



Safeguarding Student Data and Supporting Responsible Technology Use in the K-12 Math Adoption

Beaverton School District

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Student Data Privacy Laws

BSD's data privacy practices are grounded in a layered set of federal and state protections that govern how student information is collected, used, and safeguarded.

1

FERPA — 1974

Family Educational Rights and Privacy Act. Governs access to and disclosure of student education records. *20 U.S.C. § 1232g*

2

PPRA — 1978

Protection of Pupil Rights Amendment. Protects students from invasive surveys and data collection. *20 U.S.C. § 1232h*

3

COPPA — 1998

Children's Online Privacy Protection Act. Restricts online collection of personal data from children under 13. *15 U.S.C. §§ 6501–6506*

4

OSIPA — 2015

Oregon Student Information Protection Act. Strengthens protections specific to Oregon students. *ORS § 329A.900*

BSD Master Personal Services Contract



Every vendor providing technology services to Beaverton School District must sign the **BSD Master Personal Services Contract**. This binding agreement establishes baseline expectations for data handling, security, and compliance before any tool is approved for classroom use.

- ③ The contract serves as BSD's primary legal lever — ensuring vendors are held accountable to district standards before students ever interact with a product.

NATIONAL PARTNERSHIP

Student Data Privacy Agreement (SDPA)

2017

Year BSD Joined

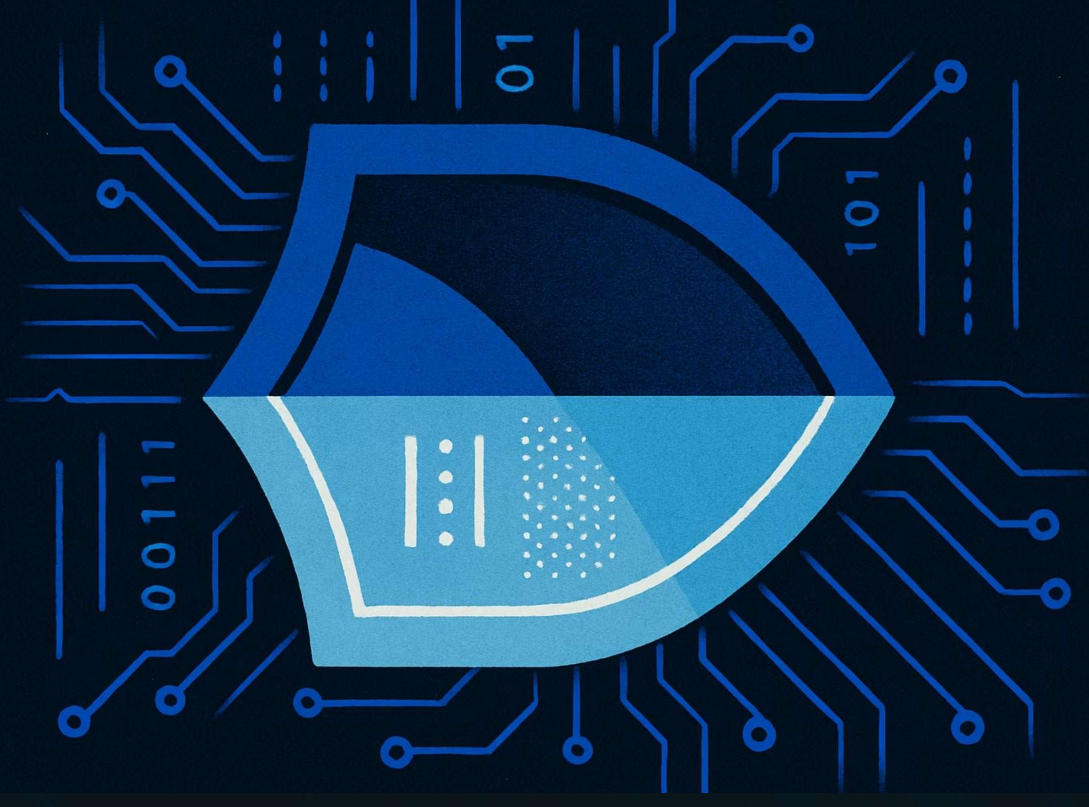
Early adopter of the national framework

1,019

Apps Covered

Software applications represented as of April 28, 2026

BSD participates in the **National Student Data Privacy Agreement (SDPA)**, a standardized, legally vetted contract used by thousands of districts nationwide. View BSD's full agreement registry at sdpc.a41.org.



KEY PROVISIONS

What the SDPA Requires of Every Vendor



Legal Compliance

Full adherence to all applicable state and federal student data privacy laws



Data Transparency

Vendors must disclose all student information collected and stored



Security Measures

Vendors must implement robust safeguards to protect stored student data



Breach Notification

Mandatory and timely reporting in the event of any data breach



No Sharing or Selling

Student data may never be shared with or sold to third parties



Data Deletion

All student data must be permanently deleted upon contract completion

RESOURCES

For More Information

BSD's Digital Curriculum page provides a comprehensive overview of all approved software tools, active SDPA agreements, and vendor compliance status. Staff and board members can review current digital curriculum decisions and data privacy documentation at any time.

beaverton.k12.or.us — [Digital Curriculum & Data Privacy](#)

- 🕒 Questions about a specific tool or vendor agreement? Contact the BSD Information Technology department directly through the link above.



Math Materials Selection: A Community-Informed Process

The selection of new K-12 math materials was not made in isolation. BSD engaged students, families, and staff throughout the review process.

Community Review

Community members reviewed all curriculum choices under consideration and provided structured feedback throughout the process.

Committee Analysis

A dedicated committee examined [survey results](#) from students, staff, and parents reflecting on current K-12 math materials and instructional practices.



Meeting the Digital Privacy & Pedagogical Standards



Input That Shaped the Decision

"Teachers and students were specific about the importance of balance — they want technology-enhanced learning alongside **traditional materials** like textbooks, workbooks, and paper-and-pencil activities."

This feedback directly informed the criteria used to evaluate each curriculum option — ensuring the final recommendation honors both innovation and the instructional approaches educators and students trust.



Traditional Materials

Textbooks and printed workbooks remain central to the learning experience



Paper & Pencil Practice

Handwritten problem-solving and note-taking valued by both teachers and students



Digital Tools

Technology used purposefully to responsibly supplement, not replace, core instruction

What an Elementary Math Lesson Looks Like

Elementary math lessons are designed to balance structured instruction with hands-on exploration, building number sense, conceptual understanding, and problem-solving confidence from an early age.



Whole Group Instruction

The lesson opens with whole group instruction to introduce concepts and build shared understanding.



Hands-On Exploration

Students use math manipulatives, visual models, and collaborative activities to build number sense and conceptual understanding.



Small Group & Independent Practice

Students work in small groups or independently, with targeted reteaching provided as needed.

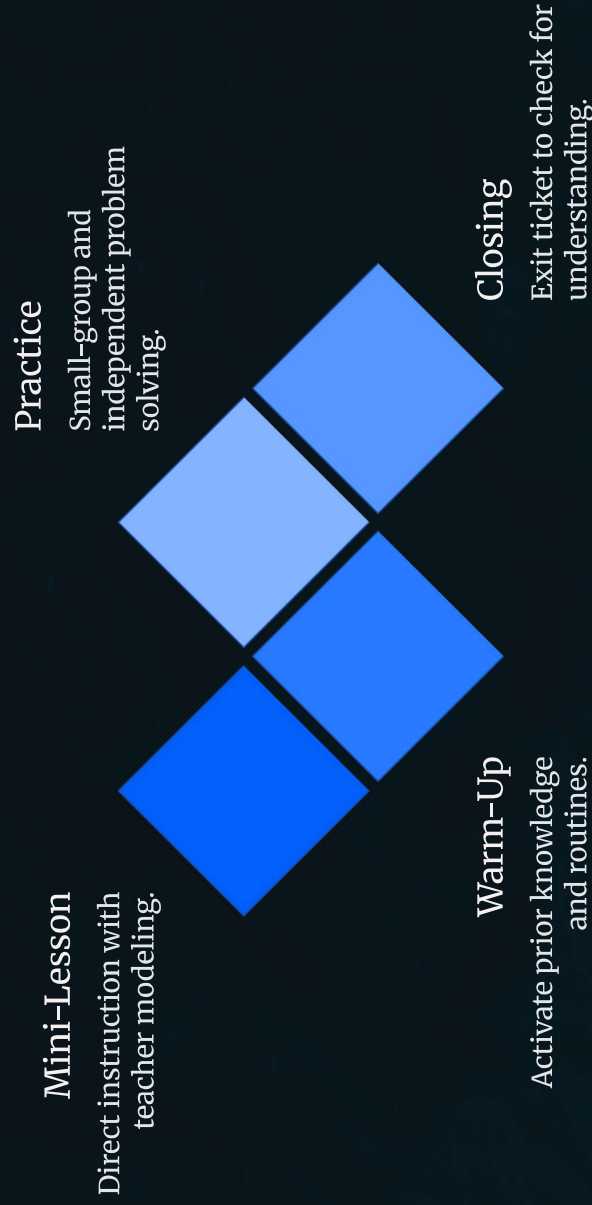


Closing as Formative Assessment

Each lesson closes with a structured activity that serves as a formative assessment of student understanding.

What a Secondary Math Lesson Looks Like

Secondary math periods run 88–90 minutes, structured to support depth of learning and frequent formative feedback.

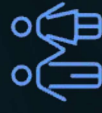


This consistent structure gives teachers flexibility to differentiate instruction while ensuring every student receives direct instruction, guided practice, and an opportunity to demonstrate understanding before the period ends.

Calibrating the Classroom: An ecosystem of learning based on human connection



The Human-Centric Classroom: Where Technology Aligns with Pedagogy



Prioritize Human Interaction

Keep human connection at the center of learning.



Age-Appropriate Learning

Match tools and experiences to students' developmental stage.



Student Well-Being

Prioritize student well-being alongside academic learning.



Teacher-Student Relationships

Strong relationships support trust, guidance, and growth.



Active Engagement

Age-appropriate technology to support participation and learning, not replace it.



Digital Citizenship & Responsible Use

Teach responsible, age-appropriate use of technology and preparedness for college and career.

District Road Map of Technology Use



System Audit of Use

Review technology use by grade band



Pedagogical Approach

Define instructional approach by grade band and content area across the full school day



Professional Development

Establish standards across the system and provide teachers with training and resources



Partnership with Families

Strengthen engagement and communication with families



ADOPTION REQUEST

Materials BSD Is Requesting to Purchase

Following the community review process and committee analysis, BSD is presenting a formal request for board approval to adopt new K-12 math materials that reflect the instructional values, privacy standards, and student needs identified throughout this process.

- ① All digital components of the proposed materials have been reviewed for compliance with FERPA, COPPA, OSIPA, and the BSD Master Personal Services Contract prior to this adoption request.



Supports for Multilingual Learners

- Spanish Dual Language Materials – Available in Spanish
- Mandarin Chinese Dual Language Materials – Translated to Chinese (current practice that mirrors that of PPS and Lake Oswego, who also use i-Ready)
- Instructional Practices that Support Language Acquisition



Math Interim Assessment & Diagnostic Tools



STAR Math Interim Assessment

BSD administers STAR Math three times per year (fall, winter, and spring) as the district's primary interim assessment.



i-Ready as a Diagnostic Tool

iReady's ODE-vetted formative assessment component may be used to further evaluate students who may require Tier 2 support.



Personalized Tier 2 Instruction

i-Ready instructional materials support differentiation for targeted Tier 2 instruction based on individual student needs.



Tools That Work Together

i-Ready's diagnostic and instructional tools complement, but do not replace, STAR Math as the interim assessment.



Thank You!

We appreciate your partnership in supporting every student's success.

