Special Assignment (TOSAs), committee members, and meeting observers.

Veronica Galvan welcomed participants, reviewed the meeting agenda, and provided an overview of the committee schedule and meeting structure. Housekeeping items, including refreshments and facility information, were reviewed. Participants introduced themselves and identified their roles within the committee process.

Purpose of the Committee and Instructional Materials Selection Process

The committee reviewed the instructional materials adoption process and its responsibility to provide recommendations to the School Board.

Key points included:

- BSD is currently conducting curriculum adoptions in:
    - Science (6-12)
    - Social Sciences (K-12)
    - Health (K-12)
- The adoption process begins in the spring preceding the adoption year.
- Publisher selections are made before summer, and committee members are identified prior to the start of committee work.
- Committee work begins at the start of the school year.
- Publishers will present instructional materials during November and December.
- Departments and teachers will pilot selected materials during the school year.
- Committee members will:
    - Review Oregon State evaluation rubrics.

    - Analyze available program data.
    - Review student and teacher feedback.
    - Evaluate instructional materials for alignment with district priorities and state requirements.
- Recommendations will be informed by:
    - State rubric evaluations
    - Student feedback
    - Teacher feedback
    - Program effectiveness data
- The goal is to develop a recommendation for School Board consideration in April.

Decision-Making Process

Presenter: Toshiko Maurizio

The committee reviewed expectations and procedures for making recommendations.

Key points included:

- District staff will facilitate the process but will not participate in committee decision-making.
- Decisions will be made by the content-area committees.
- Committee feedback and recommendations will guide the final adoption recommendation to the School Board.
- Voting and feedback collection may occur through confidential Google Forms or Google Sheets.
- The committee will use a **Fist-to-Five consensus protocol** to gauge levels of support.
    - A score of five indicates strong support.
    - Lower scores indicate varying levels of concern.
- Members may be asked to provide rationale for ratings and recommendations.
- The committee will work toward consensus whenever possible.
- Dissenting opinions may be documented when consensus cannot be reached.

Committee Expectations

Committee members reviewed their responsibilities throughout the adoption process.

Members are expected to:

- Follow community agreements.
- Participate actively and respectfully.
- Represent their perspectives as students, teachers, parents, guardians, and community members.
- Gather information and communicate feedback from stakeholder groups.
- Serve as learners throughout the process.
- Support thoughtful, evidence-based decision-making.
- Collaborate toward a shared recommendation.

- Support and advocate for the committee's final recommendation, even when individual perspectives differ from the final outcome.

Additional information reviewed included:

- The adoption process now operates on a one-year cycle.
- Meetings generally occur twice per month and are approximately two hours in length.
- Additional meetings may be scheduled as needed.
- Teaching and Learning staff will provide support throughout the process.

Community Agreements

Facilitator: Stafford Boyd

Committee members participated in structured discussions regarding committee norms and collaboration.

The committee reviewed ten proposed Community Agreements and discussed behaviors that would support effective participation and equitable decision-making. Members identified priorities, suggested revisions, and discussed additional considerations.

The proposed Community Agreements included:

1. Focus on equity for all students.
2. Ensure equitable opportunities for all members to share ideas and opinions.
3. Engage in honest and respectful dialogue.
4. Challenge assumptions and remain open to new thinking.
5. Come prepared as participants and facilitators.
6. Be solution-oriented while recognizing multiple possible solutions.
7. Honor different learning and processing styles.
8. Respect all members' opinions, backgrounds, and contributions.
9. Respect schedules by starting and ending meetings on time.
10. Respect both the process and fellow committee members.

Discussion themes included:

- 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.

The Community Agreements received strong support from participants.

Equity Lens and Accessibility Discussion

The committee reviewed the district's Equity Lens framework and discussed how it will guide evaluation of instructional materials and recommendations.

Committee members discussed the importance of:

- Ensuring accessibility for all students and families.
- Providing translated materials and communications when appropriate.
- Considering the needs of specialized programs and diverse learning communities.
- Evaluating sustainability and long-term effectiveness of instructional materials.
- Ensuring that multiple perspectives are represented throughout the process.

The committee will use the following Equity Lens questions to guide decision-making:

1. Whose voice is represented and whose voice is not represented in this decision?
2. Who benefits from or is burdened by this decision?
3. Does the decision align with BSD's Equity Policy?
4. Does the decision close or widen access, opportunity, and expectation gaps?

Committee members also discussed sharing Community Agreements and equity considerations with smaller content-area groups to gather additional feedback and recommendations.

Next Steps

- Review and refine Community Agreements.
- Continue applying the Equity Lens framework throughout the adoption process.
- Review state evaluation rubrics and available program data.
- Prepare for publisher presentations in November and December.
- Begin evaluating and piloting instructional materials.
- Gather student, teacher, family, and community feedback to support future recommendations.

Meeting Outcome

Participants established a shared understanding of the instructional materials adoption process, committee expectations, decision-making protocols, Community Agreements, and the Equity Lens framework. Committee members began building consensus around collaborative norms and prepared for the upcoming review and evaluation of Science, Social Sciences, and Health instructional materials.

A committee member asked whether materials and communications would be translated to ensure accessibility for all families, including those involved in specialized programs.

Members discussed taking the agreements back to smaller content-area groups to identify any additional considerations.

Content Area Breakout Sessions

Science Curriculum Adoption Committee

Facilitator: Stafford Boyd
Location: Klamath Lake Rooms

Attendance

Present:

- Teachers
- Students
- Parents
- TOSAs

Community Agreements Discussion

The committee revisited the **Materials Selection Committee Community Agreements (2025-2026)** and discussed possible additions and revisions.

Suggested Additions

- **Agreement #8:** Add language encouraging participants to ask questions.
- **Agreement #9:** Honor team members' schedules and respect responsibilities and commitments outside of committee work.
- **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.

Next Steps

- Tables discussed potential additions for approximately three minutes.

- Stafford gathered and rephrased suggestions.
- The group discussed how community feedback should be handled.
- The committee will practice using a **Fist-to-Five consensus protocol** at a future meeting.

Stafford's Presentation

Next Generation Science Standards (NGSS)

- Oregon adopted the **Next Generation Science Standards (NGSS)** in 2014.
- Standards were renewed in 2022.
- NGSS represents a shift from learning facts about science topics to investigating why and how phenomena occur.

Oregon-Specific Integrated Requirements

2017 Additions

- Tribal History/Shared History
    - K-12 Native American Curriculum
    - Science lessons integrated across all grade bands

2022 Additions

- Oregon Standards Integration
- K-12 Climate Change Education
- Engineering Design

Note: The Oregon Department of Education (ODE) website provides additional historical context and resources.

Three-Dimensional Learning

Components

Science and Engineering Practices (Green)

- What students do

Disciplinary Core Ideas (Blue)

- What students know

Crosscutting Concepts (Orange)

- How students think

Discussion

- Examples of 3D standards were shared.
- Volunteers read sample standards aloud.
- Emphasis was placed on students being active participants in learning through relevant, local, timely, and engaging contexts.

Disciplinary Core Ideas

Stafford reviewed the four Disciplinary Core Idea categories, noting similarities to traditional biology content structures.

Diverse Learner and Multilingual Lens

Key point:

- Approximately **1 in 3 students are multilingual learners**.
- Committee members were encouraged to keep multilingual learners at the center of curriculum adoption considerations.

OSAS Science Data Review (2024-25)

Grades Tested

- Grade 5
- Grade 8
- Grade 11

Data from both:

- Beaverton School District (BSD)
- State of Oregon

Discussion Points

English Learner Performance

- Students receiving English Language Development (ELD) services are identified separately in state and district reporting.
- The OSAS science assessment is administered only in English.
- Lower performance may reflect:
    - Language barriers
    - Limited science understanding
    - A combination of both factors

Reflection Questions

- What does this assessment data make us wonder?
- How can instructional materials better support multilingual learners?
- If curriculum changes are made, will state assessments adapt accordingly?
- How important is it that new instructional materials improve OSAS scores versus supporting broader, future-focused science learning?

Stafford's Comments

- The district uses a comprehensive review process that considers:
    - State requirements
    - Student data
    - Educator input
    - Community feedback
- The goal is to build a strong evidence base supporting recommendations for instructional materials.

Science Assessment Example

Participants reviewed an example OSAS science question and discussed:

- Whether difficulties stemmed from science content understanding or language comprehension.
- The relationship between language proficiency and science achievement.

Additional Notes

- BSD has been working with OSAS assessments for approximately 17 years.

Language and Science

Stafford highlighted three important considerations:

1. Specialized vocabulary
2. Conceptual density in texts
3. Argumentation (using knowledge to explain, justify, and communicate ideas)

Curriculum Adoption Timeline

- The committee will continue evaluating curriculum materials through December.
- No consensus has been reached at this stage.
- Oregon's current science adoption cycle began in 2023.
- BSD is approximately three years behind the state adoption timeline.

Question Raised

- If BSD adopts new materials now, will implementation occur immediately, or will the state move to a newer adoption cycle before implementation is complete?

Science and Engineering Practices / ELP Standards

Stafford reviewed:

- Science and Engineering Practices
- English Language Proficiency (ELP) Standards overlap
- K-12 Practices Matrix

Homework Review

Best Practices Guide

- Focus on Page 3

Table Discussions

Participants reflected on:

- Their own science education experiences
- How those experiences influence their perspectives on science instruction today

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Two Visions of Science Education

The committee reviewed a comparison slide on the State of Science slidedeck:

Science Education Will Involve Less Of:

(Examples discussed on slide 12)

Science Education Will Involve More Of:

(Examples discussed on slide 12)

Reflection Question

- What experiences and perspectives are you bringing to this work?

Key Takeaway

- Differing opinions and viewpoints can help the committee move forward and make stronger recommendations.

Timeline

- Committee recommendation to the School Board is due in **March 2027**.

Next Meeting

September 23, 2026

Time: 4:45 PM - 6:45 PM

Closing Reflection

Participants shared 3-5 words describing their feelings about the process:

- Inspired but daunted
- Curious, slightly overwhelmed
- Patience
- Good trouble brewing
- Intrigued and honored
- Exhausted
- Better than iQuest
- Student learning-centered
- Eye-opening
- Scared but excited