Social Science (6-12)
Materials Selection Committee Meeting

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.

Content Area Breakout Sessions

Social Science Adoption Committee

Facilitator: Toshiko Maurizio
Location: Wallowa Lake Room

Committee Work

- Reviewed and revised community agreements.
- Used Fist-to-Five protocol:
    - Agreement reached with all 4s and 5s.
- Updates shared with Mishelle Renee.

Background Information

- Curriculum adoptions typically remain in schools for approximately seven years.
- Oregon's 2024 Social Science Standards revision emphasized:
    - Critical analysis
    - Cultural awareness
    - Engaged democracy
- Standards incorporate:
    - Tribal history
    - Shared history perspectives

Key Design Features

Social science curriculum should:

- Promote inquiry and disciplinary thinking.
- Integrate:
    - Civics
    - Economics
    - Geography
    - History
- Include digital and media literacy.

Focus on Language Development and Access

Key discussion points:

- Access for all language learners is critical.
- Content and language instruction should be integrated.
- All educators are language teachers.
- All students are language learners.
- Students bring valuable prior knowledge and experiences.

- Creating safety and belonging reduces cognitive load.
- Language develops best within meaningful contexts.
- Oral language development is essential.
- Literacy includes more than reading.
- Curriculum should support both literacy development and social science learning.

Multilingual Literacy Data Discussion

Observations from the data:

- Listening and speaking are natural language-development processes.
- Reading and writing require explicit instruction.
- Classroom learning often incorporates more speaking and listening than reading and writing.
- Speaking and listening may be more immediately accessible for students.
- Social studies content can motivate students through connections to interests and passions.
- Participants noticed correlations between NAEP information and the literacy data presented.

Discussion Questions

Is achievement influenced by curriculum content or instructional delivery?

- Participants discussed the importance of teacher and community input regarding implementation.

How are newcomer and multilingual students represented?

- Facilitators noted that these students were included in the shared data.

Equity-Centered Discussion

Questions included:

- How would students respond to Equity Lens questions when evaluating curriculum?
- Concerns were raised regarding:
    - AI's potential impact on literacy development.
- Participants noted that:
    - Open-ended classroom discussions and debates may enhance student understanding and engagement.

Homework for Committee Members

Review:

- Oregon Department of Education Social Science webpage
- Approved instructional materials list

- Instructional materials adoption criteria

Closing

Updates

- The Selection Committee webpage is being developed.
- Future resources will include:
    - Meeting notes
    - Committee documents
    - Additional updates

Next Meeting

September 23, 2026

Time: 4:45 PM - 6:45 PM
