



**MISSION: EMPOWERING EVERY STUDENT, ENRICHING EVERY MIND, TRANSFORMING EVERY FUTURE**

**VISION: TO BE A WORLD-CLASS EDUCATIONAL COMMUNITY WHERE ALL STUDENTS ARE PREPARED FOR FUTURE SUCCESS IN COLLEGE, CAREER, AND LIFE**

## **DOCKET OF BUSINESS**

**June 9, 2025**

**Klamath Falls City Schools Lucile O'Neill Education Center Boardroom**

**1336 Avalon Street**

**Klamath Falls, Oregon 97603**

**REGULAR MONTHLY MEETING OF THE KFCS BOARD OF EDUCATION**

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*The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments which have been added into the official record.*

1. **PRELIMINARY BUSINESS**

1. Call to Order and Pledge of Allegiance
2. Roll Call
3. Public Welcome & Public Comment
4. Superintendent's Comments
5. Gifts to the District

2. **CONSENT AGENDA**

1. Approval of Previous Months Meeting Minutes (5-12-25)

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# Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

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A Regular and Executive Board Meeting of the Board of Education of the Klamath Falls City Schools was held Monday, May 12, 2025, at 6:00 PM in the LOEC Boardroom and via a public digital Zoom meeting.

## **1. PRELIMINARY BUSINESS**

### **1.1. Call to Order and Pledge of Allegiance – 6:00 PM Presenter: Trina Perez, Board Chair**

### **1.2. Roll Call**

**Presenter: Trina Perez, Board Chair**

Board Members Present: Ashley Wendt-Lusich, Trina Perez, Andrew Biggs, Kathy Hewitt and Patrick Fenner

Absent: Vanessa Bennett and Andrea Jensen

Cabinet Members Present: Keith Brown, Daymond Monteith, Renee Clark, Fred Bartels, Dena Haudenschild

Others: Rod Heyen, Terry Bennett, Maureen Lundy, Brett Lemieux, Lisa Danskin, Leah Segura, Lily Rumsey, Andi Harmon, Danielle Harmon, Holly Mancebo, Larry Holzgang, Kendra Schroeder, Kaylee Schauer, Peter Olsen, and Julie Matthews

Zoom: Kyle Baird, Gretchen Knutson, Sabrina Chase, Natalie Griffin, Sara Monteith, and Nick Collins

### **1.3 Welcome & Public Comment**

**Presenter: Trina Perez, Board Chair**

*The board welcomes you to its monthly meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments electronically or submitted their requests to speak prior to the start of this meeting which will be read into the official record.*

**No public comment**

### **1.4. Superintendent's Comments**

**Presenter: Keith Brown, Superintendent**

Superintendent read a letter from Officer Zachary Fuller of the KFPD

Summary of Statement of Appreciation for KUHS Custodian Kyle Baird:

Officer Zachary Fuller of the Klamath Falls Police Department sent a letter to Superintendent Brown and Principal Heyen expressing deep gratitude for custodian Kyle Baird of Klamath

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Union High School (KUHS). The praise centers around Mr. Baird's outstanding efforts in supporting the Fallen Badge Foundation memorial service held on May 3, 2025, in honor of BLM Ranger Josh Horn.

Officer Fuller commended Mr. Baird for going above and beyond his regular duties to prepare and maintain the school facility for the event. His selfless dedication and tireless work throughout the week were instrumental to the success of the service, which allowed Ranger Horn's family, colleagues, and friends to honor him appropriately. Both local and visiting attendees recognized and praised Mr. Baird's commitment.

Sergeant West Packer of the Klamath County Sheriff's Office also extended a special note of thanks, underscoring the profound impact Mr. Baird's support had on the memorial proceedings.

## 1.5. Gifts to the District

**Presenter: Trina Perez, Board Chair**

Trina expressed sincere gratitude to all who contribute their time, resources, and talents to the district. This includes support for families, staff, and the broader community. Their efforts are deeply appreciated.

## 2. **CONSENT AGENDA**

**Presenter: Trina Perez, Board Chair**

- 2.1. Approval of Previous Months Regular Board Meeting Minutes (4-14-25)
- 2.2. Approval of Budget Message/Public Input Meeting Minutes 5-7-25)
- 2.3. Approval of Current Agenda
- 2.4. Approval of Personnel Agenda

**MOTION:** Ashley Wendt-Lusich made a motion to approve the consent agenda items as presented, Patrick Fenner seconded the motion.

**DISCUSSION:** Trina Perez recognizing the motion and second called for discussion, seeing none she called for the vote.

**VOTE:** Ashley Wendt-Lusich, Andrew Biggs, Patrick Fenner, and Kathy Hewitt voted in the affirmative. Trina Perez, abstained due to conflict of interest. There were no dissensions. **The motion carried.**

## 3. **REPORTS**

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Presenter: Trina Perez, Board Chair

## 3.1. Klamath Union High School Student Report

Presenter: KUHS students Leah Segura and Andi Harmon

### School-Wide Updates

- KU Band and Orchestra: Both qualified for the state competition in May.
- The Car Show raised \$3,252.00 for the KU Band
- Leadership Class:
  - First period team created around 10 promotional reels for downtown small businesses and the Third Thursday events in collaboration with the Downtown Association.
- Forecasting:
  - Mostly completed
  - Counselors are now ensuring class requests meet graduation requirements and will use the data to build the master schedule

### Professional Development

- First KU Teacher "Scrub-In":
  - Held on Friday, April 25.
  - 12 teachers observed 4 peers demonstrating effective teaching and engagement strategies.
  - Aimed at building shared vocabulary and professional inspiration.
  - Second "Scrub-In" scheduled for Friday, May 23.

### Academic & Student Achievement Highlights

- Smarter Balanced Testing is currently underway.
- Digital Media Awards (hosted at KU):
  - Emily Wiley served as student MC; had several video projects showcased.
  - C-SPAN/Charter Awards:
    - National recognition among 3,000+ submissions.
    - Honorees: Elsie Baumann, Zoe Bitzer, Kenzie Freid.
- DECA: 10 students competed at International DECA in Orlando, FL.
  - Students include: Thomas Biggs, Paetyn Eckert, Gabriel Glover, Hope Hartley, Jacob Martin, Elanor Rodriguez, Aeris Saindon, Elias Soriano, Tristan Tatekawa, and Nakia Williams
  - Jacob Martin:
    - Finalist in Retail Merchandising Series.
    - Top 20 Silver Medalist in role play component.

### Health & Career Education

- Health Occupations Program:
  - Students participated in field trips and guest lectures from KCC, OIT, Sky Lakes Medical Center, and others.

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- Emphasis on career exploration supported by local professionals.
- Regional CTE Campus Initiative (launching fall 2025):
  - Partners: Sky Lakes Medical Center, KFCS, and Klamath County SD.
  - Training for Medical Assistants, CNAs, and Phlebotomists.
  - Long-term plan includes college-level training in imaging, OT, PT, and respiratory therapy.

#### STEM & Robotics

- Robotics Teacher Mr. Smith visited Mazama High School (state-level robotics program) to prepare for launching KU's own competitive program.
- Competitive Robotics:
  - Will be offered as both a class and club in the upcoming school year.
  - Students will engage in building, programming, public speaking, and tournament travel.

#### Counseling Department

- Delivered presentations on credits, transcripts, and course planning.
- Continuing to finalize forecasting and support graduation readiness.
- Scholarships still available for seniors, particularly through the Pelican Education Foundation (students are encourage to apply for those)
- Senior events and graduation details are being finalized.

#### Athletics Highlights

- Golf: Boys and girls played first round of districts, with final rounds to follow
- Boys Tennis: Day one of districts completed (weather permitting in Medford)
- Orchestra: Competing at state on Wednesday (OSU)
- Band:
  - Competes at state Thursday, followed by Disney tour on Saturday
- Baseball & Softball: Heading to Cottage Grove Friday for season finales
- Skyline Conference Championship:
  - KU will host track meet at Modoc Field on May 23–24

#### Final Acknowledgments

- Congratulations to all graduating student-athletes and seniors.
- Appreciation extended to students, staff, and community.
- Final words for graduates attending their last board meeting: *“Thank you for your time and congratulations!”*

#### 3.1.1. Klamath Union updates regarding weighted grades

**Presenter: Karley Marshall, teacher and Rod Heyen, principal**

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## Presentation Overview

**Topic:** Proposal from the Implementation Team for:

- Weighted GPA system
- Updated Honors Diploma requirements
- Revised Valedictorian determination process

**Purpose:** Encourage academic rigor, increase advanced course enrollment, and provide fair recognition of student achievement.

## Key Proposal Components

### 1. Weighted GPA System

- Current GPA Scale: Standard 4.0 without pluses/minuses.
- Proposed Change:
  - Weighted GPA on a 5.0 scale for Honors and AP courses.
  - Incorporation of plus/minus grades (e.g., B+, A-) to more accurately reflect student performance and incentivize marginal improvement.
- Rationale:
  - More accurate reflection of course difficulty.
  - Encourages enrollment in more rigorous courses.
  - Reduces the penalty of taking harder classes when grades are slightly lower.

### 2. Defining Honors Courses

Courses under consideration for weighted GPA:

- Math: AP Calculus, AP Pre-Calculus (newly approved), AP Statistics
- Language Arts: Writing 121, 122, Honors English 11
- Science: Anatomy, AP Environmental Science, Physics, Microbiology, Honors Chemistry
- Social Studies: Honors Government, Honors Economics, Honors U.S. History
- Foreign Language: Spanish III

*Note: Course list subject to change based on yearly offerings.*

## Valedictorian Determination

- New Criteria:
  - Based on highest GPA using 21 specified classes.
  - Weighted GPA will count: honors/AP classes at 5.0; others at 4.0.
  - Must also meet criteria for the Honors Diploma.
  - Computation occurs at end of 7th semester.
- Intent:
  - Eliminate multiple-way ties for valedictorian.

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- Ensure fairness and rigor in recognition.

## **Honors Diploma Criteria (Proposed)**

- Minimum 3.65 GPA (raised due to GPA weighting)
- Completion of 6 KU honors courses
- Passing scores on SBAC tests in all three areas
- Completion of a career pathway (currently in development)

## **Implementation Timeline**

- Proposal could be ready for incoming freshman class (Class of 2029) if approved by August 2025.
- Requires:
  - Formal board approval
  - Updated student handbook
  - Clear criteria and tiered procedures to avoid gaming the system

## **Board Feedback & Discussion Highlights**

- Supportive Tone: Board members praised the proposal for promoting rigor and student growth.
- Encouragement for Fine-Tuning:
  - Suggestions to differentiate weighting between AP and Honors courses (e.g., AP = 1.0, Honors = 0.5).
  - Acknowledgment of potential gaming and the need for safeguards.
- Next Steps:
  - Continued development and refinement over the summer.
  - Formal proposal expected July or August 2025 for approval and implementation planning.

## **Closing Remarks**

- General consensus from the board: enthusiasm for increased academic rigor and formal recognition of high achievement.
- Noted this was a discussion item, not an action item for the current meeting.

### **3.2. Eagle Ridge New Tech High School Student Report**

**Presenter: Noah Clay and Michael Driscoll, freshman students**

Focus: Student achievements, construction and CTE updates, FFA participation, school events, and student support initiatives.

## **CTE & Construction Program Updates**

- 8th Grade CTA Ridge:
  - Built and painted four picnic tables for Ponderosa.
  - Upcoming project: Build and install a greenhouse at Ponderosa.

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- Closing the year with CAD design and 3D printing.
- Construction Class:
  - Tiny home project on an old camp trailer chassis.
    - Students demoed the trailer, built the floor and two walls.
  - Students presented picnic table plans for RV camping spots to the fairground manager—impressed enough to request presentation at the fairgrounds.

#### Attendance & Incentives

- Weekly 100% attendance raffles:
  - Four drawings per week for \$10 and \$20 gift cards (Human Bean or Dutch Bros).
  - Sponsored by Citizens for Safe Schools.
- April 100% attendance rate: 59%.

#### FFA Chapter Highlights

- Participated in 3 career development events across Southern Oregon:
  1. Floriculture – Skills included plant ID, asexual propagation, flower arranging, customer relations, and more. Students who participated are: Daniel Phillips, Michael Driskell, Noelle Perez, Aden Jimenez, and Jessica Schei.
  2. Ag Mechanics – Students observed and learned welding, small engines, electrical wiring, and more. Students who participated are: Rose Purkhiser, Daniel Phillips, Aden Jimenez, and Jessica Schei.
  3. Meat Identification & Evaluation – Competed in carcass grading and retail cuts. Students who participated are: Marques Robinson, Marcus Woods, Jessica Schei, Aden Jimenez, and Noelle Perez
    - Placed 5th out of 11 teams

#### Student Recognition

- Students of the Month: Aiden Jimenez- (Junior), Theri Allen- (Senior)
- Academic Achievement: Ella King- (Senior)
- Attendance Excellence: Noelle Perez- (Junior)

#### Prom & Student Life

- Prom: Held April 19, themed “Mardi Gras”
  - Venue: 9th Street Venue
  - DJed for free by a student’s parent
  - Dinner provided by a teacher’s wife
  - Snack table and custom energy drink bar
  - Karaoke and high student turnout (~48 students, ~ $\frac{2}{3}$  of school)

#### Upcoming Events

- PNCA Visit: May 15, 1:30–2:20 PM
  - Representatives from Pacific Northwest College of Art presenting to students.
- Spirit Week (May 19–23):

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- Monday: Anything but a Backpack Day
- Tuesday: Crazy Hair & Hat Day
- Wednesday: Emo Day
- Thursday: Adam Sandler Day
- Friday: Superhero Day
- Theater Performance:
  - Play: *Clue*
  - Dates: May 30 & 31 at 6 PM at Eagle Ridge
- Senior Spotlight Presentations:
  - June 5 at 5 PM; students preparing now.
- Senior Dinner:
  - June 4 at 6:30 PM, following the spotlight presentations.
- Graduation:
  - June 7 at 2 PM at the Ross Ragland Theater

#### **Teacher Support & School Spirit**

- Mr. Parker, a teacher, lost his home in a fire.
  - Students raised funds via donation jar and supported the GoFundMe campaign.

#### **CTE Building Update**

- New CTE building completed.
  - Students and staff are moving in and setting up.

#### **New Curriculum Initiative**

- Eagle Ridge is piloting Oregon's High School Higher Education and Career Path Skills Content Standards.
  - This will be a graduation requirement for the Class of 2027.
  - Expected to deepen impact of career readiness programs.

#### **Closing Comments**

Board members expressed strong enthusiasm for the school's engaging programs and student leadership. Special appreciation was given for the humor and energy of the presenters, and support was voiced for the creative spirit week themes and strong community involvement.

### **3.3. Ponderosa Middle School Student Report** **Presenter: Lily Rumsey, Web student**

#### **Academic & Instructional Updates**

- Math Team Development:
  - During the week of April 14, the team continued work with Jason Bragg on implementing the new math curriculum.
  - Focus areas included enhancing instructional strategies to improve student learning.

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- State Testing:
  - Began the week of April 28.
  - A hybrid block schedule was introduced to create an optimal testing environment.
  - Testing will conclude by May 12.

#### After-School Programs

- CCLC After-School Sports launched for spring:
  - Sports include baseball and flag football.
  - Students are actively participating and enthusiastic about competition.

#### Staff Development

- Northwest PBIS Conference:
  - Four staff members attended a 3-day conference in Portland.
  - Topics covered: Trauma-informed practices, behavioral support strategies, and refining tiered intervention systems.
  - The team will work over the summer to implement these improvements for the 2025–26 school year.
- Capturing Kids' Hearts (CKH):
  - Ponderosa, along with KLC and Eagle Ridge New Tech, received the Rising Star Award.
  - This recognition celebrates schools implementing CKH with fidelity and deep engagement.

#### Student Events & Celebrations

- April 25: PTO-hosted Glow Dance in the small gym—reported as a successful and well-attended event.
- May 5: All-City Band Festival – Ponderosa musicians performed with pride and represented the school well.

#### Upcoming Events

- May 16–17: MESA competition in Portland for the science association.
- May 21: All-City Orchestra Concert and Talent Show Tryouts.
- May 22: Incoming 6th Grade Family Night – Orientation event for students and families to tour the school and meet staff.
- May 26: No school – Memorial Day holiday.
- May 28: Silver Card Bowling Trip – Reward event for qualifying students.
- May 30: 8th Grade Celebration Dance at Yesterday's Plaza – Hosted by PTO, for 8th graders only.
- June 3: Final Choir Concert.
- June 5: Final Band Concert.
- June 6: Gold Card Water Slide Trip to Redding, CA – End-of-year reward trip.
- June 11: Last day for students.

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- June 12: Last day for teachers.

#### Closing Remarks

- Ponderosa is proud of the growth and accomplishments made this year by both students and staff.
- Appreciation expressed to the board and PTO for their ongoing support and partnership.
- Students and staff are committed to finishing the year strong.

### 3.4. KECDC School Report

**Presenter: Holly Mancebo, principal**

#### Overview of KECDC Services

- KECDC is a comprehensive early childhood hub for children birth to age 5.
- Programs housed within the building include:
  - ECI (Early Childhood Intervention):
    - EI (Early Intervention for Birth–3)
    - ECSE (Early Childhood Special Education for ages 3–5)
  - Speech and Physical Therapy
  - Little Learners Preschool
  - Pediatric therapy (Tater Tots) and mental health counseling
  - Squibb Counseling

#### Referral and Intake Process

- Referrals accepted year-round from:
  - Doctors, parents, DHS, childcare providers, etc.
- Managed by Intake Specialist Bridget, who:
  - Logs all incoming referrals on a spreadsheet
  - Facilitates weekly Friday tracking meetings to assign evaluators and case managers
- Current caseload:
  - 338 active students
  - 37 students in referral process
  - Jesse (Developmental Specialist) is on track to complete 270+ evaluations this year (average ~260).

#### Program Highlights by Department

##### EI Program (Birth to Age 3)

- Services delivered mostly via home visits or on-site at partner agencies (e.g., OCDC, Head Start, Relief Nursery)
- Currently serving ~100 students
- Special programs:
  - Prepare for Preschool Fridays (transition support for 2–3-year-olds)

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- Play with Friends events: hosted monthly for peer interaction and family support

## **ECSE Program (Ages 3–5)**

- Supports 205 students through individualized, adaptive education
- Itinerant staff (traveling specialists) serve 70 students across Klamath County

## **Speech & Language Services**

- Team: 3 SLPs and 1 bilingual SLPA
- Services provided to 243 students at 31 locations
- Travel 367 miles per week
- Also offer:
  - Feeding and swallowing support
  - AAC technology: picture exchange, iPads with speech apps
  - 21 IFSP meetings weekly and consults for 27 additional students

## **Little Learners Preschool**

- A safe and engaging preschool environment supporting developmental domains
- Enrollment:
  - 100 students currently
  - 43 Preschool Promise slots, with a waitlist to add 18 more
- Classroom Structure:
  - 5 general ed classrooms
  - 2 specialized classrooms:
    - Kendra’s OrPATS Class: Supports 18 students with Autism Spectrum Disorder (ASD)
      - Uses STAR Autism curriculum with OrPATS consultation
    - Katie B’s Complex Needs Class: Serves 11 students with severe medical or sensory needs
      - Includes blind students, medically fragile students, etc.
- Flexible model allows ECSE students to “push in” to general preschool for service minutes

## **Student Development Data (AEPS)**

- Developmental areas assessed:
  - Fine motor, gross motor, adaptive, cognitive, social, communication
- Data shows growth across all domains for:
  - 3-year-olds (green)
  - 4-year-olds (blue)
  - 5-year-olds (red)
- Children are expected to reach 100% proficiency by age six

## **Staff Development & Training**

- Preschool Promise requires 20 hours of PD per staff member (including classified staff)
- Focus areas include:

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- Curriculum, classroom practices, and Conscious Discipline
- Weekly Communities of Practice (preschool PLCs)
- 16 staff will attend Conscious Discipline training in June

## Family Engagement Events

- Monthly family activities promote relationship-building and support:
  - Sept: Back-to-School Night
  - Oct: Halloween Trick-or-Treat in cafeteria
  - Nov: Thanksgiving Dinner for 100 families (staff served meals)
  - Dec: Rotary Club & Santa visits during school day + evening event
  - Jan: Reading Day with parents & community readers
  - Feb: Family poster project (at-home activity)
  - Mar: Donuts with Grown-Ups (in-classroom family visit)
  - Apr: Superhero Wellness Event (costumes, agility activities, photos with Captain America)
  - May: Petting Zoo (partnered with Wing World and Goat Busters)

## Community Partnerships & Outreach

- Head Start: KECDC staff presented at in-service for 100+ staff
- Community Baby Shower: Staff ran a booth with resources for new/expecting families
- Spanish-language radio interview by EI staff member to reach diverse families
- Transition to Kindergarten Night (Feb):
  - Co-hosted with CODSN (Central Oregon Disabilities Support Network)
  - Included both city and county reps (e.g., Dena Haudenschild, Leighanna Rickman)
- Training co-hosted with Child Care Resource & Referral:
  - Brought Portland trainer for inquiry-based preschool learning sessions

## Closing Highlights

- Included a photo collage showing:
  - Classroom learning
  - Science experiments
  - Kindergarten readiness
  - Teacher-child engagement
- Staff visits to kindergarten classrooms helped align expectations and strengthen transitions
- Final statement:  
“We love our kids. We are KECDC and proudly support our early learners every step of the way.”

### 3.5. CCLC After-School Annual Report Presenter: Bill Patterson

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Mr. Patterson provided an annual update on the district's 21st Century Community Learning Center (CCLC) after-school and summer programs.

## *Participation & Enrollment*

- Grant Target: 900 unique student participants across four elementary schools, one middle school, and one high school.
- Current Enrollment:
  - 1,319 total unique students served
    - 1,196 during the school year
    - 224 during the summer

## *Program Structure*

- Schedule:
  - Monday–Thursday: 2.5 hours daily
  - Wednesdays: 3.5 hours
- Elementary Program Curriculum:
  - Math & ELA: Developed and delivered by Stephanie Dahm
  - PE: Based on SPARK PE curriculum (no longer contracted)
  - STEM: Year-long curriculum from Hands-On Science Museum (Ashland)
  - Art: Full-year curriculum created by a certified art teacher
  - Destination Imagination:
    - Roosevelt Elementary team qualified for Global Finals in Kansas City (departure on May 21)
    - Their project involves building a weight-carrying device and performing a themed skit including circus acts

## *School Site Highlights*

- **Ponderosa Middle School:**
  - Daily Homework Help
  - Coordination of all after-school sports
  - Ongoing academic tutoring through partnership with OIT students
  - Student-led interest-based clubs
  - Expansion plans under discussion with OIT
- **Klamath Union High School:**
  - Daily peer-to-peer tutoring
  - Collaborations with DECA and Digital Media programs

## *Monitoring & Oversight*

- The program is scheduled for state monitoring during the next cycle.
- KFCS is among the first five programs statewide to be evaluated under the new five-year review.
- Previous experience with monitoring was successful, though it required extensive preparation.

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## *Summer Program*

- Superhero Summit Summer Program for K–4 students:
  - Program originally created by Holly Mancebo
  - Grant submitted; approval decision expected May 21
  - Capacity: 25 students per grade level
  - Student selection by elementary teachers targeting literacy growth
  - Open enrollment to follow after initial placement deadline

## *Future Planning*

- Exploring increased tutoring access, particularly for student-athletes.
- Intent to work with OIT to enhance programming at KU and Ponderosa.

Mr. Patterson concluded by emphasizing the growing scope and impact of the after-school programs. He also noted that he will attend the Global Finals remotely to continue supporting the Roosevelt Elementary team.

## **Board Response:**

Board members expressed appreciation for the detailed report and praised the continued growth and student opportunities provided through the program. There were no questions from board members at this time.

## **3.6. Monthly Financial Report**

**Presenter: Daymond Monteith, Director of Operations**

Mr. Monteith presented the district's financial report for all transactions through April 30, 2025. The board received three supporting documents in their packet, including revenue and expenditure summaries and two financial trend graphs.

## *Key Highlights:*

- Revenues and Expenditures:
  - Both are tracking as expected.
  - Local revenue is trending slightly higher than projected.
    - As a result, state school fund revenue is proportionally reduced to maintain consistent total revenue.
  - The district has received its final state school fund payment for this fiscal year.
- State School Fund Adjustment (Prior Year):
  - Mr. Monteith explained the two-year funding structure of the state school fund, where current-year projections are reconciled in the following fiscal year.
  - The May adjustment for the 2023–24 school year has been finalized.
    - The district was off by only 1.6% on nearly \$40 million in funding projections.
    - The adjustment was favorable, resulting in an additional 1.6% payment to the district.

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## *Closing Comments:*

Mr. Monteith noted the financials are performing well and in line with expectations, which is very positive news for the district.

He also issued a reminder:

- The Budget Approval Meeting is scheduled for May 28, 2025.
- A quorum is required to move forward with budget adoption in June.

## **Board Response:**

There were no questions from board members. The board thanked Mr. Monteith for his clear and positive financial update.

## **4. NEW BUSINESS/ACTION ITEMS**

**Presenters: Trina Perez, Board Chair**

### **4.1. Approval of the Enterprise Zone school fee**

**Presenter: Julie Matthews; KCEDA & Enterprise Zone Manager and Larry Holzgang, Business Oregon**

Julie introduced the Enterprise Zone (EZ) program, an economic incentive tool designed to stimulate job creation by offering property tax abatements to qualifying traded-sector businesses. The program is administered by Business Oregon and supported locally through partnerships with cities and counties.

#### *Enterprise Zone Program Structure*

- Three-Year Standard Abatement (automatic):
  - Most common
  - No school district involvement
- Five-Year Extended Abatement:
  - Requires approval from local EZ sponsors (City Council & County Commissioners)
  - Must meet higher wage thresholds
- Seven to Fifteen-Year Long-Term Rural EZ:
  - Requires investment over \$12.5 million
  - Wages must exceed 150% of county median
  - Also requires approval from EZ sponsors

#### *School Support Fee – House Bill 2009 (2023)*

- Effective Date: September 2023
- Applies to:
  - Only extended abatements (5-year) and long-term rural abatements (7–15 years)
  - Not applicable to the standard 3-year EZ abatements
- Purpose: Provide funding contribution from EZ-participating businesses to local school districts

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- Fee Range: Districts may set a fee of 15–30% of the abated property tax amount

## *Local Implications & Recommendations*

- Current Participation:
  - 1 business in a 5-year program (currently active)
  - 1 business attempted a 15-year program but did not meet job creation requirements
  - Approximately 8 businesses in standard 3-year programs (not impacted by the fee)
- School District Role:
  - Required to invoice participating businesses
  - Fee becomes local revenue, but offset by the state school fund formula
- Recommendation:
  - Set the school support fee at 15%
    - Aligns with Klamath County's rate
    - Matches policies adopted by 12 other Oregon counties
    - Keeps local incentives competitive for business recruitment and expansion

## *Administrative Considerations*

- The invoicing process is mandated, regardless of fee percentage
- The workload increase for the district is expected to be minimal
  - Estimated to impact only a few companies per year
- If a business fails to pay:
  - District must notify the business and the county assessor within 60 days
  - Business becomes subject to penalties, interest, and loss of tax abatement eligibility

## *Board Discussion & Clarifications*

- Revenue Implications:
  - Fee collections are counted as local revenue and reduce state funding dollar for dollar
  - Does not result in additional net funding for the district but contributes to the overall state school fund
- Business Eligibility:
  - Only traded-sector companies qualify (e.g., manufacturing, shipping, printing, energy)
  - Retail and Main Street businesses are not eligible
  - The program supports new or expanding businesses, not those maintaining current operations
- Competitive Context:
  - A lower school support fee may better position the county to attract new investment and grow local enrollment and long-term tax base

# Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

## *Next Steps*

- Approval from the school district is required for the county and city to offer extended abatement options
- Presenters are seeking board approval to adopt a 15% school support fee rate
- Additional time is needed for board members to review and understand the implications of the proposal.
- Request to wait until all board members, including Vanessa and Andrea, are present to participate in the discussion and vote.

## **Board Acknowledgment:**

Board members thanked the presenters for their detailed explanation. Discussion reflected general support for the 15% rate, with recognition of the administrative burden placed on the district and the complex funding dynamics between local and state revenues.

**MOTION:** Ashley Wendt-Lusich made a motion to table the Enterprise Zone school fee until the June 9<sup>th</sup> board meeting, Patrick Fenner seconded the motion.

**DISCUSSION:** Trina Perez recognizing the motion and second called for discussion, seeing none she called for the vote.

**VOTE:** Trina Perez, Ashley Wendt-Lusich, Andrew Biggs, Kathy Hewitt, and Patrick Fenner voted in the affirmative. There were no dissentions. **The motion carried.**

## **4.2. Approval of the OSBA policy updates**

**Presenter: Renee Clark, Budget Committee Chair**

The board was presented with two policies for first reading during the meeting. These policies are updates recommended for review and potential adoption in upcoming sessions.

### ***1. Policy AC – Nondiscrimination / Civil Rights Compliance***

- Context:
  - Although recent Title IX regulations adopted in August 2024 were subsequently rescinded in January 2025, this policy remains in need of update.
- Key Revisions:
  - Defines the role of the Civil Rights Coordinator
  - Adds clarity around civil rights compliance expectations and definitions
- No further Title IX-related policy changes are required at this time.

### ***2. Policy – Expression of Milk and Breastfeeding in the Workplace***

- Purpose of Update:
  - Corrects outdated location references in the existing policy.
  - Adds Klamath Early Childhood Development Center (KECDC) and Eagle Ridge High School to the list of facilities with designated lactation spaces.

# Minutes of Regular Board Meeting Klamath Falls City Schools Board of Education

- Ensures compliance with state and federal workplace accommodation laws.

## *Board Action:*

- Board members acknowledged this presentation was a first reading.
- Per policy process, they may choose to:
  - Take action (approve) at a future meeting or approve now
  - Request revisions or clarifications before proceeding to approval

**MOTION:** Ashley Wendt-Lusich made a motion to approve the policy change for AC and GBDA as presented, Andrew Biggs seconded the motion.

**DISCUSSION:** Trina Perez recognizing the motion and second called for discussion, seeing none she called for the vote.

**VOTE:** Trina Perez, Ashley Wendt-Lusich, Andrew Biggs, Kathy Hewitt, and Patrick Fenner voted in the affirmative. There were no dissentions. **The motion carried.**

## **5. OLD BUSINESS/ACTION ITEMS**

**Presenters: Trina Perez, Board Chair**

No old business

## **6. BOARD MEMBER COMMENTS**

**Presenters: 2024-2025 Board Members**

Patrick began by thanking the student presenters, commending their engagement and enthusiasm, which he said represents the best of the district. He expressed appreciation to Holly for her presentation on ECI and related early childhood programs, emphasizing the critical role early intervention plays in setting students up for long-term academic success. He also recognized Bill Patterson, praising the enrichment value of the after-school programs he oversees, describing them as an essential layer beyond core academics and highlighting Bill's outstanding leadership in that work.

Andrew stated "I will apologize my recent absences, but I pledge to be here on May 28 to provide a quorum as needed."

Ashley expressed enthusiastic appreciation for several school highlights and end-of-year accomplishments:

- Eagle Ridge CTE Building: She celebrated its completion and shared excitement about taking a tour before her term ends.
- FFA and Student Projects: Praised the hands-on experiences students are gaining, including the picnic table construction for Ponderosa.

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- Roosevelt DI Team: Congratulated them and noted the impressive public demonstration of their project; echoed support for their upcoming global competition.
- Bill Patterson's Work: Applauded his innovative approach in securing grants, collaborating across the district, and building inclusive programs that benefit all students.
- KU Student Achievements: Commended KU's success in band, DECA, and the Digital Media Awards. She highlighted the outstanding video submissions by students Elsie, Zoe, and Kenzie, urging others to watch them.
- Closing Remarks: Shared excitement for the end of the school year, including graduation and related celebrations, and thanked everyone for their work and dedication.

Her remarks conveyed high energy, pride in student accomplishments, and deep appreciation for the district's diverse programs and staff efforts.

Kathy began by expressing her agreement with the praise and recognition shared by other board members. She added special appreciation for Ponderosa, KLC, and Eagle Ridge for their work implementing the Capturing Kids' Hearts program, and shared her excitement that it will soon be expanded district-wide. Additionally, she gave a heartfelt shout-out to Ponderosa's PTO, recognizing their significant role in supporting school activities and expressing sincere gratitude for their contributions.

## **7. CLOSING COMMENTS FROM THE CHAIR**

**Presenter: Trina Perez, Board Chair**

Board Chair Trina echoed the positive sentiments shared by fellow board members, celebrating the remarkable accomplishments of students across KFCS. She emphasized how exciting it is to see the district's influence expanding into the broader community, reaching more students and families than ever before.

Trina highlighted the importance of family engagement, especially in early childhood, and praised Holly's work at KECDC for building those vital family-school connections. She shared a personal reflection, affirming that embracing and supporting families—regardless of their background—makes a meaningful difference in student success.

She extended thanks to teachers and nurses in recognition of Teacher Appreciation Week and National Nurses Week, expressing gratitude for their daily dedication and the vital role they play in student well-being.

Trina also wished a Happy Mother's Day to all the district's mothers and caregivers, and concluded with a reminder of upcoming events:

- May 28 – Budget Meeting

**Minutes of Regular Board Meeting  
Klamath Falls City Schools  
Board of Education**

- May 29 – Graduation Sensation, beginning at the Ross Ragland Theater and proceeding through Main Street to Moore Park

She closed the meeting by thanking everyone for their participation and support.

**8. ADJOURNMENT**

**Presenter: Trina Perez, Board Chair**

Adjournment Time: 7:33 PM

Approved by: \_\_\_\_\_

Date: \_\_\_\_\_

DRAFT

2. Approval of the Budget Approval Meeting Minutes (5-28-25)

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# Minutes of Budget Approval Meeting Klamath Falls City Schools Board of Education

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A Budget Approval Meeting of the Board of Education of the Klamath Falls City Schools was held Wednesday, May 28, 2025, at 6:00 PM in the LOEC Boardroom and via a public digital Zoom meeting.

## **1. PRELIMINARY BUSINESS**

### **1.1. Call to Order – 6:00 PM**

Presenter: Jaynee Coslet, 2025-2026 Budget Chair

### **1.2. Roll Call**

Presenter: Jaynee Coslet, 2025-2026 Budget Chair

In Attendance ~

Trina Perez, Andrea Jensen, Andrew Biggs, Kathy Hewitt and Ashley Wendt-Lusich, Keith Brown

Absent: Patrick Fenner and Vanessa Bennett

Budget Committee Members: Sarah Chase, Paul Joyner, Jaynee Coslet, Brienne Humphrey, Lori Theros

Others: Dena Haudenschild, Fred Bartels, Charity Roach, Daymond Monteith, Maureen Lundy, Brett Lemieux, Tyler Baker, Terry Bennett, Scott Olsen, Jared Thompson, and Chelsea Woods

### **1.3 Welcome & Public Comment**

Presenter: Jaynee Coslet, 2025-2026 Budget Chair

*The board welcomes you to this Budget message and Proposed Budget Meeting. Public input is welcome and encouraged during the Public Comment segment of this meeting. All those wishing to address the board have previously submitted their comments electronically or submitted their requests to speak prior to the start of this meeting which will be read into the official record.*

No public comments.

## **2. NEW BUSINESS/ACTION ITEM**

### **2.1. Approval of the 2025-2026 Proposed Budget**

Presenter: Daymond Monteith, Director of Operations

#### **1. Budget Presentation and Overview**

- The approved budget presented is unchanged from the proposed budget shared at the prior meeting.
- Questions and clarifications were addressed individually prior to the meeting; no revisions were necessary.

# Minutes of Budget Approval Meeting

## Klamath Falls City Schools

### Board of Education

- Presenter reiterated that any new expenses would require reductions elsewhere to maintain a balanced budget.

#### 2. Clarifications from Committee Questions

- Function 3330: Funds allocated for audit expenses.
- Outdoor School: Funded through grants.
- Library Funding: Determined by individual building supply budgets; allocation decisions are site-based.
- Music Budgets: FTE and budget for band and orchestra are identical.
- English Language Learner Program (Function 1291): Budget decrease attributed to refined actuals versus initial estimates.
- Function 1131 (High School): FTE increase with a slight budget decrease due to staffing adjustments and benefit cost variations.
- Function 2190 (Student Support Services): Noted \$300,000 increase with no FTE change; specifics to be confirmed post-meeting.

#### 3. Facilities and Maintenance Discussion

- Committee members raised concerns about school grounds upkeep, particularly around visible areas such as grandstands and school exteriors.
- Landscaping contractor hired for additional maintenance before graduation.
- New maintenance position posted to support district-wide upkeep.
- KU does have a dedicated groundskeeper who also manages Conger Field.
- Challenges cited include large grounds, aging facilities, and limited resources.
- Suggestions were made to reassess internal prioritization of resources to ensure clean, welcoming school environments.
- Maintenance team uses a service ticket system to manage requests.

#### 4. Enrollment and Staffing Updates

- Additions in the budget include:
  - One teacher at Mills Elementary
  - One teacher at Ponderosa Middle School
  - One teacher at Klamath Union High School
- New Assistant Principal and Dean added at Conger Elementary to support program expansion.
- Administrative addition in Student Services to oversee Health and Wellness.
- Psychologist staffing increased to two in-house positions, plus contracted ESD support.
- Every school to receive one instructional coach.

#### 5. Capital & Program Investments

- Two buses to be purchased (one large, one small) to meet EPA compliance standards.
- District-wide implementation of Capturing Kids' Hearts with training scheduled during in-service week.
- Professional development largely grant-funded.

# Minutes of Budget Approval Meeting Klamath Falls City Schools Board of Education

## 6. Charter School Payments

- Budget no longer includes pass-through funds for Eagle Ridge Charter School, which is now directly included within the district budget structure.

## 7. Additional Notes

- KU/Conger groundskeeper is a full-time FTE focused on grounds, not buildings.
- Some of the committee expressed interest in future budget prioritization that better balances student-facing and community-facing maintenance needs.

**MOTION:** Ashley Wendt-Lusich made a motion to approve the 2025-2026 Proposed Budget as presented; Sarah Chase seconded the motion.

**DISCUSSION:** Jaynee Coslet recognizing the motion and second called for discussion, seeing none she called for the vote.

**VOTE:** Trina Perez; Andrea Jensen, Andrew Biggs, Kathy Hewitt, Ashley Wendt-Lusich; Brienne Humphrey, Jaynee Coslet, Sarah Chase, Lori Theros and Paul Joyner voted in the affirmative. There were no dissentions. **The motion carried.**

## 3. ADJOURNMENT

**Adjournment Time:** 6:32 PM

**Presenter:** Jaynee Coslet, 2025-2026 Budget Chair

Approved by: \_\_\_\_\_

Date: \_\_\_\_\_

3. Approval of Current Agenda
4. Approval of Personnel Agenda

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# Personnel

Month: 6/9/2025

Administration recommends approval of the following Certified hires for the 2023-2024 School Year

Name	School	FTE	Hire Date	Contract	Position
Liza Butler	Pelican	1	7/1/2025		Principal
Stephanie Mattingly	VIP	1	8/25/2025	2nd year prob	Teacher
Joelene Grande	KECDC	1	7/1/2025	1st year prob Admin	Asst. Principal
James Gray	Eagle Ridge	1	8/25/2025	2nd year prob	Counselor
Lana Crumrine	KUHS	0.5	8/18/2025	1st year prob	Inst. Coach
Holden Sukut	Ponderosa	1	8/18/2025	1st year prob	Teacher
Katey Limb	Ponderosa	1	7/1/2025	1st year prob Admin	Asst. Principal
Tori Anderson	KUHS	0.5	8/18/2025	1st year prob	Teacher 27
Brenda Patterson	Sped	1	8/18/2025	1st year prob	SLPA

Administration recommends approval of the following resignations/retirement of Certified Staff for the 2023-2024 School Year

Name	School	FTE	Resignation Date	Position
Joelene Grande	KLC	1	6/30/2025	TOSA
Michael Parras	Ponderosa	1	6/12/2025	Teacher
Rebecca Pierce	KU	1	6/24/2025	Counselor
James Gray	KU	1	6/12/2025	CDS

3. **REPORTS**

1. Klamath Union High School Update Report

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# **KU Dual Credit Program 2024-2025**



# Dual Credit

**Dual Credit, as defined by ODE, refers to a course that is**

- a) Offered as part of the high school program,
- b) Taught by a high school teacher, acting as a proxy instructor for the college/university, who has been approved by the college/university and meets the qualifications to teach the course for the college/university,
- c) Sufficiently similar to the college/university course to enable the student to be described as “taking a course from the college or university”. Dual credit students enroll in the college course and grading and transcription is consistent with those of like courses at the college or university.

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# Dual Credit

## Why is it important?

- A) It helps our families save \$100's - \$1000's
- B) It prepares our students to be ready for college level courses
- C) It assists in allowing our students to be ahead when they start attending college

General 4 credit class for HS Students: **\$100**

General 4 credit class for College Students (KCC): **\$472**

General 4 credit class for College Students (SOU): **\$904**

General 4 credit class for College Students (OIT): **\$974.60**

Cost of College Credit Hour





# KU Dual Credit Program

At KU, students can earn dual credit by taking the following subjects:

- Business
- English
- Health
- History
- Math
- Digital Media Design
- Science

Institutions KU dual credits are offered are:





# KU Dual Credit Program



## Dual Credit offered at SOU

- Advanced English/Lit
- Honors World History
- Honors US History
- \* *Honors Government*
- \* *Honors Economics*
- \* *Precalculus, MTH 111, MTH 112*

## Dual Credit offered at KCC

- Digital Media Design
- Health 2
- \* *Writing 121/122*
- \* *Public Speaking, COM 111z*
- \* *Math in Society, MTH 105*
- KCC College Now Program
  - Welding
  - Criminal Justice
  - Early Childhood Education

## Dual credit offered at OIT

- Honors Chemistry
- Calculus
- Jump into Business Program
  - Marketing & Hospitality



## Dual Credit

# How much did families save in the 2024-2025 school year ?



Total SOU Dual Credits total  
**= 744 credits**

Total cost our KU families saved  
**= \$168,144.00**



Total Dual Credits & College Now  
**= 1,372 credits**

Total cost our KU families saved  
**= \$161,896.00**



Total of Oregon Tech Liberal Arts Credits  
**= 156 credits**

Total cost our KU families saved<sup>34</sup>  
**= \$38,009.40**



In total all three colleges combined that's

**\$368,049.40**

That KU families saved on college and dual credit in this  
2024-2025 school year alone!!



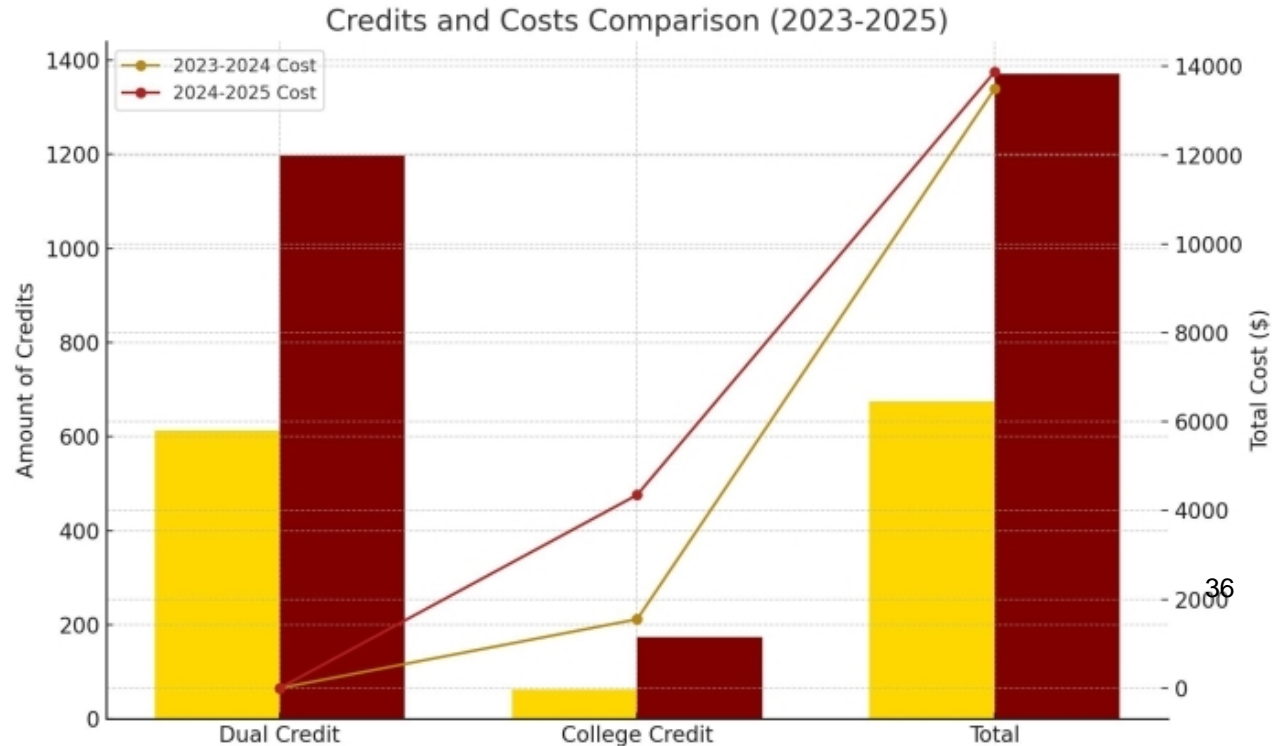
# Klamath Community College Info

**KLAMATH**  
Community College

**In 2023-2024 =**  
675 credits were earned by  
176 students

**In 2024-2025 =**  
1,372 credits earned by 395  
students

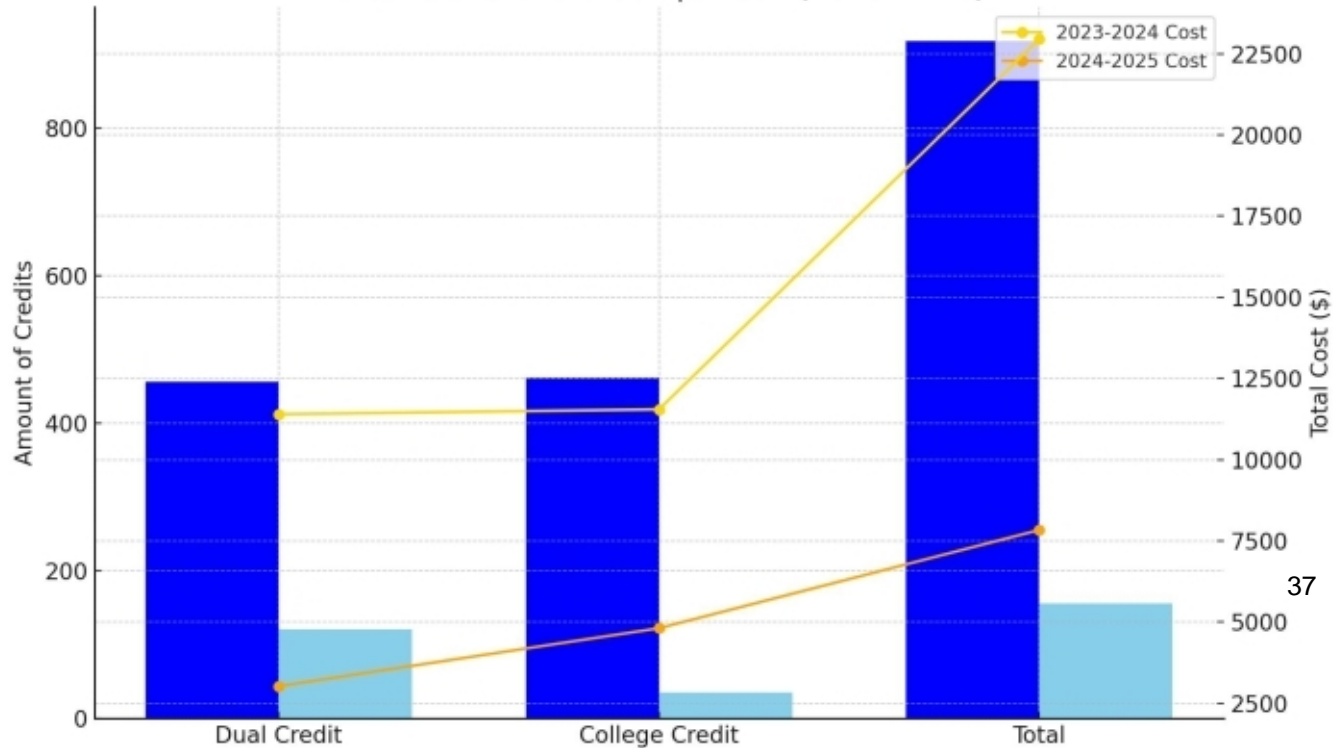
**That's a 100% increase  
from last year !**





# Oregon Institute of Technology Credits

Credits and Costs Comparison (2023-2025)



## In 2023-2024

= 918 credits earned by 148 students

## In 2024-2025

= 156 credits earned by 35 students

\*\* This is largely due to not having the Liberal Arts Academy anymore and having more classes taught in house.

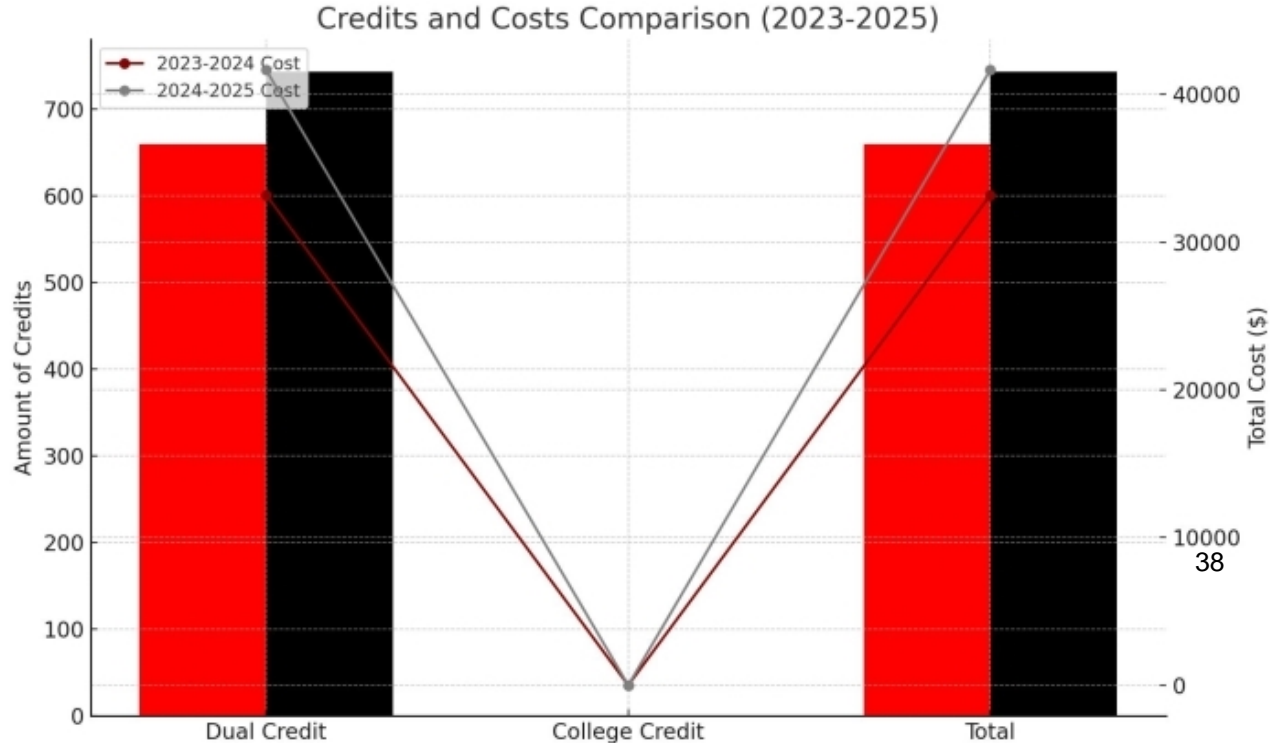


# Southern Oregon University Credits

**In 2023-2024 =**  
660 credits were earned  
from 168 students

**In 2024-2025 =**  
770 credits were earned  
from 186 students

This is an increase of 110  
credits this year.





Thank you!

# KU Board Report

## June 9, 2025

### Schoolwide:

- We have been working really hard on finishing the year strong and leveraging summer school for students that didn't meet the requirements.
- As of June 2nd, KU has 72 out of 104 eligible seniors complete the FAFSA.
- We are excited about the new staff members we have been able to add for next year.
- The Implementation Team has been working hard on weighted grades, honor classes, honor diploma and valedictorian calculations.
- Our goal is to have the student handbook re-written focusing on weighted grades and athletic eligibility for the July Board Meeting.
- KU Physics students took home 1st and 2nd place trophies for the cardboard boat races at Moore Park last week.
- State Test Results 2024-25
  - ELA
    - State 47%
    - KU 53%
  - Math
    - State 21%
    - KU 30%
  - Science
    - State 32%
    - KU 48%

## **CTE:**

- New Business class next year: Business WBL to support the Downtown Project and other opportunities
- Regional CTE Center Update
  - 0.5 FTE teacher for Health Occ 1, First Aid & Beyond
  - MA & CNA classes that lead to certification/employment. For juniors who take these courses, they can spend part of their school day working as an MA or CNA while earning credits towards graduation.
  - Will serve all Klamath Basin classes
- Engineering teacher will attend a 2-week, hands-on training in Los Angeles to become a Project Lead the Way Expert instructor.
- Competition Robotics will start the 25-26 school year.
- The Culinary Catering Team catered a variety of events this year from monthly school board meetings, the “Find Your Farmer” event, KU class reunions, elementary school graduations and Ponderosa Promotion, and many more.

## **Counseling:**

- We have been working on transition preparation as we welcome 2 new counselors next year.
- Graduation, senior awards night, and last minute grade challenges have been consuming our days.
- Summer school information is being compiled and shared out with families for credit recovery needs as well as finalizing student forecasting work so master scheduling can be completed.

## **Athletics:**

- KU Athletics and the OSAA association year have concluded. Fall sports officially kick off on August 18th, but there's much work to be done during the off-season this summer!
- KU Track wrapped up the athletic calendar with a strong showing at the State Track Championships. We had numerous top 8 finishes at historic Hayward Field and our girls team placed 7th overall, just two points away from 4th place. Nicely done, PELS!
- With only a handful of Senior athletes graduating this year, all of next year's sports programs are poised for success and look to make it to postseason play.
- And finally, each of our athletic programs have demonstrated a marked improvement in academic performance over these past few seasons. Congrats to all of our Academic All-State teams. Let's continue to build momentum, knowing that all KU student-athletes can and will rise to whatever level expectation is set for them as long as we provide the tools, opportunities, and resources to do so.
- Keep up the great work, enjoy the summer, and see you this fall. GO PELS!!

## **Weighted Grades/Grading Scale/Honors Courses**

In the interest of encouraging outstanding student achievement and increasing participation in challenging coursework, GPA, class rank, and valedictorian will be calculated using a weighted scale for courses designated as honors. Honors classes will be scored on a weighted scale with weighted scores applied to Klamath Union High School honors courses only.

The KU grading scale will be as follows:

Percentage	Letter Grade	Unweighted (4.0) GPA	Weighted Honors (5.0) GPA
97–100%	A+	4.0	5.0
93–96%	A	4.0	5.0
90–92%	A–	3.7	4.7
87–89%	B+	3.3	4.3
83–86%	B	3.0	4.0
80–82%	B–	2.7	3.7
77–79%	C+	2.3	3.3
73–76%	C	2.0	3.0
70–72%	C–	1.7	2.7
67–69%	D+	1.3	2.3
60–66%	D	1.0	2.0
Below 60%	F	0.0	0.0

The following are the core classes offered at KU by subject area (H notes an honors class):

- **Math:** AP Calculus H, AP Pre-Calculus H, AP Statistics H, Algebra 2, Math in Society, Geometry, Algebra 1
- **Language Arts:** Writing 121/122 H, English 12, Honors English 11 H, English 11, Advanced English 10, English 10, Advanced English 9, English 9
- **Science:** Anatomy H, AP Environmental Science H, Physics H, Microbiology H, Chemistry H, Chemistry, Astronomy/Zoology, Biology, Integrated Science
- **Social Studies:** Government H/Econ H, Government/Econ, U.S. History H, U.S History, World History Adv., World History (5 semester scores/see below)
- **Foreign Language:** Spanish 4 H, Spanish 3 H, Spanish 2, Spanish 1

### GPA and Class Ranking Calculation

Final GPA and class ranking will be calculated at the completion of the school year for the four-year cohort graduating class in June. GPA and class ranking will use ALL credits and grades earned on the transcript.

### Valedictorian Determination

A valedictorian will be selected for each graduating class. The valedictorian and salutatorian will be selected according to the following procedure at the end of seven semesters:

1. The valedictorian honor will be based on the grade point average (GPA) in core classes (14.5 credits) and 6.5 additional credits required for graduation. The core classes will include four math classes (3.5 credits), four language arts classes (3.5 credits), four science classes (3.5 credits), three social studies classes (2.5 credits), and two foreign language classes (1.5 credits). The 6.5 additional required credits will be made up by the following classes: 1.0 PE, 1.0 Health, 0.5 Senior Seminar, 1.5 CTE/Arts/Language, 2.5 additional electives. Honors classes will be scored on a weighted scale with weighted scores applied to Klamath Union High School honors courses only.

2. The 3 most recent foreign language semesters will be used in the calculation for the foreign language requirement.
3. The valedictorian calculation will be based on **21 credits (end of 7th semester)**. The calculation will be based on the courses with the lowest scores from the student's transcript. The lowest grades will be chosen regardless of the number of credits earned.
4. Pass/No Pass grades in elective classes will only be used in the calculation if they are needed to fill the 21-credit requirement for calculation. A passing score for this calculation will be considered a C for the calculation for valedictorian. This does not apply to the class rank calculation. In the class rank calculation, a Pass/No Pass is not considered in the GPA calculation.
5. **KU honors classes only will be counted at a 5.0 scale.** Outside honors credits will be counted at a regular, 4.0 scale.
6. The valedictorian will be the student(s) with the highest grade point average as computed at the end of the seventh semester of high school in the classes outlined above.
  - a. Grade point averages will be calculated to the **one hundredth place.**
  - b. Students sharing the same grade point average will share the title of valedictorian. If multiple valedictorians are honored, no salutatorian will be named in that year.
  - c. The deadline for any grades to be considered for the purpose of selecting a valedictorian and/or salutatorian will be the **first Friday in April.** All grades must be submitted by that date.
  - d. The salutatorian will be the student with the second highest grade point average as computed at the end of seven semesters based on the calculations above.
  - e. **In case of a tie for salutatorian, multiple salutatorians will be honored.**
7. To be eligible for valedictorian or salutatorian honors, **a student must be enrolled full time at Klamath Union High School prior to and continuously following the 10th school day of the student's junior year.** Foreign exchange students will not be eligible for valedictorian or salutatorian honors.

### **Honors Diploma**

#### Requirements:

- 3.5 GPA at the end of the 7th semester
- Take 6 KU honors courses
- Passing score on SBAC (ELA, Math, Science)
- Completion of a Pathway (defined below)

# KU Pathways

Health Occupations	Business	Visual Arts	Performing Arts	Culinary	Digital Media	Engineering	General University Studies
Required Courses	Required Courses	Required Courses	Required Courses	Required Courses	Required Courses	Required Courses	Required Courses
Intro to Health Occupations, Sports Medicine	Intro to Business	Intro to Art	Entry level music <i>or</i> Theatre	Intro to Hospitality in Culinary	Graphic Design I <i>or</i> Digital Photo I	Engineering Essentials	Pre-requisites for all classes listed below
<b>2.0 Credits in a Combination of:</b>	<b>2.0 Credits in a Combination of:</b>	<b>2.0 Credits in a Combination of:</b>	<b>3.0 Credits in a Combination of:</b>	<b>2.0 Credits in a Combination of:</b>	<b>2.5 Credits in a Combination of:</b>	<b>2.0 Credits in a Combination of:</b>	<b>Completion of all these classes:</b>
First Aid and Beyond, Basic Medical Skills, Health Occs. 1, Health Occs. 2, Anatomy & Physiology	Hospitality Mktg. Hospitality Mgmt. Social Media Mktg. Sports Mktg. DECA Leadership	Sculpt./Printmaking, Drawing/Painting Jewelry/Pottery	Intro to Theater Advanced Theater Bel Canto Choir Acapella Choir Concert Orchestra Chamber Orchestra Jazz Band Band	Contemporary Hospitality in Culinary, Advanced Hospitality in Culinary	Digital Photo I/II Graphic Design I/II Video Prod. I/II Advanced Media Live Broadcasting Yearbook	Intro to ENGR, Principles of ENGR, Robotics 1	Math 111 & 112, WRI 121 & 122, ECON 201 <i>or</i> 201, PSY 101 <i>or</i> 201, AP Lit, Hon. Chemistry, Microbiology <i>or</i> AP Environmental SPA I/II. *III/IV rec
<b>One approved medical related work-based learning experience:</b>	<b>Required Membership <i>or</i> one approved work-based learning</b>	<b>One of the following pre-approved Visual Arts related experience:</b>	<b>Required Membership:</b>	<b>Required Membership <i>or</i> one approved work-based learning</b>	<b>Required Membership <i>or</i> one approved work-based learning</b>	<b>Required Membership <i>or</i> one approved work-based learning</b>	<b>Required Membership:</b>
Observations Unit Ambassador Mentorship Employment Pre-Apprenticeship	2 years DECA <i>or</i> WBL	Work experience Volunteer Experience Internship Job Shadow Summer Job	One approved WBL experience	2 years Skills USA <i>or</i> 2 years of Catering Team	2 years Digital Media CTSO <i>or</i> WBL	2 years Robotics Club <i>or</i> 2 years Skills USA <i>or</i> 2 years ENGR Club <i>or</i> approved WBL	2 years National Honor's Society <i>or</i> 2 years Key Club
<b>Required:</b>	<b>Required:</b>	<b>Required:</b>	<b>Required:</b>	<b>Required:</b>	<b>Required:</b>	<b>Required:</b>	<b>Required:</b>
HOSA Member	Two downtown association projects <i>or</i> DECA Chapter Award		Participation in 2 theatre productions <i>or</i> 2 seasons of all performance events and/or competitions		Two downtown association projects <i>or</i> DECA Chapter Award		
Completion of a Pathway Application through the counseling office during April of Junior Year	Completion of a Pathway Application through the counseling office during April of Junior Year	Completion of a Pathway Application through the counseling office during April of Junior Year	Completion of a Pathway Application through the counseling office during April of Junior Year	Completion of a Pathway Application through the counseling office during April of Junior Year	Completion of a Pathway Application through the counseling office during April of Junior Year	Completion of a Pathway Application through the counseling office during April of Junior Year	Completion of a Pathway Application through the counseling office during April of Junior Year





## June 9th - Eagle Ridge New Tech - Student Board Report

- **Eighth Grade CTE at Eagle Ridge – Preparing the Greenhouse Site** Our current eighth-grade CTE students are finishing out the school year by preparing the greenhouse site for the Middle School enrichment program in July. As part of this hands-on learning experience, they are setting up batter boards, checking for square, digging down for gravel placement, and—if time allows—spreading and leveling the gravel base. This project not only prepares the site for summer construction but also reinforces key skills in measurement, layout, and site preparation.
- **Weekly Attendance Incentive:** 100% attendance (no excused or unexcused), Zero Tardies. We have four drawings each week for three \$10 and one \$20 gift card to either Human Bean or Dutch Brothers, through a grant with Citizens for Safe Schools.
  - The average weekly 100% attendance for April was 59%
- **FFA Chapter Update -**
  - Our FFA Chapter received our first shipment of National FFA items, including jackets, scarves, ties, certificates, and stickers.
  - Our members are very excited to be able to finally wear their FFA jackets.
  - We were selected for a Grange Coop grant and were able to buy \$2,200.00 dollars worth of equipment to incubate eggs, raise chickens, and rabbits. The members were able to go last week and collect the equipment.
  - We will be using some of the equipment right away, as two FFA members will be showing chickens and rabbits at the County Fair this year.
  - Students will also be attending Southern Oregon Leadership Camp at Camp Cottonwood in June. Our Officer team, along with the officer teams of the 14 other schools in our district, will gather to work on leadership skills, learn their specific role as an officer, and bond. We are hoping to take 7 members.
  - Tuesday, June 10, 2025, at 6:00 pm in the Eagle Ridge New Tech High School Cafeteria, we will be holding the first Eagle Ridge FFA Chapter banquets. We will be reviewing our year, thanking those who have supported us, give awards and degrees, and of course, eating some yummy food. We hope to see you there.
- **Agriculture Science Update -**
  - Ag Science: Are learning about the importance of water and methods of sustainable agriculture in order to use water more efficiently and with fewer pollutants entering the waterways.
  - Environmental Science: just completed a unit on Climate Change where they completed multiple labs. They are now working on each writing a short children's book that teaches about migration. Each student has a different species and must include information about what migration is, why animals migrate, what their species is, their habitat, when and why they migrate, what signals them to migrate, how humans have impacted their migration, and how/what we can do to help restore it.

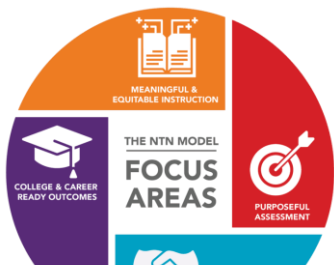
- Agriculture Biology: Will be finishing up their year working on DNA and genetics, including a Strawberry DNA lab and a cattle genetics lab.
  - Plant Science in the Greenhouse: Have built a greenhouse, set up grow carts, learned to mix planting media, plant seeds, transplant, complete health checks, properly water, and create dish gardens. They have painted terracotta pots, planted petunias, and given one to each staff member at Eagle Ridge. They also learned how to create a succulent dish garden and made one for themselves and for each staff member. Currently, they are researching and designing their own gardens and getting over 100 plants grown from seed ready to take home and plant. Next year, we look forward to having a plant sale.
  - Fish and Wildlife: Students have learned how to make an animal and plant plot map, how to test water samples, how to identify species, made several visits to Lake Ewana to collect samples of water, plants, insects, take pictures of fish, mammals, and birds to identify. They are currently creating wooden fishing lures. They researched what fish they wanted to catch and what lures would work. They then have to carve them, sand them, paint them, and connect hooks.
- **Construction Update – Picnic Table Project**
  - Rose Purkhiser and Faith Sarabia, two of our advanced construction students, are working in partnership with the Klamath County Fair Board to design and build custom picnic tables for the campground. Each table will feature an embedded, 3D-printed Eagle Ridge CTE emblem and is available for sponsorship by local businesses, whose names will be proudly displayed. The project is on track for completion and delivery in time for this year's fair.
- **Tiny House Project**
- The Tiny House project is nearing completion, with delivery and installation scheduled for June 5th and 6th. Students will be learning and practicing the following during the final install:
- Securing the structure to the ground with earthquake straps
  - Installing a siding skirt to improve weather protection and appearance
  - Designing and attaching entry steps after determining the final elevation
  - Preparing the foundation for a small front deck
  - Completing interior finish work

These hands-on projects are providing students with real-world skills in framing, finish carpentry, project planning, client communication, and job site safety.

- **School Carnival and Yearbook Sign**
  - Monday, June 9th, we have an afternoon assembly schedule to host the annual School Carnival and Yearbook signing event. This year, we will be hosting it at

the Klamath Commons. Food Service and our Dean will host a BBQ, Leadership students have planned activities, and there will be a “E-Bit” basket raffle. Students earn an E-Bit dollar for doing the right thing. Then students can choose to spend their dollar(s) on whichever basket they want to win.

- Spirit Week - May 19th - 23rd
  - Spirit week was a big success, with many students dressing up, having fun with their hair and hats, and wearing different outfits for Adam Sandler, emo, and superhero day. A good number of Eagle Ridge participants had fun.
- The Theater Class play went/was attended.
  - Our Theater Production class performed the play Clue for our spring production.
  - The students developed plot lines that were adapted from the board game Clue.
  - It was well attended, and the students did a great job.
- Senior Spotlight Presentations, Wednesday, June 4th, 5 pm.
  - Each senior gave their presentation in front of three to four panel members, comprising staff and community members.
  - Students provided an artifacts table, slide presentation, and then answered exit interview questions from the panel members.
- Senior Dinner, Wednesday, June 4th, 6:30 pm or after Senior Spotlight Presentations
  - Starvin Marvin’s hosted the senior dinner. This event was a more formal dinner in which staff members spoke on behalf of each senior; we awarded cords, scholarships, and certificates.
- Graduation, Saturday, June 7th, 2 pm at the Ross Ragland
- Finals Schedule: Tuesday and Wednesday, during our block schedule
  - Senior Finals were last week.
  - Tuesday, Periods 1, 3, 5, and 7
  - Wednesday, Periods 2, 4, and 6





## Ponderosa Middle School Student Board Report – June 2025

Hi, we're here to give a quick update on what's been happening at Ponderosa this past month.

- **State Testing:** In May, all students at Ponderosa completed their state tests in ELA and Math. 8th graders also took the Science test. We're excited to see how we did!
- **MTSS Walkthrough:** The MTSS team finished their final walkthrough. They collected data to help us celebrate what we did well and figure out what we can improve next year to help students do even better.
- **Incoming 6th Grade Night:** On May 22, we welcomed next year's 6th graders. While Mr. Lemieux spoke with parents in the gym, the kids did fun activities in the cafeteria with the PTO. (We did it this way because, let's be honest, Mr. Lemieux's message isn't very exciting for kids.)
- **Silver Card Bowling Trip:** On May 28, Silver Card students got to go bowling to celebrate good attendance, no major referrals, and passing all their classes with Cs or better.
- **8th Grade Celebration:** On May 30, we had our 8th grade celebration at The George. It was a blast. Huge thanks to the PTO for making it happen.
- **Choir and Band Concerts:** Our final choir concert was on June 3. Students did a great job and showed a lot of growth. The band concert was June 5 and was held outside. As always, it was awesome to listen to.
- **Gold Card Waterslides Trip:** On Friday, June 6, a group of students earned a trip to the Redding Waterslides! These students had to have excellent attendance, a 3.5 GPA or better, and no major referrals. It was a fun way to celebrate their hard work this year.
- **This Week:** It's our last week of school!
  - Today we followed a normal schedule.
  - **Tuesday**, we're bringing back the *Talent Show* for the first time since before the pandemic. We'll also be cleaning out our lockers that day.
  - **Wednesday**, we'll be signing yearbooks, holding our *Awards Assembly* (where students give awards to other students), and doing the big *Bobcat Bucks Raffle*. After lunch, we'll have fun stations and activities to finish the year.

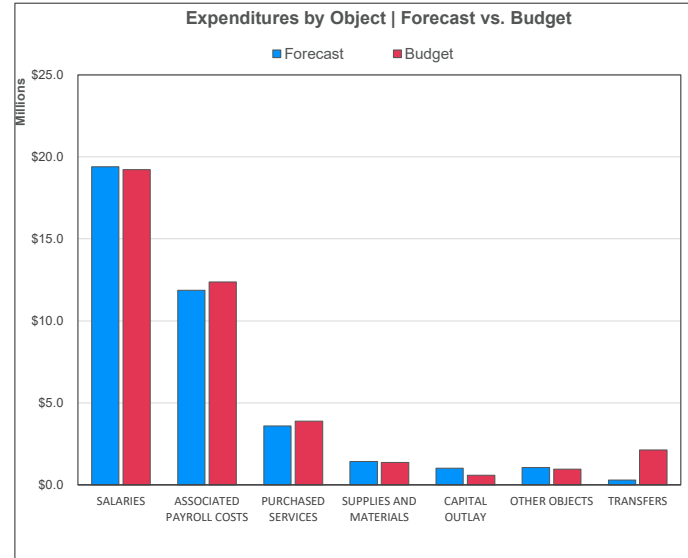
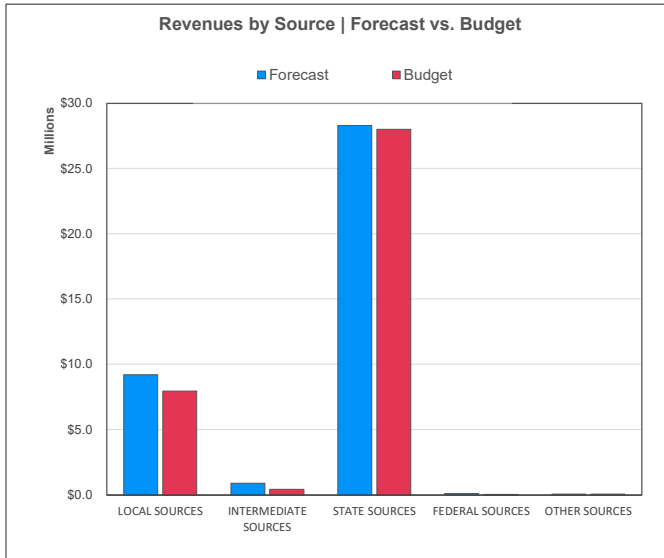
Thanks to the board for letting us share and for supporting Ponderosa students!



## 100 General fund | Financial Projection by Object

For the Period Ending May 31, 2025

	Prior YTD	Current Year Budget	Current YTD	% of Budget	Annual Forecast	Variance Fav / (Unfav)
<b>RESOURCES</b>						
<b>Operating Revenues</b>						
Local Sources	\$ 8,619,480	\$ 7,942,124	\$ 8,853,817	111.48%	\$ 9,203,729	\$ 1,261,605
Intermediate Sources	209,285	435,000	684,247	157.30%	894,262	459,262
State Sources	26,021,300	27,998,659	28,184,878	100.67%	28,283,833	285,174
Federal Sources	403,818	35,000	116,644	333.27%	116,644	81,644
Other Sources	17,450	52,500	125	0.24%	50,125	(2,375)
<b>Total Operating Revenues</b>	<b>\$ 35,271,333</b>	<b>\$ 36,463,283</b>	<b>\$ 37,839,712</b>	<b>103.77%</b>	<b>\$ 38,548,593</b>	<b>\$ 2,085,310</b>
<b>Beginning Fund Balance</b>	12,711,465	4,032,340	6,090,248	151.04%	6,090,248	2,057,908
<b>TOTAL RESOURCES</b>	<b>\$ 47,982,798</b>	<b>\$ 40,495,623</b>	<b>\$ 43,929,960</b>	<b>108.48%</b>	<b>\$ 44,638,841</b>	<b>\$ 4,143,218</b>
<b>REQUIREMENTS</b>						
<b>Operating Expenditures</b>						
Salaries	\$ 12,201,142	\$ 19,216,575	\$ 16,072,236	83.64%	\$ 19,394,533	\$ (177,958)
Associated Payroll Costs	7,409,723	12,364,371	9,706,010	78.50%	11,865,584	498,787
Purchased Services	3,725,502	3,888,330	3,195,780	82.19%	3,587,173	301,157
Supplies and Materials	850,056	1,370,625	1,330,873	97.10%	1,432,791	(62,166)
Capital Outlay	6,239,554	581,634	667,312	114.73%	1,014,543	(432,909)
Other Objects	864,993	948,334	1,035,049	109.14%	1,043,306	(94,972)
Transfers	12,824	2,125,754	-	0.00%	292,058	1,833,696
<b>Total Operating Expenditures</b>	<b>\$ 31,303,793</b>	<b>\$ 40,495,623</b>	<b>\$ 32,007,260</b>	<b>79.04%</b>	<b>\$ 38,629,987</b>	<b>\$ 1,865,635</b>
Contingencies	-	2,000,000	-	0.00%	166,667	1,833,333
Unappropriated Ending Fund Balance	-	-	-	0.00%	-	-
<b>TOTAL REQUIREMENTS</b>	<b>\$ 31,303,793</b>	<b>\$ 42,495,623</b>	<b>\$ 32,007,260</b>	<b>75.32%</b>	<b>\$ 38,796,654</b>	<b>\$ 3,698,968</b>
<b>Ending Fund Balance</b>					<b>\$ 5,842,187</b>	
<b>OPERATING SURPLUS / (DEFICIT)</b> (Operating Revenue less Operating Expenses)	<b>\$ 3,967,540</b>	<b>\$ (4,032,340)</b>	<b>\$ 5,832,453</b>		<b>\$ (81,394)</b>	<b>\$ 219,675</b>





2024-2025 Klamath Falls City Schools  
General Fund  
YTD Overview - Revenue May 2025

YTD Local Sources

111.48% of Budget

Prior Year YTD: 96.52% of Actuals

YTD State Sources

100.67% of Budget

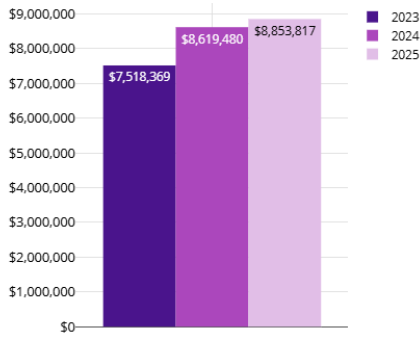
Prior Year YTD: 100.00% of Actuals

YTD All Sources (except 5400s)

103.77% of Budget

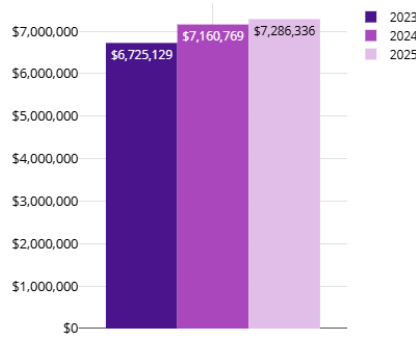
Prior Year YTD: 99.13% of Actuals

Local Sources (1000s)



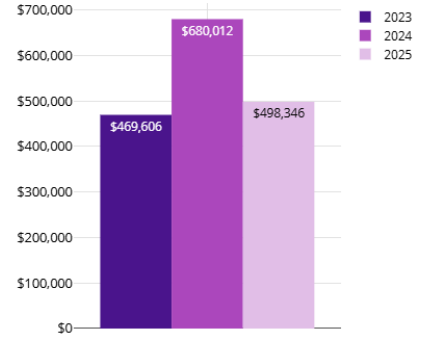
For the Period JUL - MAY

Property Taxes (1100s)



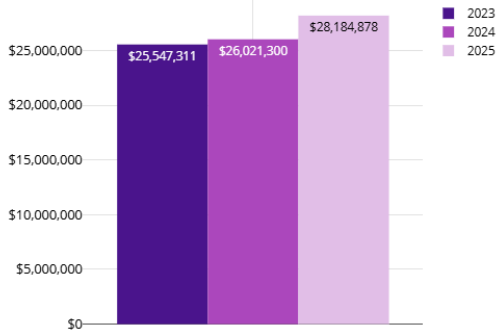
For the Period JUL - MAY

Interest Earnings (1500s)



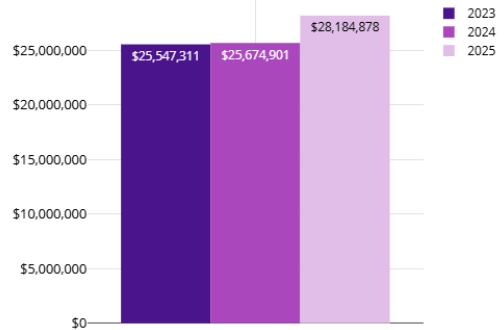
For the Period JUL - MAY

State Sources (3000s)



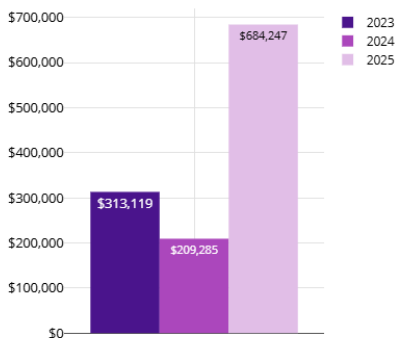
For the Period JUL - MAY

State School Fund (3101)



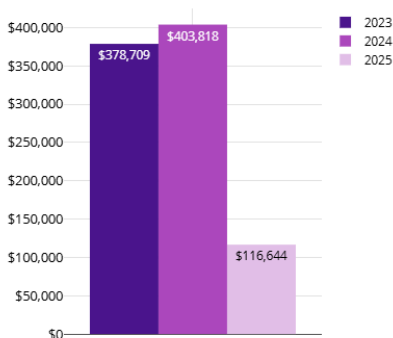
For the Period JUL - MAY

Intermediate Sources (2000s)



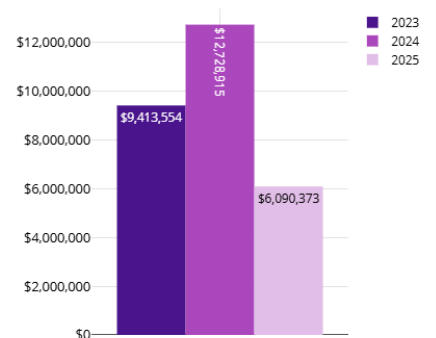
For the Period JUL - MAY

Federal Sources (4000s)



For the Period JUL - MAY

Other Sources (5000s)



For the Period JUL - MAY



2024-2025 Klamath Falls City Schools  
General Fund  
YTD Overview - Expense May 2025

YTD Salary and Benefits

**81.63%** of Budget

Prior Year YTD: 83.28% of Actuals

YTD Purchased Services

**82.19%** of Budget

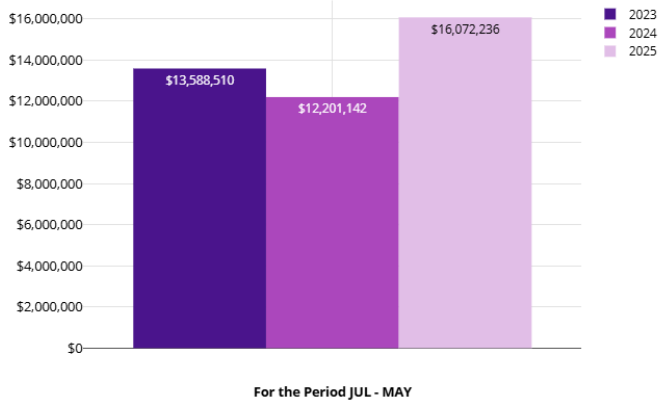
Prior Year YTD: 89.44% of Actuals

YTD Other Expenses

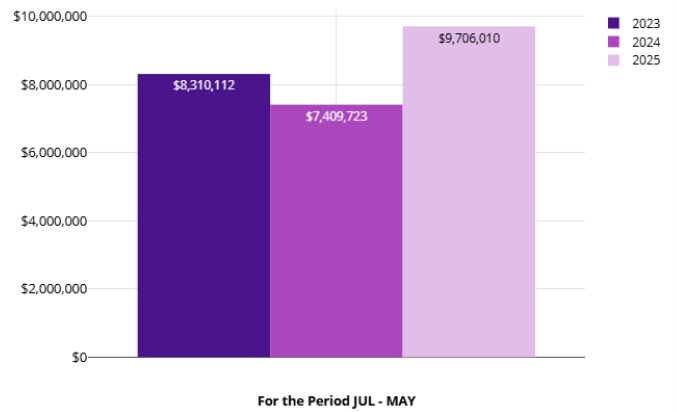
**60.35%** of Budget

Prior Year YTD: 54.98% of Actuals

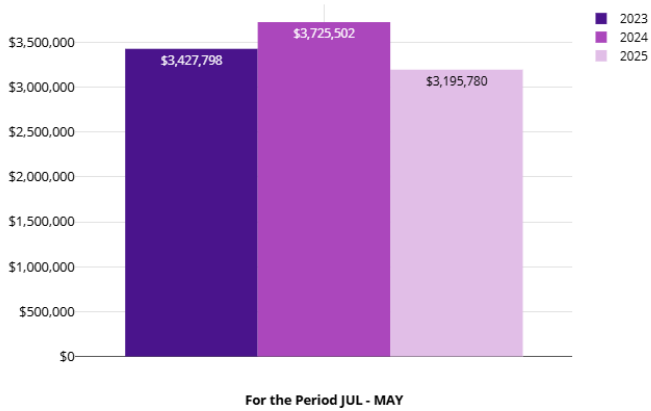
Salaries (100s)



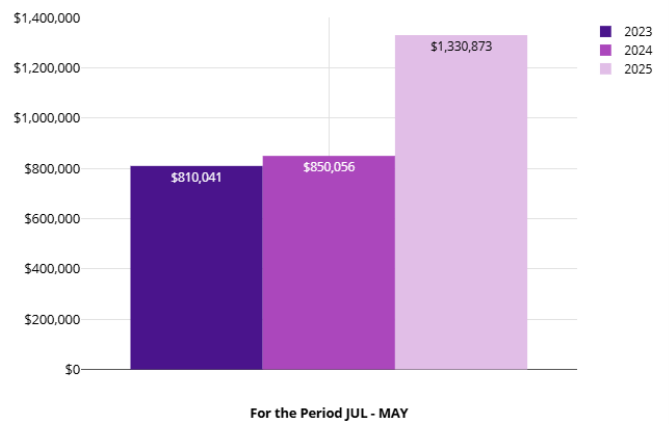
Benefits (200s)



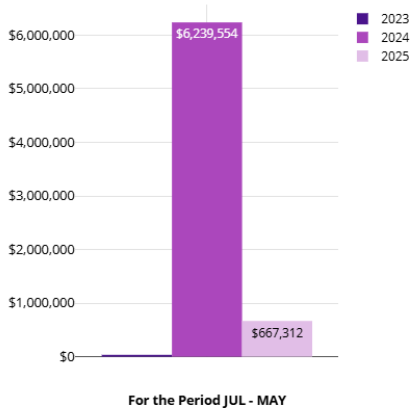
Purchased Services (300s)



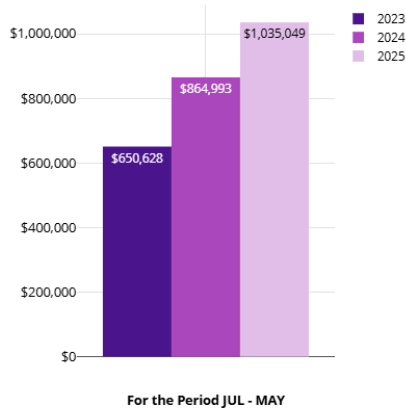
Supplies (400s)



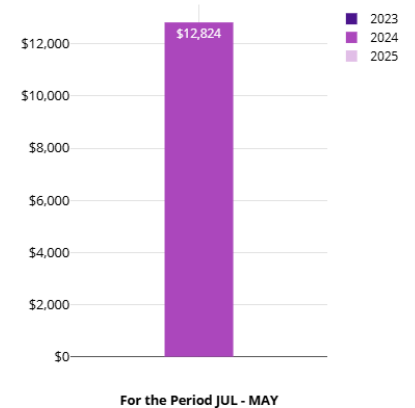
Capital Outlay (500s)



Other Objects (600s)



Transfers (700s)



**Revenue and Expenditure Summary/Projection**

	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Actual	Projected	Projected	2024-2025
	July '24	August '24	Sept., 2024	Oct., 2024	Nov., 2024	Dec., 2024	Jan., 2025	Feb., 2025	March, 2025	April, 2025	May, 2025	June, 2025	2023-2024	BUDGET
													Totals	
<b>REVENUES</b>														
LOCAL SOURCES:														
Current year's levy*	54293	22820	21789	0	6652600	52965	104462	57462	96375	35836	0	117778	7216380 *	6887424
Prior years' taxes*	24824	20569	18576	0	42895	3476	11208	11190	7032	10310	0	35454	185534 *	150000
Prior years' Local Option Levy	7	1	0	0	0	0	0	0	7	0	0	10	25	300
Investment earnings	38375	40024	40914	36581	44651	67397	58839	53647	31854	56917	55662	19066	543927	300000
Misc. local sources	1019	93562	148599	9192	11847	31667	21191	112050	50367	16073	51238	50367	597172	604400
Subtotal	118518	176977	229878	45773	6751993	155505	195700	234349	185635	119136	106900	222675	8543039	7942124
INTERMEDIATE SOURCES:														
County School Funds*	0	3374	0	0	0	4102	0	25332	0	27075	0	5230	65113 *	35000
SOESD Funds	274192	0	0	0	0	0	0	0	18750	0	0	204785	497727	400000
Revenue from Klamath County	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Revenue for/on Behalf of District	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Subtotal	274192	3374	0	0	0	4102	0	25332	18750	27075	0	210015	562840	435000
STATE SOURCES:														
SSF- Current Year*	4584340	2291669	2292032	2290712	2291042	2290514	495	4582777	2383273	2384936	2792226	0	28184016 *	27549165
SSF- Prior Year	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Common School Fund*	0	0	0	0	0	0	0	0	0	0	0	0	0 *	372994
State Managed Co Timber*	0	0	0	0	0	0	0	0	0	0	0	0	0 *	75000
Equity Aid Funds	0	0	0	0	0	0	0	0	0	0	0	843	843	0
Restricted Grants-in-Aid	0	0	0	0	0	0	0	0	125	0	0	125	250	1500
Subtotal	4584340	2291669	2292032	2290712	2291042	2290514	495	4582777	2383398	2384936	2792226	968	28185109	27998655
FEDERAL SOURCES:														
Restricted Rev. from Fed. Gov.						6454		60422						0
Federal Forest Fees*		0	25433	0	0	0	0	0	2917	0	0	2917	31267 *	35000
Subtotal		0	25433	0	0	6454	0	60422	2917	0	0	2917	98143	35000
OTHER RESOURCES:														
Beginning fund balance	6090248												6090248	4032340
Interfund Transfer	0	125	0	0	0	0	0	0	0	0	0	50000	50125	50000
Lease Purchase Receipts	0	0	0	0	0	0	0	0	40	0	0	0	40	0
Sale of Fixed Assets						0							0	2500
Subtotal	6090248	125	0	0	0	0	0	0	40	0	0	50000	6140413	4084840
<b>Total, monthly revenues</b>	<b>4977050</b>	<b>2472145</b>	<b>2547343</b>	<b>2336485</b>	<b>9043035</b>	<b>2456575</b>	<b>196195</b>	<b>4902880</b>	<b>2590740</b>	<b>2531147</b>	<b>2899126</b>	<b>486575</b>	<b>43529544</b>	<b>40495623</b>
<b>CUMULATIVE RESOURCES</b>	4977050	7449195	9996538	12333023	21376058	23832633	24028828	28931708	31522448	34053595	36952721	37439296		
<b>EXPENDITURES</b>														
Salaries	514186	581859	1688401	1637768	1696315	1682659	1692078	1751279	1601381	1660987	1851027	1601381	17959322	19216575
Employee benefits	328615	339035	1002586	985139	1082049	1009673	1049012	1046366	1030364	1043904	1029864	1030364	10976972	12364371
Purchased services	184408	230960	346550	255757	248907	380976	504194	218238	324028	231310	303958	324028	3553313	3888330
Supplies	108889	147468	140896	151117	94144	57872	77682	176549	114219	123284	203458	114219	1509797	1370625
Capital outlay	44094	29686	28116	130476	138660	33868	73064	23	48470	5160	116531	48470	696617	581634
Insurance/Dues/Other	534231	127300	28087	46799	18537	38795	27643	21645	79028	21083	138682	79028	1160858	948334
Interfund Transfers	0	0	0	0	0	0	0	0	10480	0	0	10480	20959	125754
Contingency	0	0	0	0	0	0	0	0	0	0	0	0	0	200000
Total, monthly expend.	1714423	1456308	3234636	3207056	3278612	3203843	3423673	3214100	3207969	3085727	3643520	3207969	35877836	40495623
<b>CUMULATIVE EXPENDITURES</b>	1714423	3170731	6405367	9612423	12891035	16094878	19518551	22732651	25940620	29026347	32669867	35877836		
<b>Month-end Fund Balance</b>	3262627	4278464	3591171	2720600	8485023	7737755	4510277	6199057	5581828	5027248	4282854	0	7651709	

4. **NEW BUSINESS/ACTION ITEMS**

1. Approval of Resolution #25-05, Adoption of the 2025-2026 Annual Budget

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**Klamath Falls City Schools**  
**Resolution #25-05 Budget Adoption**  
**June 9, 2025**  
**Resolution Adopting the Budget**

**BE IT RESOLVED** that the Board of Directors of the Klamath Falls City Schools hereby adopts the budget for fiscal year 2025-2026 in the total amount of **\$83,799,911.00** now on file at the District Office in Klamath Falls, Oregon.

\*Aggregate sum of budget requirements for all funds.

**Resolution Making Appropriations**

**BE IT RESOLVED** that the amounts shown below are hereby appropriated for the fiscal year beginning July 1, 2025, for the following purposes.

**General Fund (100)**

1XXX	Instruction	\$	23,765,152.00
2XXX	Support Services	\$	16,304,382.00
3XXX	Community	\$	42,363.00
51XX	Debt Service	\$	170,826.00
52XX	Transfers	\$	125,754.00
6XXX	Contingency	\$	2,000,000.00
	<b>Total</b>	<b>\$</b>	<b>42,408,477.00</b>

**Special Revenue Funds (200)**

1XXX	Instruction	\$	14,593,334.00
2XXX	Support Services	\$	6,856,335.00
3XXX	Community	\$	313,469.00
4XXX	Facilities	\$	12,868,986.00
51XX	Debt Service	\$	94,357.00
52XX	Transfers	\$	629,619.00
	<b>Total</b>	<b>\$</b>	<b>35,356,100.00</b>

**Food Service Fund (211)**

3XXX	Community	\$	2,557,763.00
	<b>Total</b>	<b>\$</b>	<b>2,557,763.00</b>

**Debt Service Fund (300)**

51XX	Debt Service	\$	3,423,571.00
	<b>Total</b>	<b>\$</b>	<b>3,423,571.00</b>

<b>Capital Projects Fund (400)</b>	Facilities Acq/Construction	\$	54,000.00
	Total	\$	<b>54,000.00</b>

**Total Appropriation of all Funds** **\$ 83,799,911.00**

### Resolution Imposing the Tax

**BE IT RESOLVED** that the taxes imposed are hereby categorized for purposes of Article XI section 11b as:

Subject to Education Limitation:

Permanent Rate Tax .....\$3.1127/\$1000

Excluded from Education Limitation:

General Obligation Debt Service.....\$3,423,571.00

The above resolution statements were approved and declared adopted on the 9<sup>th</sup> day of June 2025.

\_\_\_\_\_   
 Board Chairperson

\_\_\_\_\_   
 Date

2. Approval and Adoption of 2025-2026 KFCS Board of Education Monthly Meeting  
Calendar

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# KFCS BOARD OF EDUCATION MEETING SCHEDULE

2025-2026

Jul 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Aug 2025						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
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Sept 2025						
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Nov 2025						
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Dec 2025						
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Jan 2026						
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Feb 2026						
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Mar 2026						
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Apr 2026						
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May 2026						
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June 2026						
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28	29	30				

Regular Monthly Board meetings are held at 6:00 PM the 2<sup>nd</sup> Monday of each month (unless otherwise indicated) in the Boardroom of the Lucile O'Neill Education Center located at 1336 Avalon Street, Klamath Falls, Oregon & virtually via Zoom. Board Approved \_\_\_\_\_

## BOARD MEMBERS:

- ❖ Andrea Jensen, Zone 1, Roosevelt Elementary (term expires 6/30/2027)
- ❖ Andrew Biggs, Zone 2, At-Large (term expires 6/30/2027)
- ❖ Vanessa Bennett, Zone 3, Conger Elementary (term expires 6/30/2025)
- ❖ Kathy Hewitt, Zone 4, Mills Elementary (term expires 6/30/2027)
- ❖ Trina Perez, Zone 5, Pelican Elementary (term expires 6/30/2027)
- ❖ Patrick Fenner, Zone 6, At-Large (term expires 6/30/2025)
- ❖ Ashley Wendt-Lusich, Zone 7, At-Large (term expires 6/30/2025)



3. Approval of a 7-year adoption of a new KLC digital curriculum: EdgeX

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## KFCS Independent Adoption of Instructional Materials Edgenuity EdgeEX

In accordance with OAR 581-022-2350, KFCS provides the district Board of Education with the following required information to independently adopt EdgeEX as a credit recovery curriculum.

ODE Requirement	KFCS Response
Subject, Category, and Grade Levels in which the materials will be used:	Subject: Health, Science, Math, English, and Social Sciences Category: 4 Grade Level: 9th-12th Grade
Title of Instructional Materials:	EdgeEX
Publisher of Instructional Materials:	Imagine Learning
Copyright Date of Instructional Materials:	2024
Installation Date:	Phase in starting September 2, 2025, complete installation by January 1, 2026
Statement of completed criteria checklist:	See attached. This document serves as a statement that EdgeEX meets the criteria standards as set out by the State Board of Education.
Compliance with current National Instructional Material Accessibility Standards (NIAMS) specifications:	This document serves as a statement of assurance that EdgeEX is compliant with the most current NIAMS specifications.
Digital, electronic, or web-based materials accessibility conformance report that documents adherence to the Web Content Accessibility Guidelines (WCAG) identified in the circular of information and technical standards required by the Federal Rehabilitation Act, Section 508	See attached. EdgeEX adheres to the WCAG as required by the Federal Rehabilitation Act, Section 508.

**Criteria for the Review and Adoption of Instructional Materials for:**  
Categories 1-6: Oregon Social Sciences—Grades K-5, 6-8, and 9-12 History, 9-12 Civics and Government, 9-12 Geography, 9-12 Economics

## Legal Requirements Section

### 1. Basal Instructional Materials Requirement

The submitted materials must make up an organized system of instruction that provides opportunities for teaching the 2024 Social Science Standards, including the Essential Disciplinary Practices.

*Does the program meet the above requirements for basal instructional materials?*

Yes  
 No

### 2. Nondiscriminatory Requirement

Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850 and OAR 581-021-0045; materials must support program compliance standards described in OAR 581-021-0046.

*Does the program meet the above nondiscrimination requirements?*

Yes  
 No

### 3. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers that they agree to comply with the most current NIMAS specifications regarding accessible instructional materials. NIMAS files must be submitted to the National Instructional Materials Access Center (NIMAC) by February 1, 2026.

*Does the program meet the above requirements for NIMAS?*

Yes  
 No

### 4. Digital Manufacturing Standards and Specifications for Textbooks (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current manufacturing standards and specifications (MSST Form B and M).

*Does the program meet the above MSST requirements?*

Yes  
 No



**Part 1: Oregon Social Science Baseline Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 1.1:</b> Alignment to Standards</p>	<p>Description: Materials incorporate the majority of grade-/course-level standards in a way that promotes rigor and depth of learning</p>	<p><b>COMPREHENSIVE</b> Materials address a significant majority of the grade-/course-level standards and promote the ability of educators to teach a more complete history, integrating the diverse perspectives and contributions of traditionally underrepresented groups.</p>	<p><b>DEPTH OF CONTENT</b> Materials encourage a deep understanding of <u>Domain Concepts</u> *. Materials encourage student engagement with complex texts, problems, or scenarios that require critical thinking and analytical skills aligned with grade-level expectations.  *See page 5 of 2024 Oregon Social Science Standards</p>	<p><b>SOCIAL SCIENCE PRACTICES</b> Materials seamlessly integrate the <u>Essential Disciplinary Practices</u>* through regular and authentic engagement opportunities. Students have multiple relevant opportunities to apply learned content and skills demonstrating the interconnectedness of the standards.  *See page 6 of 2024 Oregon Social Science Standards</p>	<p><b>RIGOROUS LEARNING</b> Tasks and assignments are appropriately aligned with grade-level expectations and require students to apply higher-order thinking skills.</p>
<p><b>Criterion 1.2:</b> Scope and Sequence</p>	<p>Description: Materials present a clear pathway for educators to address the content and skills in a coherent sequence, grounded in the standards</p>	<p><b>COHERENT DESIGN</b> Materials are organized in a way that builds on prior knowledge and increases in complexity throughout the course or grade level. The sequence aligns with the natural progression of concepts and skills outlined in the standards.</p>	<p><b>CONNECTIONS TO STANDARDS</b> Materials provide transparency in how the sequence aligns with and supports the full range of grade-level standards including connections to previous and future learning.</p>	<p><b>FLEXIBILITY</b> Materials offer guidance for adapting instruction to different timetables, learning environments, and/or student needs while maintaining the overall coherence of the sequence. Resources include strategies for addressing prerequisite knowledge or skill gaps and guidance on prioritizing content when necessary.</p>	



Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 1.3:</b> Practice and Skills</p> <p><i>✓</i></p>	<p>Description: Materials align with Oregon's <b>Essential Disciplinarian Practices</b> for social science practices.</p>	<p><b>INQUIRY &amp; ANALYSIS</b> Materials are organized to provide consistent opportunities for sustained inquiry through questioning, reflection, and analysis of diverse, strategically sequenced sources. Students are encouraged to generate and explore their own questions and understandings.</p>	<p><b>DISCIPLINARY THINKING &amp; COMMUNICATION</b> Materials offer regular and varied opportunities for students to engage in discipline-specific thinking, reading, writing, listening, speaking, and analyzing. Materials mirror the practices of social science scholars and include various types of sources.</p>	<p><b>EVIDENCE-BASED REASONING &amp; ARGUMENTATION</b> Materials provide diverse opportunities for students to engage in evidence-based reasoning and discourse, critically evaluate and use evidence from sources, and construct well-supported arguments and conclusions.</p>	<p><b>APPLICATION &amp; CIVIC ENGAGEMENT</b> The instructional materials foster students' ability to connect their learning to real-world contexts and participate in civic life. They provide opportunities for students to apply their knowledge and skills to address authentic issues at various levels of societies, from local to global, while offering educators the necessary resources to guide this process.</p>
<p><b>Criterion 1.4</b> Holocaust and Genocide Education <i>(6-12 History only)</i></p> <p><i>✓</i></p>	<p>Materials accurately address genocide, the historical origins of antisemitism and key events of the Holocaust.</p>	<p><b>ANTISEMITISM AND HOLOCAUST</b> Materials explain the historical roots of antisemitism and cover significant events and policies of the Holocaust.</p>	<p><b>GENOCIDES</b> The content includes comprehensive and accurate historical information on genocide.</p>	<p><b>PREVENTION AND INTERVENTION</b> Materials discuss modern efforts to prevent genocide, including international laws and organizations.</p>	<p><b>RESISTANCE AND RESILIENCE</b> Content highlights historical and contemporary examples of resistance and resilience among targeted groups throughout history.</p>

## Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 2.1:</b> Engagement &amp; Relevance</p>	<p>Materials give opportunities for rigorous, student-driven learning. Materials provide opportunities to connect to relevant topics, provide authentic contexts and experiences, and allow students to explore ideas, interests, and values.</p>	<p><b>RELEVANCE</b> Materials include culturally relevant and diverse contexts. Materials support the integration of contemporary social issues, connecting grade-level concepts to current contexts.</p>	<p><b>STUDENT AGENCY AND CHOICE</b> Materials offer multiple pathways for investigation and expression, allowing students to pursue individual interests while meeting learning objectives. Students have opportunities to make meaningful choices about their learning process and demonstration of understanding.</p>	<p><b>ADAPTABILITY AND EXTENSION</b> Materials include adaptation strategies to differentiate learning for all students. Examples may include extensions to build on prior learning or scaffolds to support students in reaching grade-level content.</p>	
<p><b>Criterion 2.2:</b> Culturally Responsive Instructional Support</p>	<p>Materials provide equitable inclusion and representation of diverse perspectives and experiences.</p>	<p><b>REPRESENTATION IN CONTENT</b> Materials include a wide-range of histories, contributions, and perspectives across various aspects of identity including race, ethnicity, gender, ability, socioeconomic status, geographic origin, and religion. Representations are multifaceted avoiding stereotypes and reflecting both historical and contemporary contexts.</p>	<p><b>MULTIPLE PERSPECTIVES</b> The materials integrate multiple perspectives on historical and contemporary issues, encouraging students to consider global perspectives and international issues, and fostering students' understanding of the interconnected nature of our world. Materials promote critical thinking about diversity, equity, and inclusion as integral parts of the subject matter.</p>	<p><b>ASSET-BASED</b> Materials empower educators to identify, value, and leverage students' funds of knowledge from their homes and communities as resources.</p>	



**Part 3: Technical Usability Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 3.1:</b> Supports for Teachers</p> <p>✓</p>	<p>The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their understanding of the content.</p>	<p><b>SUPPORTING GUIDANCE</b> Materials include detailed teacher guidance providing clear instructional strategies, lesson plans, and pacing suggestions. Rationale for instructional choices, anticipated student responses or misconceptions, and suggestions for differentiation to support diverse learners.</p>	<p><b>PEDAGOGICAL CONTENT KNOWLEDGE</b> Resources incorporate embedded professional learning opportunities that enhance educators' content knowledge and pedagogical skills including approaches to underrepresented histories.</p>	<p><b>HOME CONNECTION</b> Materials provide strategies for engaging all partners—including students, families, or caregivers—about the program and suggestions for how they can help support student progress and achievement.</p>	<p><b>CONTENT EDITABILITY</b> Materials are designed to allow a teacher to differentiate content and vary modes of communication within lessons, tasks, or other activities for students.</p>
<p><b>Criterion 3.2:</b> Supports for Students</p> <p>✓</p>	<p>Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).</p>	<p><b>STRATEGIES FOR SPECIAL POPULATIONS</b> Materials provide scaffolds to support students from special populations in their regular and active participation in social science learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).</p>	<p><b>EMERGENT BILINGUAL STUDENT SUPPORT</b> Materials provide strategies and support for students who read, write, and/ or speak in a language other than English to enable their full participation in learning.</p>	<p><b>STUDENT EDITABILITY</b> Materials include resources for students and allow them to show their understanding and comprehension through different modes of expression.</p>	



Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 3.3:</b> Digital Learning Design Elements</p> <p>*This criterion is not required. Quality indicators are provided for evaluation if digital components are present.</p>	<p>The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.</p>	<p><b>MATERIALS USABILITY</b> The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.</p>	<p><b>LEARNING RESOURCES</b> The digital materials provide support for users in a variety of settings, including:  <ul style="list-style-type: none"> <li>Professional learning resources to support educators' use of the materials and content.</li> <li>Robust support to help families understand and utilize the materials while supporting their students at home</li> <li>Support for students working independently.</li> <li>Support for emergent bilingual students.</li> <li>Support for students with disabilities.</li> </ul> </p>	<p><b>MEDIA INTEGRATION</b> Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</p>	<p><b>ADAPTABILITY OF MATERIALS</b> Digital materials allow teachers to adjust and adapt documents and resources to meet student needs. (e.g., translating materials, modifying reading levels, downloading capacity, etc.).</p>

**Part 4: Assessment Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 4.1:</b> Formative Assessment Process</p>	<p>Materials embed formative assessments throughout units to evaluate student learning progress and inform social science instruction.</p>	<p><b>MULTIPLE OPPORTUNITIES</b> Materials include diverse and strategically placed formative assessment opportunities throughout each unit. These may include quick writes, exit tickets, discussion prompts, graphic organizers, or short quizzes aligned with lesson objectives and providing ongoing insights into student understanding.</p>	<p><b>LEARNING RELEVANCY</b> Formative and summative assessments align closely with the unit's learning objectives and build towards summative assessment goals, allowing for timely interventions and adjustments in instruction.</p>	<p><b>INTERPRETATION OF FEEDBACK</b> Assessment tools provide clear guidance for using a strengths-based approach in interpreting student responses and offer suggestions for targeted feedback. Materials include strategies for using assessment results to inform instruction, such as reteaching suggestions, extension activities, or differentiation options based on student performance.</p>	<p><b>STUDENT REFLECTION</b> Materials incorporate opportunities for students to assess their own learning and reflect on their progress. This may include self-check questions, peer review activities, or reflective journaling prompts that encourage metacognition and support students in taking ownership of their learning in social science.</p>



Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 4.2:</b> Summative Assessments</p>	<p>Materials incorporate summative assessments that support students in demonstrating deep knowledge of social science content, concepts, and skill.</p>	<p><b>ALIGNMENT</b> Materials include performance tasks that are comprehensive, inclusive, and aligned with social science standards including the ten Essential Disciplinary Practices.</p>	<p><b>VARIETY</b> Materials include multiple assessment formats that cater to different learning styles and allow students to demonstrate their understanding in a variety of ways. This may include verbal or written responses, in-depth projects, presentations, debates, or performance tasks that simulate real-world applications of social science concepts.</p>	<p><b>AUTHENTICITY</b> Assessments allow students to engage with social science issues and topics relevant to contemporary civic life and democratic discourse.</p>	<p><b>CLARITY &amp; FEEDBACK</b> Materials include clear scoring criteria while providing structured opportunities for feedback, reflection, and improvement before final submission.</p>
<p><b>Criterion 4.3:</b> Integrated Assessment System*</p> <p>*This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.</p>	<p>Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced, as demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.</p>	<p><b>ASSESSMENT DESIGN</b> Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities and modalities to demonstrate knowledge and/or skills.</p>	<p><b>DATA QUALITY</b> The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.</p>	<p><b>RESPONSIVENESS</b> The assessment system is connected to resources designed to meet students' specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, "Now what?")</p>	<p><b>FAMILY ENGAGEMENT &amp; COMMUNICATION</b> If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages, allowing families to effectively partner with their child(ren) in the learning process.</p>

## Instructional Materials Evaluation Tool (9<sup>th</sup> – 12<sup>th</sup>)

This document lays out the criterion and scoring scale to evaluate English Language Arts instructional materials. The document serves as a scoring rubric to determine whether instructional materials meet State Board-adopted criteria for high quality instructional materials. Districts and educators can use this evaluation tool in an independent adoption to determine if independently adopted instructional materials meet State Board-approved criteria.

### **In pursuant to OAR 581-022-2350: Independent Adoption of Instructional Materials:**

Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall be known as independent adoptions. In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

*(1) The subject, category, and grade level(s) in which the instructional materials will be used; (2) The title of the instructional materials; (3) The publisher of the instructional materials; (4) The copyright date of the instructional materials; (5) The date on which the district intends to install the instructional materials for sue in the school system; and (6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.) (7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standards (NIMAS) specifications regarding accessible instructional materials.*

**Non-Negotiable (NN) Criteria:** Materials must meet these criteria at 100% in order to be considered for adoption. That means that ALL NN criteria and metrics must score no less than a 3.

**Alignment Criteria (AC) Criteria:** Materials must meet Alignment Criteria at 66% overall. That means that AC criteria may score below a 3 on individual criteria and metrics, but the overall composite score for ALL Alignment Criteria must meet the 66% threshold in order to be considered for adoption.

**Note:** After each embedded metric, ODE has provided a few evidence examples to utilize as when evaluating instructional materials, districts may choose to add additional evidence descriptors in alignment to the metrics within each criterion.

Criterion	Metric	9 – 12 Evidence Examples (Look Fors)	Scoring Criteria
<p><b>NN1 High-quality text:</b> Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 1A:</b> Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>NN 2 Evidence-Based Discussion and Writing:</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 1B:</b> Anchor texts in the materials are of publishable quality and worthy of especially careful reading; they include a mix of informational texts and literature.</p> <p><b>NN 2A:</b> At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.</p>	<ul style="list-style-type: none"> <li>Anchor (or read-aloud) text selections are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax.</li> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not "generic" questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

	<p><b>NN 2B:</b> Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>• Approximately ¼ of all writing tasks require students write to sources.</li> <li>• Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>• Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>• Materials include opportunities for students to analyze and apply critical thinking through facilitated oral and written discussion, including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>NN 3 Building Knowledge:</b> Materials build knowledge systematically through reading, writing, speaking and listening, and language study.</p>	<p><b>NN 3A:</b> Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.</p>	<ul style="list-style-type: none"> <li>• Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 3B:</b> Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.</p>	<ul style="list-style-type: none"> <li>• Materials provide ample opportunity for students to engage in a variety of reading, assigned, self-chosen, or outside reading.</li> <li>• Materials include additional topic-related readings connected to the anchor text.</li> <li>• Materials include opportunities for whole group, small group, and independent reading.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>AC 1 Range and Quality of Texts:</b> Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.</p>	<p><b>AC Metric 1A:</b> In grades 3-5, materials shift the balance of 50% literature / 50% informational high-quality text.</p>	<ul style="list-style-type: none"> <li>• Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
	<p><b>AC Metric 1B:</b> A large majority of texts included in the instructional materials reflect the</p>	<ul style="list-style-type: none"> <li>• Materials provide guidance for teachers to support authentic and meaningful student-centered activities that are culturally and linguistically responsive and</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p>text, characteristics, and genres that are specifically required by the Standards at each grade level.</p>	<p>relevant by representing:</p> <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> <ul style="list-style-type: none"> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>AC 2 Questions, Tasks, and Assignments:</b> Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 1C:</b> Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.</p>	<ul style="list-style-type: none"> <li>● Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>AC Metric 2A:</b> High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.</p>	<ul style="list-style-type: none"> <li>● Texts build background knowledge, vocabulary, language structures, and verbal reasoning.</li> <li>● Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>	
<p><b>AC Metric 2B:</b> Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<ul style="list-style-type: none"> <li>● Materials include grade-level appropriate academic and content-specific vocabulary that is accessible, reinforced, reviewed and augmented with visual representation when appropriate.</li> <li>● Questions and tasks guide students to determine the meaning of words with vocabulary and language</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>	

	<p><b>AC Metric 2C:</b> Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>	<ul style="list-style-type: none"> <li>scaffolds and supports.</li> <li>Materials provide vocabulary and language supports.</li> <li>Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
	<p><b>AC Metric 2D:</b> Materials support students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.</p>	<ul style="list-style-type: none"> <li>Includes text that serves as the basis for communication, including speaking, listening, and writing.</li> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
	<p><b>AC Metric 2E:</b> Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.</li> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
	<p><b>AC Metric 2F:</b> Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

<p><b>AC 3 Building Knowledge with Texts, Vocabulary, and Tasks:</b> Materials build students' knowledge across topics and content areas.</p>	<p><b>AC Metric 3A:</b> Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 3B:</b> Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to personalize, internalize and curate their learning to promote student agency.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 <b>2</b> 3</p>
	<p><b>AC Metric 3C:</b> Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p>	<ul style="list-style-type: none"> <li>Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> <li>Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons.</li> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p> <p>76</p>
<p><b>AC 4: Access to Standards for All Students:</b> Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the standards.</p>	<p><b>AC Metric 4A:</b> Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice ELA content.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 4B:</b> Materials regularly provide all students,</p>	<ul style="list-style-type: none"> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p>including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.</p>	<ul style="list-style-type: none"> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,             <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages</li> </ul> </li> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</li> <li>Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.)</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>AC Metric 4C:</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<p><b>AC Metric 4D:</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.</li> <li>Materials include opportunities for whole-group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:             <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/parents</li> <li>sharing to classrooms, schools/districts</li> </ul> </li> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p> <p><i>All criteria met independently</i></p>
<p><b>AC Metric 4E:</b> Materials regularly and systematically</p>		<ul style="list-style-type: none"> <li>Materials assess student proficiency using vocabulary, examples, and applications that are</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

	<p>offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>accessible, diverse, and aligned to student grade level achievement level expectations.</p> <ul style="list-style-type: none"> <li>• Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full depth, breadth, and complexity.</li> <li>• Materials provide online assessments that are aligned and have large item banks.</li> <li>• Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>• Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade level outcomes.</li> <li>• Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>• Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</li> <li>• Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</li> <li>• Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>• Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative, summative, peer, and self-assessment measures of</li> </ul>	
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<p><b>AC5: Cultural Representation:</b> Materials are designed to be culturally relevant and engaging for all students</p>	<p><b>AC Metric 5A:</b> Texts included in the instructional materials are culturally responsive and relevant</p>	<p>three-dimensional learning.</p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 5B:</b> Materials promote equitable instruction by providing guidance for teachers to support learning activities that are culturally responsive/relevant</p>	<ul style="list-style-type: none"> <li>• Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</li> <li>• Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative</li> <li>• Language includes all protected classes and historical underserved populations.</li> <li>• Materials provide opportunities to see diverse cultures in significant roles.</li> <li>• Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>• Materials provide a social-emotional learning connection.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
		<ul style="list-style-type: none"> <li>• Materials support learning activities by representing <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ a range of interests</li> </ul> </li> <li>• Materials make connections to culture, home, neighborhood, and communities, as appropriate.</li> <li>• Materials provide authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> <li>• Materials provide relevant examples and connections to students' lives, with practical applications to their everyday lives and future selves.</li> <li>• Materials contain a variety of regularly-updated and user-friendly online materials and resources in culturally-sensitive language that are responsive to</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

		<ul style="list-style-type: none"> <li>current events and changes in perspectives that are available to teachers, students, and families.</li> <li>Materials provide evidence-based, high leverage instructional practices.</li> </ul>	
<p><b>AC 6: Accessibility/ Usability:</b> Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 6A:</b> Technological supports</p>	<ul style="list-style-type: none"> <li>Where available, digital materials include supports like <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible kid-friendly definitions.</li> <li>technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.</li> </ul> </li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
	<p><b>AC Metric 6B:</b> Teacher usability</p>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online)</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</li> <li>Materials lend themselves to being able to apply principles of UDL.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

**Criteria for the Review and Adoption of Instructional Materials for:**  
Category 1, 2, 3, and 4: Oregon Mathematics – Grades K-5/6, 6-8, 9-10, and HS third credit (+1)

## Legal Requirements Section

### 1. Basal Instructional Materials-Criteria

The submitted materials must make up an organized system of instruction that aligns with 2021 Oregon Mathematics Standards, including the Standards for Mathematical Practice.

*Does the program meet the above requirements for basal instructional materials?*

Yes  No

### 2. Equity Criteria

Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850, OAR 581-021-0045 and support program compliance standards described in OAR 581-021-0046.

*Does the program meet the above requirements for basal instructional materials?*

Yes  No

### 3. National Instructional Materials Accessibility Standard (NIMAS)

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials.

*Does the program meet the above requirements for basal instructional materials?*

Yes  No

### 4. Digital Manufacturing Standards and Specifications (MSST Form B and M):

Submitted materials must include assurance from the publishers agreeing to comply with the most current digital manufacturing standards and specifications.

*Does the program meet the above requirements for basal instructional materials?*

Yes  No

1C: Category 4 - Oregon Mathematics (2021) – High School Core

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 1.1:</b> Alignment</p> <p>✓</p>	<p>Aligned materials in Mathematics strongly reflect the focus of the Oregon Standards, and connect major topics across and within grades and/or courses. When applicable, content from earlier or later grade-levels is clearly identified and differentiable from grade-level content.</p>	<p><b>FOCUS</b></p> <p>Materials are closely aligned with the Oregon Math Standards and provide opportunities for students to engage in content that meets the full intent of the high school core standards.</p>	<p><b>COHERENCE</b></p> <p>Materials include learning objectives consistent with Oregon reasoning progressions that connect content across domains, lessons, units, and courses.</p>	<p><b>MATH PRACTICES</b></p> <p>Materials explicitly align to and support the Standards for Mathematical Practice through regular and authentic engagement opportunities for students.</p>	
<p><b>Criterion 1.2:</b> Rigor &amp; Communication</p> <p>✓</p>	<p>Materials reflect grade-level and/or course expectations by giving students opportunities to communicate reasoning as well as attend to the balance of rigor across developing conceptual understanding, procedural fluency, and engaging applications.</p>	<p><b>CONCEPTUAL UNDERSTANDING</b></p> <p>Materials include opportunities for students to develop comprehension of mathematical concepts, operations, and relations to understand math as an integrated whole.</p>	<p><b>PROCEDURAL FLUENCY</b></p> <p>Materials include opportunities for students to develop skills in carrying out procedures flexibly, accurately, efficiently, and with technology when appropriate.</p>	<p><b>APPLICATION</b></p> <p>Materials include meaningful contexts for students to apply and build important conceptual understanding and procedural skills through the mathematical modeling process and allow multiple pathways to a solution(s).</p>	<p><b>COMMUNICATION</b></p> <p>Materials include opportunities for students to communicate thinking, reflection, explanation, comparison, and justification about and with mathematics in varied ways, including with words, data visualizations and numbers.</p>
<p><b>Criterion 1.3:</b> Cognitive Challenge</p> <p>✓</p>	<p>Materials include a variety of cognitively demanding rich tasks which are the center of instruction that address a variety of cognitive demand levels to deepen student understanding, fluency, and applications of mathematical concepts throughout the course.</p>	<p><b>RECALL &amp; REPRODUCTION</b></p> <p>Materials include opportunities for students to recall facts, strategies, concepts, algorithms, and formulas when performing routine procedures.</p>	<p><b>BASIC APPLICATION &amp; SKILLS</b></p> <p>Materials include opportunities for students to apply knowledge and skills when solving problems, explaining results, selecting procedures and/or organizing or displaying data.</p>	<p><b>STRATEGIC THINKING</b></p> <p>Materials include opportunities for students to formulate strategies when representing concepts, solving problems and/or analyzing data.</p>	<p><b>EXTENDED THINKING</b></p> <p>Materials include opportunities for students to extend mathematical reasoning when investigating scenarios, researching topics, solving problems, processing multiple conditions, as well as utilizing non-routine manipulations across multiple disciplines, and/or reasoning with data.</p>

1D: Category 5 - Oregon Mathematics (2021) – High School Plus One

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p>✓</p> <p><b>Criterion 1.1:</b> Alignment</p>	<p>Aligned materials in Mathematics strongly reflect the focus of the Oregon Standards, and connect major topics across and within grades and/or courses. When applicable, content from earlier or later grade-levels is clearly identified and differentiable from grade-level content.</p>	<p><b>FOCUS</b></p> <p>Materials either deepen Oregon high school core content and/or include specialized content that aligns with a given pathway leading to college and career readiness.</p>	<p><b>COHERENCE</b></p> <p>Materials include learning objectives that connect core high school content to given student college and career pathways. Courses can be reasonably completed within a planned semester, term, or school year with little to no modification.</p>	<p><b>MATH PRACTICES</b></p> <p>Materials explicitly align to and support the Standards for Mathematical Practice through regular and authentic engagement opportunities for students.</p>	
<p>✓</p> <p><b>Criterion 1.2:</b> Rigor &amp; Communication</p>	<p>Materials reflect grade-level and/or course expectations by giving students opportunities to communicate reasoning as well as attend to the balance of rigor across developing conceptual understanding, procedural fluency, and engaging applications.</p>	<p><b>CONCEPTUAL UNDERSTANDING</b></p> <p>Materials include opportunities for students to develop comprehension of mathematical concepts, operations, and relations to understand math as an integrated whole.</p>	<p><b>PROCEDURAL FLUENCY</b></p> <p>Materials include opportunities for students to develop skill in carrying out meaningful procedures flexibly, accurately, efficiently, and with technology when appropriate.</p>	<p><b>APPLICATION</b></p> <p>Materials include meaningful contexts for students to apply and build important conceptual understanding and procedural skills through the mathematical modeling process that have meaning to students and allow multiple pathways to a solution(s).</p>	<p><b>COMMUNICATION</b></p> <p>Materials include opportunities for students to communicate thinking, reflection, explanation, comparison, and justification about and with mathematics in varied ways, including with words, data visualizations and numbers.</p>
<p>✓</p> <p><b>Criterion 1.3:</b> Cognitive Challenge</p>	<p>Materials include a variety of cognitively demanding rich tasks which are the center of instruction that address a variety of cognitive demand levels to deepen student understanding, fluency, and applications of mathematical concepts throughout the course.</p>	<p><b>RECALL &amp; REPRODUCTION</b></p> <p>Materials include opportunities for students to recall facts, strategies, concepts, algorithms, and formulas when performing routine procedures.</p>	<p><b>BASIC APPLICATION &amp; SKILLS</b></p> <p>Materials include opportunities for students to apply knowledge and skills when solving problems, explaining results, selecting procedures and/or organizing or displaying data.</p>	<p><b>STRATEGIC THINKING</b></p> <p>Materials include opportunities for students to formulate strategies when representing concepts, solving problems and/or analyzing data.</p>	<p><b>EXTENDED THINKING</b></p> <p>Materials include opportunities for students to extend mathematical reasoning when investigating scenarios, researching topics, solving problems, processing multiple conditions, as well as utilizing non-routine manipulations across multiple disciplines, and/or reasoning with data.</p>



**Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 2.1:</b> Engagement &amp; Motivation</p>	<p>Materials give students opportunities for choice in their tasks, and rigor is maintained across all options. Materials should focus on relevant topics, authentic contexts, experiences, and give students the opportunity to make connections with their goals, interests, and values.</p>	<p><b>RELEVANCE</b> Materials include relevant topics of student interest and strategic access to authentic contexts and tools that give students the freedom to make connections to their experiences, goals, and interests, as well as supporting the value of math as a sensible, useful, and worthwhile subject.</p>	<p><b>STUDENT CHOICE</b> Materials provide students with appropriate choices within each grade-level, or course, in one or more of the following areas: content, product, process, or mathematical tool.</p>	<p><b>COLLABORATIVE LEARNING</b> Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, as well as opportunities to express their learning individually.</p>	<p><b>INDIVIDUAL STUDENT ADAPTABILITY</b> Materials include instructional strategies for supporting unfinished learning from prior grade-levels and extensions for students who are ready to deepen their understanding of grade level content.</p>
<p><b>Criterion 2.2:</b> Culturally Responsive Instructional Support</p>	<p>Culturally responsive instruction refers to the explicit recognition and incorporation of the cultural knowledge, experience, and ways of being and knowing of students in mathematics teaching, learning and assessment.</p>	<p><b>ASSET-BASED PERSPECTIVE</b> Materials identify, value, and maintain a high commitment to student experiences from their home and communities that can be leveraged as resources for mathematics teaching and learning.</p>	<p><b>FRAMES OF REFERENCE</b> Materials utilize multiple frames of reference for developing and demonstrating mathematics competence that correspond to a variety of cultural perspectives and experiences.</p>	<p><b>INCLUSIVE CULTURAL VIEWS</b> Materials include pathways to math competence that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities.</p>	

**Part 3: Technical Usability Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 3.1:</b> Supports for Teachers</p> <p>✓</p>	<p>The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.</p>	<p><b>SUPPORTING GUIDANCE</b> Materials provide teacher guidance with useful annotations and suggestions for how to enact the student materials, concrete materials and visual models, and ancillary materials, with specific attention to engaging students to guide their mathematical development.</p>	<p><b>MATH KNOWLEDGE FOR TEACHING</b> Materials contain adult-level explanations and examples of the more complex grade or course-level concepts from previous courses, and beyond the current course, so that teachers can improve their own knowledge of the subject.</p>	<p><b>HOME CONNECTION</b> Materials provide strategies for informing all partners, including students, parents, or caregivers about the program and suggestions for how they can help support student progress and achievement.</p>	<p><b>CONTENT EDITABILITY</b> Materials are designed to allow a teacher the ability to differentiate content within lessons, tasks, or other activities for students. Materials also include opportunities to communicate with writing and/or technology.</p>
<p><b>Criterion 3.2:</b> Supports for Students</p> <p>✓</p>	<p>Materials have explicit teacher support with suggestions (routines, strategies, etc) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc).</p>	<p><b>STRATEGIES FOR SPECIAL POPULATIONS</b> Materials provide strategies and support for students from special populations such as students who are multilingual, students experiencing disabilities, and/or students identified as TAG, to support their regular and active participation in learning grade-level/series mathematics.</p>	<p><b>STUDENT DIFFERENTIATION</b> Materials provide extensions and/or opportunities for students to engage with grade-level mathematics at higher levels of complexity, and include updates to keep materials relevant over time.</p>	<p><b>EMERGENT BILINGUAL STUDENT SUPPORT</b> Materials provide strategies and support for students who read, write, and/or speak in a language other than English to regularly participate in learning grade-level mathematics.</p>	<p><b>STUDENT EDITABILITY</b> Materials are designed to provide resources for students that are editable and allow for communication of understanding and thinking.</p>
<p><b>Criterion 3.3:</b> Digital Learning Design Elements</p> <p>✓</p>	<p>The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.</p>	<p><b>MATERIALS USABILITY</b> The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices</p>	<p><b>LEARNING RESOURCES</b> The digital materials provide support for users in a variety of settings, including:  <ul style="list-style-type: none"> <li>Professional learning resources to support educator’s use of the materials,</li> <li>Robust supports to help families understand and utilize the materials while supporting their students at home</li> <li>Support for students working independently.</li> </ul> </p>	<p><b>MEDIA INTEGRATION</b> Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</p>	<p><b>ADAPTABILITY OF MATERIALS</b> Digital materials are designed to allow teachers the ability to adjust and adapt documents and other included resources to meet student needs.</p>



**Part 4: Assessment Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 4.1:</b> Formative Assessment Process</p>	<p>Instructional materials incorporate the formative assessment process.</p> <ul style="list-style-type: none"> <li>Materials employ clear learning goals and performance criteria to elicit evidence of student thinking.</li> <li>Feedback drives the learning process.</li> <li>Students have agency to monitor and adjust their own learning.</li> </ul>	<p><b>CLARITY OF LEARNING GOALS</b> Materials are designed around clear learning goals, written in grade-appropriate, student-friendly language.</p>	<p><b>ELICITATION OF EVIDENCE</b> Instructional tasks and activities elicit a variety of evidence of student thinking, including opportunities for student self-assessment and reflection.</p>	<p><b>INTERPRETATION OF FEEDBACK</b> Materials facilitate meaningful and strengths-based feedback to move learning forward.</p> <ul style="list-style-type: none"> <li>Student-to-student</li> <li>Educator-to-student</li> <li>Student-to-educator</li> </ul>	<p><b>ACTION &amp; ADJUSTMENT</b> Materials guide educators and students to act on feedback and determine next steps for learning.</p>
<p><b>Criterion 4.2:</b> Performance Assessments</p>	<p>Rich tasks that align to the depth, breadth, and cognitive demand of the standards. High-quality performance assessments affirm students' funds of knowledge and interests, integrate mathematical content and practice, allow for multiple representations of thinking, and can be iterated over time.</p>	<p><b>ALIGNMENT</b> Materials include performance tasks that show clear alignment to both Oregon math content and practice standards.</p>	<p><b>CULTURAL AFFIRMATION</b> Performance assessments utilize and affirm students' interests and cultural background. Tasks are suitable for both group and individual engagement.</p>	<p><b>AUTHENTICITY</b> Performance assessments allow students to work with relevant mathematics and authentic audiences.</p>	<p><b>CLARITY &amp; FEEDBACK</b> Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.</p>
<p><b>Criterion 4.3:</b> Integrated Assessment System</p> <p>(This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.)</p>	<p>Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e., criterion-referenced), support evidence gathered in the learning environment, and recommend instructional next steps.</p>	<p><b>ASSESSMENT DESIGN</b> Diagnostic assessments are designed to focus students on grade-level math content and practices. They are well-designed, rigorous, connected to standards, and offer multiple means of interaction (e.g., short answer, matching, drag-and-drop, etc.).</p>	<p><b>DATA QUALITY</b> The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.</p>	<p><b>RESPONSIVENESS</b> The assessment system is connected to resources designed to meet students' specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, "Now what?")</p>	<p><b>FAMILY ENGAGEMENT &amp; COMMUNICATION</b> If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in families' primary languages that allow them to effectively partner with their child(ren) in the learning process.</p>

Instructional Materials Review Criteria – 2022 Oregon Science [FINAL]

**Criteria for the Review and Adoption of Instructional Materials for:**

Category 1, 2, and 3: Oregon Science – Grades K-5, 6-8, and 9-12

**Legal Requirements Section**

**1. Basal Instructional Materials Criteria**

The submitted materials must make up an organized system of instruction that aligns with 2022 Oregon Science Standards, including the Science and Engineering Practices, Crosscutting Concepts, and Disciplinary Core Ideas.

Does the program meet the above requirements for basal instructional materials?

Yes  No

**2. Equity Criteria**

Submitted materials must provide models, selections, activities, and opportunities for responses, which promote respect for all people described in ORS 659.850 and OAR 581-021-0045; materials must support program compliance standards described in OAR 581-021-0046.

Does the program meet the above requirements for equity?

Yes  No

**3. National Instructional Materials Accessibility Standard (NIMAS)**

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials. NIMAS files must be submitted to the National Instructional Materials Access Center (NIMAC) by February 1, 2024.

Does the program meet the above requirements for NIMAS?

Yes  No

**4. Digital Manufacturing Standards and Specifications for Textbooks (MSST Form B and M):**

Submitted materials must include assurance from the publishers agreeing to comply with the most current manufacturing standards and specifications (MSST Form B and M).

Does the program meet the above MSST requirements?

Yes  No

**Part 1: Oregon Science Baseline Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 1.1:</b> Alignment to Three-Dimensional (3D) Learning</p>	<p>Materials reflect the 3D focus of the Oregon Science Standards to integrate the disciplinary core ideas (DCI), science and engineering practices (SEP), and crosscutting concepts (CCC) within and across grade levels and/or grade bands.</p>	<p><b>3D INTEGRATION</b> Materials consistently and explicitly integrate all of the disciplinary core ideas, science and engineering practices, and crosscutting concepts that meet the full intent of grade-level and/or grade-band standards by the end of instruction.</p>	<p><b>NATURE OF SCIENCE</b> Materials explicitly align with the nature of science and the intersection of those understandings with science and engineering practices, disciplinary core ideas, and crosscutting concepts (NGSS: <a href="#">Appendix H</a>).</p>	<p><b>TRANSDISCIPLINARY CONNECTIONS</b> Materials include meaningful connections across disciplines to create learning opportunities for greater depth and complexity to address relevant engineering, scientific and societal challenges (e.g. STEM, mathematics, social science, language arts, health, career connected learning).</p>	
<p><b>Criterion 1.2:</b> Science Phenomena &amp; Engineering Design-Based Engagement</p>	<p>Materials center science phenomena and engineering design problems that drive student learning and engage students as directly as possible in authentic and relevant experiences.</p>	<p><b>CONCEPTUAL UNDERSTANDING</b> Phenomena and/or problems:  <ul style="list-style-type: none"> <li>target learning goals across the three dimensions;</li> <li>connect to grade-level and/or grade-band disciplinary core ideas;</li> <li>create shared student experiences as entry points to learning.</li> </ul> </p>	<p><b>SENSE-MAKING/PROBLEM SOLVING</b> Materials center opportunities for students to:  <ul style="list-style-type: none"> <li>communicate their thinking through reflection and explanation;</li> <li>apply scientific understandings to make sense of phenomena and design solutions to problems.</li> </ul> </p>	<p><b>AUTHENTIC APPLICATION</b> Materials include meaningful contexts for students to practice key skills and build important concepts by:  <ul style="list-style-type: none"> <li>making connections to their daily lives, including to their homes, neighborhoods, and communities;</li> <li>build upon students' cultural funds of knowledge.</li> </ul> </p>	
<p><b>Criterion 1.3:</b> Learning Progressions &amp; Coherent Storylines</p>	<p>Materials integrate conceptual understanding linked to empirical evidence and explanations that allow students' understanding to deepen and become more complex over time across the three dimensions (NGSS: <a href="#">Appendix E</a>, <a href="#">Appendix F</a>, and <a href="#">Appendix G</a>).</p>	<p><b>COHERENT STORYLINES</b> Materials explicitly identify:  <ul style="list-style-type: none"> <li>how grade-appropriate 3D learning builds within a lesson or unit;</li> <li>how learning builds across grade levels, grade bands, and/or within a high school course(s).</li> </ul> </p>	<p><b>DEVELOPMENTAL PROGRESSION</b> Materials include multiple opportunities for students to build and apply knowledge and skills over time (i.e. lessons, units, grade level and/or grade bands) within the disciplinary core ideas, science and engineering practices, and the crosscutting concepts.</p>	<p><b>STUDENT AGENCY</b> Materials include opportunities for student-driven learning sequences through questions and discourse that center students' lived experiences as they relate to the phenomenon and/or problem.</p>	

## Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 2.1:</b> Engagement &amp; Motivation</p> <p>✓</p>	<p>Materials give opportunities for student-driven learning, and rigor is maintained across all options. Materials should focus on relevant topics, authentic contexts, and experiences, and give students the opportunity to make connections with their goals, interests, and values.</p>	<p><b>RELEVANCE</b></p> <p>Materials include relevant topics of student interest and strategic access to authentic contexts and tools that give students the freedom to make connections to their experiences, goals, and interests. Additionally, materials support the value of science as a sensible, useful, and worthwhile subject.</p>	<p><b>COLLABORATIVE LEARNING</b></p> <p>Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, as well as, opportunities to express their learning individually.</p>	<p><b>INDIVIDUAL STUDENT ADAPTABILITY</b></p> <p>Materials include instructional strategies for supporting unfinished learning from prior grade levels and extensions for students who are ready to deepen their understanding of grade-level content.</p>	
<p><b>Criterion 2.2:</b> Culturally Responsive Instructional Support</p> <p>✓</p>	<p>Culturally responsive instruction refers to the explicit recognition and incorporation of students' cultural knowledge, experience, and ways of being and knowing in science teaching, learning, and assessment.</p>	<p><b>ASSET-BASED PERSPECTIVE</b></p> <p>Materials support educators to identify, value, and maintain a high commitment to students' experiences from their homes and communities that are leveraged as resources for science teaching and learning.</p>	<p><b>FRAMES OF REFERENCE</b></p> <p>Materials utilize multiple frames of reference for developing and demonstrating science competence that correspond to a variety of cultural perspectives and experiences.</p>	<p><b>INCLUSIVE CULTURAL VIEWS</b></p> <p>Materials include pathways to science competence that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities.</p>	

**Part 3: Technical Usability Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 3.1:</b> Supports for Teachers</p> <p>✓</p>	<p>The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.</p>	<p><b>SUPPORTING GUIDANCE</b> Materials provide teacher guidance with useful annotations and suggestions for how to utilize the student materials, with specific attention to engaging students to guide their scientific development.</p>	<p><b>SCIENCE KNOWLEDGE FOR TEACHING</b> Materials contain adult-level explanations and examples of relevant science concepts so that teachers can improve their own knowledge of the subject.</p>	<p><b>HOME CONNECTION</b> Materials provide strategies for informing all partners—including students, parents, or caregivers—about the program and suggestions for how they can help support student progress and achievement.</p>	<p><b>CONTENT EDITABILITY</b> Materials are designed to allow a teacher to differentiate content and varied modes of communication within lessons, tasks, or other activities for students.</p>
<p><b>Criterion 3.2:</b> Supports for Students</p> <p>✓</p>	<p>Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).</p>	<p><b>STRATEGIES FOR SPECIAL POPULATIONS</b> Materials provide scaffolds to support students from special populations in their regular and active participation in scientific learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).</p>	<p><b>STUDENT DIFFERENTIATION</b> Materials provide extensions and/or opportunities for all students to engage with grade-level science at varied levels of complexity.</p>	<p><b>EMERGENT BILINGUAL STUDENT SUPPORT</b> Materials provide strategies and support for students who read, write, and/or speak in a language other than English to enable their full participation in scientific learning.</p>	<p><b>STUDENT EDITABILITY</b> Digital materials include resources for students that are editable and allow for communication of understanding and thinking.</p>
<p><b>Criterion 3.3:</b> Digital Learning Design Elements</p> <p>*This criterion is not required. Quality indicators are provided for evaluation if digital components are included.</p> <p>✓</p>	<p>The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.</p>	<p><b>MATERIALS USABILITY</b> The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.</p>	<p><b>LEARNING RESOURCES</b> The digital materials provide support for users in a variety of settings, including:  <ul style="list-style-type: none"> <li>Professional learning resources to support educators’ use of the materials</li> <li>Robust supports to help families understand and utilize the materials while supporting their students at home</li> <li>Support for students working independently.</li> </ul> </p>	<p><b>MEDIA INTEGRATION</b> Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</p>	<p><b>ADAPTABILITY OF MATERIALS</b> Digital materials allow teachers to adjust and adapt documents and other included resources to meet student needs.</p>

**Part 4: Assessment Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 4.1:</b> Formative Assessment Process</p> <p>✓</p>	<p>Instructional materials incorporate the formative assessment process:</p> <ul style="list-style-type: none"> <li>Materials employ clear learning goals and performance criteria to elicit evidence of student thinking.</li> <li>Feedback informs the teaching and learning process.</li> <li>Students have agency to monitor and adjust their own learning.</li> </ul>	<p><b>CLARITY OF LEARNING GOALS</b></p> <p>Materials are designed around clear learning goals and written in grade-appropriate, student-friendly language.</p>	<p><b>ELICITATION OF EVIDENCE</b></p> <p>Instructional tasks and activities elicit a variety of evidence of student thinking, including opportunities for student self-assessment and reflection.</p>	<p><b>INTERPRETATION OF FEEDBACK</b></p> <p>Materials facilitate the provision of meaningful and strengths-based feedback to move learning forward.</p> <ul style="list-style-type: none"> <li>Student-to-student</li> <li>Educator-to-student</li> <li>Student-to-educator</li> </ul>	<p><b>ACTION &amp; ADJUSTMENT</b></p> <p>Materials guide educators and students to act on feedback and determine the next steps for learning.</p>
<p><b>Criterion 4.2:</b> Performance Assessments</p> <p>✓</p>	<p>Materials center science phenomena and engineering design problems that align with the depth, breadth, and cognitive demand of the standards. High-quality performance assessments:</p> <ul style="list-style-type: none"> <li>affirm students’ funds of knowledge and interests.</li> <li>integrate the three dimensions to allow for multiple representations of thinking.</li> <li>can be iterated over time.</li> </ul>	<p><b>ALIGNMENT</b></p> <p>Materials include performance tasks that show clear and full alignment to science standards and reflect the 3D focus by including the disciplinary core ideas, crosscutting concepts, and science and engineering practices.</p>	<p><b>CULTURAL AFFIRMATION</b></p> <p>Performance assessments utilize and affirm students’ interests and cultural backgrounds. Tasks are suitable for both group and individual engagement.</p>	<p><b>AUTHENTICITY</b></p> <p>Performance assessments allow students to work with relevant science phenomena, engineering design problems, and authentic audiences.</p>	<p><b>CLARITY &amp; FEEDBACK</b></p> <p>Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.</p>
<p><b>Criterion 4.3:</b> Integrated Assessment System*</p> <p>✓</p> <p>*This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.</p>	<p>Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced), as demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.</p>	<p><b>ASSESSMENT DESIGN</b></p> <p>Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities for demonstrations of knowledge.</p>	<p><b>DATA QUALITY</b></p> <p>The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.</p>	<p><b>RESPONSIVENESS</b></p> <p>The assessment system is connected to resources designed to meet students’ specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, “Now what?”)</p>	<p><b>FAMILY ENGAGEMENT &amp; COMMUNICATION</b></p> <p>If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages that allow families to effectively partner with their child(ren) in the learning process.</p>

**Criteria for the Review and Adoption of Instructional Materials for:  
Category 1, 2, and 3: Oregon Health—Grades K-5, 6-8, and 9-10**

**Legal Requirements Section**

**1. Basal Instructional Materials Criteria**

The submitted materials must make up an organized system of instruction that provides opportunities for teaching the 2023 Health Education Standards, includes the eight topic areas, and addresses all dimensions of health (physical, mental, social, emotional, and environmental).  
*Does the program meet the above requirements for basal instructional materials?*

Yes  No

**2. Equity Criteria**

Submitted materials must provide models, selections, activities and opportunities for responses, which promote respect for all people described in ORS 659.850 and OAR 581-021-0045; materials must support program compliance standards described in OAR 581-021-0046.

*Does the program meet the above requirements for equity?*

Yes  No

**3. National Instructional Materials Accessibility Standard (NIMAS)**

Submitted materials must include assurance from the publishers agreeing to comply with the most current NIMAS specifications regarding accessible instructional materials. NIMAS files must be submitted to the National Instructional Materials Access Center (NIMAC) by February 1, 2025.

*Does the program meet the above requirements for NIMAS?*

Yes  No

**4. Digital Manufacturing Standards and Specifications for Textbooks (MSST Form B and M):**

Submitted materials must include assurance from the publishers agreeing to comply with the most current manufacturing standards and specifications (MSST Form B and M).  
*Does the program meet the above MSST requirements?*

Yes  No



**Part 1: Oregon Health Education Baseline Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 1.1:</b> Alignment to Health Education Standards</p>	<p>Materials and Instructional practices include regular opportunities to implement the Health Education standards throughout grade levels, including coverage of the topic-areas.</p>	<p><b>TOPIC AREAS</b> Materials cover all topic areas included in the Oregon Health Education Standards, scaffolded across K-12, using language and approaches that are inclusive of race, gender, ability, and sexual orientation.  Materials are comprehensive and define health as multidimensional, impacted by socio-ecological factors, and changing throughout the lifespan.</p>	<p><b>SKILLS-BASED</b> Materials reflect skills-based instruction included in the Oregon Health Education Standards, to equip and empower students to make informed and critical decisions that impact their health and well-being throughout their lives.</p>	<p><b>RESEARCH-BASED AND MEDICALLY ACCURATE</b> Materials are grounded in medical and scientific accuracy and supported by peer-reviewed research and leading medical and public health professional organizations.  Materials use qualitative and quantitative local, state and national data and studies to inform instruction.</p>	<p><b>KNOWLEDGE AND SKILL PROGRESSION</b> Materials progress with rigor across the grades in both depth of knowledge and skill development.</p>
<p><b>Criterion 1.2:</b> Strengths-Based Approach</p>	<p>Adopts a strengths-based approach, centering on both individual and systemic protective factors that enrich and advance health and well-being, while refraining from value judgments regarding health choices, behaviors, and status.</p>	<p><b>SELF-EFFICACY</b> Materials emphasize the development of critical thinking and positive skill building that empowers learners to make the best decisions for themselves based on their own values and goals.</p>	<p><b>PROMOTING POSITIVE NORMS AND BEHAVIORS</b> Materials build on students' sense of self-worth and avoid fear- or shame-based instruction that rely on scare tactics, stereotypes, and/or disparaging messages about student, family, and community identities and health decisions.  Materials promote positive individual and social health enhancing behaviors and social norms, beyond risk reduction, that support and encourage healthy and safe interactions, relationships, and help young people to thrive.</p>	<p><b>COMMUNITY AND PEER CONNECTIONS</b> Materials encourage students to identify their own individual, family, and community strengths, values, goals, and resources.</p>	<p><b>TRAUMA-INFORMED</b> Materials provide opportunities for educators to create safer learning environments, approach sensitive subjects with care, acknowledge that students may have personal experiences with the topic, and maximize opportunities for individual and collective wellness and healing.</p>



Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 1.3:</b> Health Literacy and Analysis</p> <p>✓</p>	<p>Materials support a conceptual understanding of health literacy through knowledge and skills, and inspire critical analysis of a variety of cultural, historical, societal, and individual factors that influence health behavior.</p>	<p><b>ACTIVE HEALTH LITERACY</b> Materials help students to access, comprehend, synthesize, and apply information that impacts their health.</p>	<p><b>DATA AND MEDICAL ACCURACY ANALYSIS</b> Materials include opportunities for students to analyze current data, trends, and information related to health outcomes and social determinants of health.</p>	<p><b>CULTURAL INFLUENCES</b> Materials inspire critical analysis of a variety of family, cultural, societal, and individual factors that influence health behavior.</p>	
<p><b>Criterion 1.4</b> Comprehensive Sexuality Education and Violence/Abuse Prevention</p> <p>✓</p>	<p>Materials include comprehensive sexuality education which refers to sexuality as a normal part of human development that provides space for each student to consider their own personal, familial, and cultural values, health history, and goals, while maintaining privacy.</p>	<p><b>INCLUSIVE</b> Materials include strengths-based sexuality education that is affirming and inclusive of historically and currently excluded, underserved, and underrepresented communities and the lived experiences of students.</p>	<p><b>COMPREHENSIVE</b> Materials refer to sexuality as a multidimensional and positive part of human development that changes throughout the lifespan.  Materials present a comprehensive range of sexual and reproductive health practices that is not limited to abstinence and is communicated without value judgments.</p>	<p><b>VIOLENCE/ABUSE PREVENTION</b> Materials include skill development opportunities to identify and respond to unsafe situations, accurately name body parts, define and promote consent, communicate boundaries, practice getting help from a trusted adult, analyze societal causes of violence, and emphasize that people are not to blame for the violence and abuse they experience.</p>	<p><b>AGE-APPROPRIATE</b> Materials address age-appropriate instruction on healthy relationships, bodies, sexuality, and violence/abuse prevention in every grade covered.</p>

**Part 2: Equitable Student Engagement and Cultural Pedagogy Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 2.1:</b> Engagement &amp; Motivation</p>	<p>Materials give opportunities for rigorous student-driven learning. Materials should focus on relevant topics, provide authentic contexts and experiences, be research-based, and give students the opportunity to make connections with their goals, interests, and values.</p>	<p><b>RELEVANCE</b> Materials include topics that are relevant and interesting to students and provide strategic access to authentic contexts and tools that give students the freedom to make connections to their experiences, goals, and interests. Additionally, materials support the value of health education as an essential, useful, and worthwhile subject.</p>	<p><b>COLLABORATIVE LEARNING</b> Materials include tasks that provide students opportunities to engage in the process of learning collaboratively, and opportunities to express their learning individually.</p>	<p><b>INDIVIDUAL STUDENT ADAPTABILITY</b> Materials include instructional strategies to support prior grade-level learning and extensions for students who are ready to deepen their understanding of grade-level content.</p>	
<p><b>Criterion 2.2:</b> Culturally Responsive Instructional Support</p>	<p>Culturally responsive instruction refers to the explicit recognition and integration of students' cultural knowledge, experience, and ways of being and knowing in teaching, learning, and assessment.</p>	<p><b>ASSET-BASED PERSPECTIVE</b> Materials empower educators to identify, value, and maintain a high commitment to students' experiences from their homes and communities that are leveraged as resources for health education teaching and learning.</p>	<p><b>FRAMES OF REFERENCE</b> Materials utilize multiple frames of reference for developing and demonstrating health skills that correspond to a variety of cultural perspectives and experiences.</p>	<p><b>INCLUSIVE CULTURAL VIEWS</b> Materials include pathways to developing health knowledge and skills that leverage cultural perspectives that affirm student identities and reflect knowledge of students' background experiences and social realities.</p>	



**Part 3: Technical Usability Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 3.1:</b> Supports for Teachers</p> <p>✓</p>	<p>The materials include opportunities for teachers to effectively plan and utilize materials with integrity and to further develop their own understanding of the content.</p>	<p><b>SUPPORTING GUIDANCE</b> Materials provide teacher guidance, including useful annotations and suggestions on effectively using student materials, visual models, and ancillary materials. The focus is on actively engaging students to enhance their health knowledge and skill development.</p>	<p><b>HEALTH EDUCATION KNOWLEDGE FOR TEACHING</b> Materials contain adult-level explanations, examples, and resources for relevant health education concepts, so that teachers can improve their own knowledge of the subject.</p>	<p><b>HOME CONNECTION</b> Materials provide strategies for engaging all partners—including students, parents, or caregivers—about the program and suggestions for how they can help support student progress and achievement.</p>	<p><b>CONTENT EDITABILITY</b> Materials are designed to allow a teacher to differentiate content and vary modes of communication within lessons, tasks, or other activities for students.</p>
<p><b>Criterion 3.2:</b> Supports for Students</p> <p>✓</p>	<p>Materials have explicit teacher support with suggestions (routines, strategies, etc.) for how they can meet the needs of individual learners. Support materials include live updates (data sources, current events, etc.).</p>	<p><b>STRATEGIES FOR SPECIAL POPULATIONS</b> Materials provide scaffolds to support students from special populations in their regular and active participation in health learning (i.e. students who are multilingual, students experiencing disabilities, and/or students identified as TAG).</p>	<p><b>STUDENT DIFFERENTIATION</b> Materials provide extensions and/or opportunities for all students to engage with grade-level health education at varied levels of complexity.</p>	<p><b>EMERGENT BILINGUAL STUDENT SUPPORT</b> Materials provide strategies and support for students who read, write, and/or speak in a language other than English to enable their full participation in learning.</p>	<p><b>STUDENT EDITABILITY</b> Digital materials include resources for students that are editable and allow students to show their understanding and comprehension.</p>



Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 3.3:</b> Digital Learning Design Elements</p> <p>*This criterion is not required. Quality indicators are provided for evaluation if digital components are present.</p>	<p>The materials are attentive to digital design elements specific to structure, support for users, and adaptability of materials.</p>	<p><b>MATERIALS USABILITY</b></p> <p>The organizational structure of the digital materials allows for intuitive navigation and meaningful interaction on a variety of devices.</p>	<p><b>LEARNING RESOURCES</b></p> <p>The digital materials provide support for users in a variety of settings, including:</p> <ul style="list-style-type: none"> <li>Professional learning resources to support educators' use of the materials and content.</li> <li>Robust supports to help families understand and utilize the materials while supporting their students at home</li> <li>Support for students working independently.</li> </ul>	<p><b>MEDIA INTEGRATION</b></p> <p>Digital and multimedia elements support, rather than distract from, intended learning outcomes and instructional content.</p>	<p><b>ADAPTABILITY OF MATERIALS</b></p> <p>Digital materials allow teachers to adjust and adapt documents and other included resources to meet student needs.</p>

**Part 4: Assessment Criteria [K-HS]**

Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 4.1:</b> Formative Assessment Process</p>	<p>Instructional materials incorporate the formative assessment process:</p> <ul style="list-style-type: none"> <li>Materials employ clear learning goals and performance criteria to elicit evidence of student thinking.</li> <li>Feedback informs the teaching and learning process.</li> <li>Students have agency to monitor and adjust their own learning.</li> </ul>	<p><b>CLARITY OF LEARNING GOALS</b></p> <p>Materials are designed around clear learning goals and written in grade-appropriate, student-friendly language.</p>	<p><b>Elicitation of Evidence</b></p> <p>Instructional tasks and activities elicit a variety of evidence demonstrating student thinking, including opportunities for student self-assessment and reflection.</p>	<p><b>INTERPRETATION OF FEEDBACK</b></p> <p>Materials facilitate the provision of meaningful and strengths-based feedback to move learning forward.</p> <ul style="list-style-type: none"> <li>Student-to-student</li> <li>Educator-to-student</li> <li>Student-to-educator</li> </ul>	<p><b>ACTION &amp; ADJUSTMENT</b></p> <p>Materials guide educators and students to act on feedback and determine next steps for learning.</p>
<p><b>Criterion 4.2:</b> Performance Assessments</p>	<p>Materials focus on health issues that affect personal, interpersonal and societal health and well-being, and align to the depth, breadth, and cognitive demand of the standards.</p>	<p><b>ALIGNMENT</b></p> <p>Materials include performance tasks that are comprehensive, inclusive, aligned with health education standards, and reflect the eight topic areas.</p>	<p><b>CULTURAL AFFIRMATION</b></p> <p>Performance assessments utilize and affirm students' interests and cultural backgrounds. Tasks are suitable for both group and individual engagement.</p>	<p><b>AUTHENTICITY</b></p> <p>Performance assessments allow students to work with relevant health issues that affect personal, interpersonal and societal health and well-being.</p>	<p><b>CLARITY &amp; FEEDBACK</b></p> <p>Performance assessments use clear scoring criteria and allow for multiple iterations of student thinking based on feedback.</p>



Criterion	Description	Metric 1	Metric 2	Metric 3	Metric 4
<p><b>Criterion 4.3:</b>                      Integrated Assessment System* </p> <p><small>*This criterion is not required. Quality indicators are provided for evaluation if an integrated assessment system is present.</small></p>	<p>Diagnostic, benchmark, and/or interim assessments are integrated into instructional materials in ways that support the learning process. Student results are interpreted relative to the performance expectations of the standards (i.e. criterion-referenced), as demonstrated by student evidence gathered in the learning environment, and recommend instructional next steps.</p>	<p><b>ASSESSMENT DESIGN</b></p> <p>Diagnostic assessments are well-designed, rigorous, connected to standards, and offer multiple opportunities to demonstrate knowledge and/or skills.</p>	<p><b>DATA QUALITY</b></p> <p>The assessment system provides clear and actionable data that allow educators to respond to specific student strengths and opportunities for growth.</p>	<p><b>RESPONSIVENESS</b></p> <p>The assessment system is connected to resources designed to meet students’ specific opportunities for growth. Intervention and extension materials effectively accelerate student learning. (These resources serve to answer the question, “Now what?”)</p>	<p><b>FAMILY ENGAGEMENT &amp; COMMUNICATION</b></p> <p>If the assessment system provides reports and/or diagnostic information to families, those resources are accessible in multiple languages, allowing families to effectively partner with their child(ren) in the learning process.</p>

## Imagine EdgeEX: Accessibility

Imagine Learning develops content in consideration of the W3C's Web Content Accessibility Guidelines and the WCAG requirements, and the Imagine EdgeEX platform includes adaptable accessibility options that support access for all learners. Courses and content allow for individualization to meet unique student needs, including those of English learners or students with IEPs, 504 plans, and Section 508 requirements. Accommodations benefit multiple learning styles and include assessment adaptations, video captions or transcripts, individualized and customizable assignment calendars, read-aloud and translation tools, and more.

The platform is intuitive with common navigational conventions such as buttons, arrows, and more. Every lesson incorporates UDL; lessons contain many modes and activities (e.g., video lectures, graphic displays, text, simulations) to meet learner needs. Lessons explain key concepts and tasks using multiple representations (e.g., verbal, concrete manipulative, numerical, graphical, symbolic) and guide students in mapping meaning among the varied representations. Additionally, lessons include graphic organizers (e.g., web diagrams, hierarchical diagrams, concept maps, T-charts, Venn diagrams, flow charts, timelines, sequence graphics). Content is mobile compatible.

The system offers embedded tools for all students to interact with content, complete assignments, and develop study skills. Some embedded student tools and resources that support accessibility and ensure success for learners of all ability levels include:

- A **word look-up search bar**, allowing students to look up any word.
- **Reflective questions** embedded in the text to aid comprehension. Contextual definitions and a **dictionary** help make the text accessible to all students.
- Instructional video **captions and transcripts** to provide language support for students.
- **Student-controlled pacing**, allowing students to rewind and play instruction. A **Free Movement** features is available to allow students to navigate freely (if appropriate).
- Unlimited access to **direct-instruction video lessons**. Imagine EdgeEX courses include the option to allow students to **increase video speed** up to 2X.
- **Rubrics and manipulatives** to support instructional activities.
- Permissioned **communication tools** (e.g., email, threaded discussions).
- **Course-specific calculators**, which are dynamic and allow for adjustable parameters.
- The **CloseReader™** environment to support the active reading of complex texts. In the CloseReader environment, students also can annotate the text with digital sticky notes.
- The **eWriting environment** to scaffold the writing process from pre-writing through the final draft including an equation editor.
- The **eNotes** feature provides students a means to synthesize information and record questions and observations in a digital notebook. Imagine EdgeEX courses support the ability for students to add images, tables, and hyperlinks to their eNotes.

Imagine Learning makes continual enhancements to the platform and content to ensure ongoing accessibility. A VPAT documenting accessibility is available upon request.

4. Approval of a 7-year adoption of a new 6th-12th English Curriculum: CommonLit  
360

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## KFCS Independent Adoption of Instructional Materials CommonLit 360

In accordance with OAR 581-022-2350, KFCS provides the district Board of Education with the following required information to independently adopt CommonLit 360 as the next English curriculum for 6th-12th grades.

ODE Requirement	KFCS Response
Subject, Category, and Grade Levels in which the materials will be used:	Subject: English Categories: 3 and 4 Grade Level: 6th-12th Grade
Title of Instructional Materials:	CommonLit 360
Publisher of Instructional Materials:	CommonLit
Copyright Date of Instructional Materials:	2022
Installation Date:	September 2, 2025
Statement of completed criteria checklist:	See attached. This document serves as a statement that CommonLit 360 meets the criteria standard as set out by the State Board of Education.
Compliance with current National Instructional Material Accessibility Standards (NIAMS) specifications:	This document serves as a statement of assurance that CommonLit 360 is compliant with the most current NAIMS specifications.

## Instructional Materials Evaluation Tool (6<sup>th</sup> – 8<sup>th</sup>)

This document lays out the criterion and scoring scale to evaluate English Language Arts instructional materials. The document serves as a scoring rubric to determine whether instructional materials meet State Board-adopted criteria for high quality instructional materials. Districts and educators can use this evaluation tool in an independent adoption to determine if independently adopted instructional materials meet State Board-approved criteria.

### **In pursuant to OAR 581-022-2350: Independent Adoption of Instructional Materials:**

Without prior notice to the State Board of Education, the district school board of any school district, with the assistance of teachers and administrators of the district, may adopt independently instructional materials for use in place of or in addition to those adopted by the Board, provided they meet the guidelines and criteria established by the Board. The district school board shall involve parents and citizens in the process. Such district adoptions shall be known as independent adoptions. In order to give proper notification that an independent adoption is being made, the administrative head of the district must provide the district school board, prior to placing the instructional materials into use in the local schools, the following information:

*(1) The subject, category, and grade level(s) in which the instructional materials will be used; (2) The title of the instructional materials; (3) The publisher of the instructional materials; (4) The copyright date of the instructional materials; (5) The date on which the district intends to install the instructional materials for use in the school system; and (6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.) (7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standards (NIMAS) specifications regarding accessible instructional materials.*

**Non-Negotiable (NN) Criteria:** Materials must meet these criteria at 100% in order to be considered for adoption. That means that ALL NN criteria and metrics must score no less than a 3.

**Alignment Criteria (AC) Criteria:** Materials must meet Alignment Criteria at 66% overall. That means that AC criteria may score below a 3 on individual criteria and metrics, but the overall composite score for ALL Alignment Criteria must meet the 66% threshold in order to be considered for adoption.

**Note:** After each embedded metric, ODE has provided a few evidence examples to utilize as when evaluating instructional materials, districts may choose to add additional evidence descriptors in alignment to the metrics within each criterion.

Criterion	Metric	6 – 8 Evidence Examples (Look Fors)	Scoring Criteria
<p><b>NN1 High-quality text:</b> Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 1A:</b> Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>NN 2 Evidence and Writing:</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 2A:</b> At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.</p>	<ul style="list-style-type: none"> <li>Anchor (or read-aloud) text selections are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax.</li> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not "generic" questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

	<p><b>NN 2B:</b> Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>• Approximately ¼ of all writing tasks require students write to sources.</li> <li>• Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>• Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>• Materials include opportunities for students to analyze and apply critical thinking through facilitated oral and written discussion, including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>NN 3 Building Knowledge:</b> Materials build knowledge systematically through reading, writing, speaking and listening, and language study.</p>	<p><b>NN 3A:</b> Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.</p>	<ul style="list-style-type: none"> <li>• Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 3B:</b> Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.</p>	<ul style="list-style-type: none"> <li>• Materials provide ample opportunity for students to engage in a variety of reading, assigned, self-chosen, or outside reading.</li> <li>• Materials include additional topic-related readings connected to the anchor text.</li> <li>• Materials include opportunities for whole group, small group, and independent reading.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC 1 Range and Quality of Texts:</b> Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.</p>	<p><b>AC Metric 1A:</b> In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text.</p>	<ul style="list-style-type: none"> <li>• Materials reflect a balance of text types and genres, at varying levels of complexity.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 1B:</b> A large majority of texts included in the instructional materials reflect the</p>	<ul style="list-style-type: none"> <li>• Materials provide guidance for teachers to support authentic and meaningful student-centered activities that are culturally and linguistically responsive and</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p>text, characteristics, and genres that are specifically required by the Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>○ relevant by representing: <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> </li> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.</li> <li>● Materials offer authentic and meaningful student-centered activities that build interest and understanding of varied, lived experiences.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC 2 Questions, Tasks, and Assignments:</b> Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 1C:</b> Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.</p>	<ul style="list-style-type: none"> <li>● Texts build background knowledge, vocabulary, language structures, and verbal reasoning.</li> <li>● Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> <li>● Materials include grade-level appropriate academic and content-specific vocabulary that is accessible, reinforced, reviewed and augmented with visual representation when appropriate.</li> <li>● Questions and tasks guide students to determine the meaning of words with vocabulary and language</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC Metric 2A:</b> High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.</p>	<p><b>AC Metric 2B:</b> Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

	<p><b>AC Metric 2C:</b> Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>	<ul style="list-style-type: none"> <li>scaffolds and supports.</li> <li>Materials provide vocabulary and language supports.</li> <li>Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC Metric 2D:</b> Materials support students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.</p>	<p><b>AC Metric 2E:</b> Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>	<ul style="list-style-type: none"> <li>Includes text that serves as the basis for communication, including speaking, listening, and writing.</li> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.</li> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 2F:</b> Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>	<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

<p><b>AC 3 Building Knowledge with Texts, Vocabulary, and Tasks:</b> Materials build students' knowledge across topics and content areas.</p>	<p><b>AC Metric 3A:</b> Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 3B:</b> Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to personalize, internalize and curate their learning to promote student agency.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC Metric 3C:</b> Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p>	<p><b>AC Metric 4A:</b> Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<ul style="list-style-type: none"> <li>Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> <li>Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons.</li> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC 4: Access to Standards for All Students:</b> Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the standards.</p>	<p><b>AC Metric 4B:</b> Materials regularly provide all students,</p>	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice ELA content.</li> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

Overall Criteria Scoring: 0 1 2 3	including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	<ul style="list-style-type: none"> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,               <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages</li> </ul> </li> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</li> <li>Materials prompt students to process understanding in multiple modalities, including informal and formal writing and speaking (discussion, respectful debate, etc.)</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 4C:</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p>	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 4D:</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p>	<ul style="list-style-type: none"> <li>Materials include opportunities for whole-group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:               <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/parents</li> <li>sharing to classrooms, schools/districts</li> </ul> </li> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 4E:</b> Materials regularly and systematically</p>	<ul style="list-style-type: none"> <li>Materials assess student proficiency using vocabulary, examples, and applications that are</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

	<p>offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>accessible, diverse, and aligned to student grade level achievement level expectations.</p> <ul style="list-style-type: none"> <li>• Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full depth, breadth, and complexity.</li> <li>• Materials provide online assessments that are aligned and have large item banks.</li> <li>• Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>• Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade level outcomes.</li> <li>• Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>• Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</li> <li>• Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</li> <li>• Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>• Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative, summative, peer, and self-assessment measures of</li> </ul>	

<p><b>AC5: Cultural Representation:</b> Materials are designed to be culturally relevant and engaging for all students</p>	<p><b>AC Metric 5A:</b> Texts included in the instructional materials are culturally responsive and relevant</p>	<ul style="list-style-type: none"> <li>• three-dimensional learning.</li> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 5B:</b> Materials promote equitable instruction by providing guidance for teachers to support learning activities that are culturally responsive/relevant</p>	<ul style="list-style-type: none"> <li>• Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</li> <li>• Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative</li> <li>• Language includes all protected classes and historical underserved populations.</li> <li>• Materials provide opportunities to see diverse cultures in significant roles.</li> <li>• Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>• Materials provide a social-emotional learning connection.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

		<ul style="list-style-type: none"> <li>current events and changes in perspectives that are available to teachers, students, and families.</li> <li>Materials provide evidence-based, high leverage instructional practices.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC 6: Accessibility/ Usability:</b> Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 6A:</b> Technological supports</p>	<ul style="list-style-type: none"> <li>Where available, digital materials include supports like <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible kid-friendly definitions.</li> <li>technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.</li> </ul> </li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 6B:</b> Teacher usability</p>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online)</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</li> <li>Materials lend themselves to being able to apply principles of UDL.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

## Instructional Materials Evaluation Tool (9<sup>th</sup> – 12<sup>th</sup>)

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*(1) The subject, category, and grade level(s) in which the instructional materials will be used; (2) The title of the instructional materials; (3) The publisher of the instructional materials; (4) The copyright date of the instructional materials; (5) The date on which the district intends to install the instructional materials for use in the school system; and (6) A statement that a completed criteria checklist showing the degree to which the instructional materials meet the criteria established by the State Board of Education is on file in the district office. (Criteria checklists for the specific subject/category are available from the Department of Education.) (7) A statement of assurance that the independently adopted instructional materials will comply with the most current National Instructional Materials Accessibility Standards (NIMAS) specifications regarding accessible instructional materials.*

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**Alignment Criteria (AC) Criteria:** Materials must meet Alignment Criteria at 66% overall. That means that AC criteria may score below a 3 on individual criteria and metrics, but the overall composite score for ALL Alignment Criteria must meet the 66% threshold in order to be considered for adoption.

**Note:** After each embedded metric, ODE has provided a few evidence examples to utilize as when evaluating instructional materials, districts may choose to add additional evidence descriptors in alignment to the metrics within each criterion.

Criterion	Metric	9 – 12 Evidence Examples (Look Fors)	Scoring Criteria
<p><b>NN1 High-quality text:</b> Anchor texts are worthy of students' time and attention: texts are of quality and are rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 1A:</b> Anchor texts are high-quality and rigorous, containing rich academic language, meeting appropriate complexity criteria for each grade. (Texts that are part of a series or chosen to build knowledge or for independent student reading should vary in complexity levels.)</p>	<ul style="list-style-type: none"> <li>Materials include evidence of quantitative and qualitative measures of anchor texts' complexity</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>NN 2 Evidence-Based Discussion and Writing:</b> Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 2A:</b> At least 80% of all questions, tasks, and assignments in the materials are text-dependent, requiring students to draw on textual evidence to support both what is explicit as well as valid inferences from the text. The overwhelming majority of these questions and tasks are text-specific.</p>	<ul style="list-style-type: none"> <li>Anchor (or read-aloud) text selections are previously published or of publishable quality and are content-rich, possessing rich vocabulary and syntax.</li> <li>Materials include a variety of narrative and informational texts.</li> <li>Materials minimize content that is unrelated to standards.</li> <li>Questions that are based on evidence from the texts and are specific to the text (i.e., not "generic" questions that could be asked about any text).</li> <li>Comprehension questions should be based upon texts and reflect a variety of complexity levels.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

	<p><b>NN 2B:</b> Materials include frequent opportunities for evidence-based discussions and writing to support careful analyses, well-defended claims, and clear information about texts to address the analytical thinking required by the Standards at each grade level.</p>	<ul style="list-style-type: none"> <li>Approximately ¾ of all writing tasks require students write to sources.</li> <li>Speaking prompts require students to marshal evidence from texts when speaking.</li> <li>Speaking and listening prompts and questions offer students opportunities to share their evidence and research with other students.</li> <li>Materials include opportunities for students to analyze and apply critical thinking through facilitated oral and written discussion, including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>NN 3 Building Knowledge:</b> Materials build knowledge systematically through reading, writing, speaking and listening, and language study.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>NN 3A:</b> Materials provide a sequence or series of texts that build knowledge and vocabulary systematically through reading, writing, listening, and speaking. These texts are organized around a variety of topics at each grade level.</p> <p><b>NN 3B:</b> Materials provide instructions, clear design, and lightweight student accountability that guide instructors regarding how students will regularly engage in a volume of reading both assigned (related to the anchor texts) or texts of their own choosing, in or outside of class.</p>	<ul style="list-style-type: none"> <li>Collections of texts and other resources carefully sequenced and organized around a series of topics.</li> <li>Materials provide ample opportunity for students to engage in a variety of reading, assigned, self- chosen, or outside reading.</li> <li>Materials include additional topic- related readings connected to the anchor text.</li> <li>Materials include opportunities for whole group, small group, and independent reading.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC 1 Range and Quality of Texts:</b> Materials reflect the distribution of text types and genres required by the Standards and are at the right text complexity for grade level, student, and task.</p>	<p><b>AC Metric 1A:</b> In grades 3-5, materials shift the balance of texts and instructional time to 50% literature / 50% informational high-quality text.</p> <p><b>AC Metric 1B:</b> A large majority of texts included in the instructional materials reflect the</p>	<ul style="list-style-type: none"> <li>Materials reflect a balance of text types and genres, at varying levels of complexity.</li> <li>Materials provide guidance for teachers to support authentic and meaningful student-centered activities that are culturally and linguistically responsive and</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p>text, characteristics, and genres that are specifically required by the Standards at each grade level.</p>	<p>relevant by representing:</p> <ul style="list-style-type: none"> <li>○ diverse cultures with significant roles</li> <li>○ various linguistic backgrounds</li> <li>○ different learning styles</li> <li>○ a range of interests.</li> </ul> <ul style="list-style-type: none"> <li>● Connect to social studies, science, and a broad range of other content disciplines.</li> <li>● Multiple quality models across genres and modes (e.g., text sets, several argumentative pieces, short stories, etc.).</li> <li>● Materials engage students in learning and skill-based activities that maximize practice opportunities that are relevant and integrated into appropriate cross-curricular content and concepts.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC 2 Questions, Tasks, and Assignments:</b> Materials support students in building reading comprehension, in finding and producing the textual evidence to support their responses, and in developing grade-level academic language.</p>	<p><b>AC Metric 1C:</b> Support materials for the anchor text(s) provide opportunities for students to engage in a range and volume of reading to achieve reading fluency of grade-level complex text as required by the Foundational Skills Standards.</p>	<p><b>AC Metric 2A:</b> High-quality sequences of text-dependent questions are prevalent in the materials and build to a deep understanding of the knowledge and central ideas of the text.</p>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 2B:</b> Questions and tasks in the materials support students in understanding the academic language (vocabulary and syntax) prevalent in complex texts.</p>	<ul style="list-style-type: none"> <li>● Texts build background knowledge, vocabulary, language structures, and verbal reasoning.</li> <li>● Comprehension instruction should include explicit modeling, guided practice and independent practice using strategies to gain meaning and develop metacognition facility.</li> <li>● Materials include grade-level appropriate academic and content-specific vocabulary that is accessible, reinforced, reviewed and augmented with visual representation when appropriate.</li> <li>● Questions and tasks guide students to determine the meaning of words with vocabulary and language</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

		<ul style="list-style-type: none"> <li>scaffolds and supports.</li> <li>Materials provide vocabulary and language supports.</li> </ul>	
<p><b>AC Metric 2C:</b> Materials focus on argument and informative writing in the specified proportions. Alternately, they may reflect blended forms in similar proportions (e.g., exposition and persuasion).</p>		<ul style="list-style-type: none"> <li>Materials should include opportunities for students to analyze through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC Metric 2D:</b> Materials support students' developing writing skills over the course of the school year. This includes writing opportunities that are prominent and varied.</p>		<ul style="list-style-type: none"> <li>Includes text that serves as the basis for communication, including speaking, listening, and writing.</li> <li>Lessons include multiple opportunities for students to apply critical thinking through facilitated oral and written discussion including opportunities to cite the text when making arguments or taking a position.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC Metric 2E:</b> Materials integrate speaking and listening into lessons, questions, and tasks and build in frequent opportunities for collaborative discussions.</p>		<ul style="list-style-type: none"> <li>Materials provide opportunities for rich and rigorous evidence-based discussions and writing about texts to build strong literacy skills.</li> <li>Provide multiple opportunities and formats within each unit (e.g., debate, oral presentation) for students to demonstrate skills, content knowledge, and receive feedback.</li> <li>Includes a variety of literary and informational texts with opportunities for students to learn about various text structures (i.e. description, compare-contrast, cause-effect, problem-solution, time order/sequence).</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC Metric 2F:</b> Materials include explicit instruction of the grammar and conventions standards for grade level as applied in increasingly sophisticated contexts, with opportunities for application both in and out of context.</p>		<ul style="list-style-type: none"> <li>Materials provide appropriate and ample educational opportunities for students' practice, application and mastery of the standard conventions of written grammar in all contexts of writing.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

<p><b>AC 3 Building Knowledge with Texts, Vocabulary, and Tasks:</b> Materials build students' knowledge across topics and content areas.</p>	<p><b>AC Metric 3A:</b> Materials regularly ask students to complete culminating tasks in which they demonstrate their knowledge of a topic.</p>	<ul style="list-style-type: none"> <li>Materials provide appropriate, ample educational opportunities for students' application, practice, and mastery of each standard.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 3B:</b> Materials require students to engage in many short, focused research projects annually to develop students' knowledge in a range of areas and to enable students to develop the expertise needed to conduct research independently.</p>	<ul style="list-style-type: none"> <li>Materials provide opportunities for students to personalize, internalize and curate their learning to promote student agency.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 3C:</b> Materials include a cohesive, year-long plan for students to interact with and build academic vocabulary and increasingly sophisticated syntax.</p>	<ul style="list-style-type: none"> <li>Includes grade-level appropriate academic and content-specific vocabulary in the context of the learning experience that is accessible, introduced, reinforced, and reviewed, and augmented with visual representation when appropriate.</li> <li>Previously taught skills and strategies are intentionally reviewed and practiced in subsequent lessons.</li> <li>Materials provide vocabulary and language supports.</li> <li>The format and structure of the materials reflect a sequence of skill development and/or concept development that is logical and consistent with the hierarchical nature of the skills/concepts, as documented in scientific reading research.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>AC 4: Access to Standards for All Students:</b> Materials are designed to provide thoughtful supports/scaffolds to support all students in accessing the standards.</p>	<p><b>AC Metric 4A:</b> Teachers and students can reasonably complete the core content within a regular school year to maximize students' learning.</p>	<ul style="list-style-type: none"> <li>Appropriate scaffolding, interventions, extensions, and supports are evident and do not sacrifice ELA content.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
	<p><b>AC Metric 4B:</b> Materials regularly provide all students,</p>	<ul style="list-style-type: none"> <li>Materials should contain various levels of scaffolding to allow all students access to core instruction</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

<b>Overall Criteria Scoring:</b> 0 1 2 3	
including those who read, write, speak, or listen below grade level, or whose first language is other than English, with extensive opportunities to work with and meet grade-level standards.	<ul style="list-style-type: none"> <li>Materials provide direct access to equitable resources through various levels of technology, including things such as,               <ul style="list-style-type: none"> <li>speech to text</li> <li>text to speech</li> <li>audio books</li> <li>digital copies</li> <li>available in various languages</li> </ul> </li> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of English Language Learners (ELL), Special Education (SPED), and Alternative Education students.</li> <li>Materials prompt students to process understanding in multiple modalities, including Informal and formal writing and speaking (discussion, respectful debate, etc.)</li> </ul>
<p><b>AC Metric 4C:</b> Materials regularly include extensions and/or more advanced opportunities for students who read, write, speak, or listen above grade level.</p> <p><b>AC Metric 4D:</b> Materials regularly and systematically build in the time, resources, and suggestions required for adapting instruction to allow teachers to guide all students to meet grade-level standards (e.g., alternative teaching approaches, pacing, instructional delivery options, suggestions for addressing common student difficulties, remediation strategies).</p> <p><b>AC Metric 4E:</b> Materials regularly and systematically</p>	<ul style="list-style-type: none"> <li>Materials facilitate the planning and implementation of differentiated instruction addressing the needs of learners needing acceleration.</li> <li>Materials include opportunities for whole-group, small group, and independent literacy activities.</li> <li>Materials include editable and aligned rubrics, scoring guidelines, and exemplars that provide guidance for analyzing student performance to support teachers in:               <ul style="list-style-type: none"> <li>planning instruction</li> <li>providing ongoing feedback to students</li> <li>sharing to guardian/parents</li> <li>sharing to classrooms, schools/districts</li> </ul> </li> <li>Provides multiple opportunities for students to demonstrate and receive descriptive feedback on performance.</li> </ul>
<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>
<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>	<p><b>Individual Metric Scoring:</b> 0 1 2 <b>3</b></p>

	<p>offer assessment opportunities that genuinely measure progress on reading comprehension and writing proficiency as well as on mastery of grade level standards. This progress includes gradual release of supporting scaffolds for students to measure their independent abilities.</p>	<p>accessible, diverse, and aligned to student grade level achievement level expectations.</p> <ul style="list-style-type: none"> <li>• Student assessment is aligned with Oregon's adopted state content standards and established grade-level outcomes, across the full depth, breadth, and complexity.</li> <li>• Materials provide online assessments that are aligned and have large item banks.</li> <li>• Item bank must include selected response, constructed response, extended response items, as well as performance tasks, to provide teachers and students with a range of data to inform instruction at individual and classroom levels.</li> <li>• Materials use a balanced approach to assessment (formative, interim; end of unit; summative, peer, self, observational checklists, etc.) that measures student progress toward grade level outcomes.</li> <li>• Assesses student proficiency using vocabulary, examples, and applications that are accessible, diverse, and aligned to student grade level and achievement level expectations.</li> <li>• Provides teachers with a range of data to inform instruction that can interface with multiple electronic grade book platforms.</li> <li>• Materials allow teachers to access, revise/edit, share and print from digital sources to create and/or modify assessments (e.g. readings, labs, rubrics, primary source documents, simulations, case studies, political cartoons, graphs, maps, and test bank).</li> <li>• Assess student proficiency using a variety of methods that recognize various perspectives, and have been reviewed for accessibility, adaptability, and cultural sensitivity for all students (e.g. for students who are Talented and Gifted (TAG), English Language Learners (ELL), Special Education (SPED) students, and/or Alternative Education students).</li> <li>• Uses varied task models (selected, constructed, project-based, extended response, and performance tasks) of instruction embedded pre-, formative, summative, peer, and self- assessment measures of</li> </ul>	
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<p><b>AC5: Cultural Representation:</b> Materials are designed to be culturally relevant and engaging for all students</p>	<p><b>AC Metric 5A:</b> Texts included in the instructional materials are culturally responsive and relevant</p>	<ul style="list-style-type: none"> <li>• three-dimensional learning.</li> <li>• Elicits direct, observable evidence of student understanding which includes formative assessment practices of both teachers and students.</li> <li>• Uses varied modalities of instruction and assessments that reflect authentic experiences in students' lives.</li> <li>• Provides a variety of exit tickets both written and electronic.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
<p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 5B:</b> Materials promote equitable instruction by providing guidance for teachers to support learning activities that are culturally responsive/relevant</p>	<ul style="list-style-type: none"> <li>• Students are able to see themselves in the text, as well as access and experience diverse cultures and perspectives (mirrors, windows, and sliding glass doors).</li> <li>• Language used in the texts are active in the pursuit of equity outcomes, framed in the positive, not just the absence of negative</li> <li>• Language includes all protected classes and historical underserved populations.</li> <li>• Materials provide opportunities to see diverse cultures in significant roles.</li> <li>• Materials include pictures / graphics / examples of all groups in a positive, affirmative manner.</li> <li>• Materials provide a social-emotional learning connection.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>

		<ul style="list-style-type: none"> <li>current events and changes in perspectives that are available to teachers, students, and families.</li> <li>Materials provide evidence-based, high leverage instructional practices.</li> </ul>	
<p><b>AC 6: Accessibility/ Usability:</b> Materials are feasible to implement, and where technology is used, it is accessible to teachers and students.</p> <p><b>Overall Criteria Scoring:</b> 0 1 2 3</p>	<p><b>AC Metric 6A:</b> Technological supports</p>	<ul style="list-style-type: none"> <li>Where available, digital materials include supports like <ul style="list-style-type: none"> <li>Key vocabulary highlighted with accessible kid-friendly definitions.</li> <li>technology supports and resources that allow digital and print materials to extend and enhance learning.</li> <li>Functionality that allows teachers to access, revise, and print from digital resources (e.g., readings, activities, assessments, and rubrics).</li> <li>Materials include technology supports and resources that allow digital and print materials to extend and enhance learning.</li> </ul> </li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>
	<p><b>AC Metric 6B:</b> Teacher usability</p>	<ul style="list-style-type: none"> <li>Teacher materials are presented in a teacher-friendly format, in which the format and language are accessible and practical for classroom instruction by teachers of diverse backgrounds, knowledge and skill.</li> <li>Materials allow for ongoing and embedded professional development provided in various formats (in-person, on-site, online)</li> <li>Digital and print materials are consistently formatted, visually focused, uncluttered, and organized for efficient use that allow teachers to access, revise, and print (e.g. readings, activities, assessments, and rubrics).</li> <li>Materials lend themselves to being able to apply principles of UDL.</li> </ul>	<p><b>Individual Metric Scoring:</b> 0 1 2 3</p>



## **KLAMATH FALLS CITY SCHOOLS**

### **BOARD RESOLUTION NO. 25-06**

#### **ESTABLISHING A RESERVE FUND FOR TECHNOLOGY UPGRADES AND REPLACEMENTS**

WHEREAS, the Board of Education of Klamath Falls City Schools recognizes the critical importance of maintaining up-to-date technology to support instructional programs, student learning, and district operations;

WHEREAS, technology equipment and systems, including but not limited to computers, servers, network infrastructure, and instructional devices, require ongoing upgrades and periodic replacement to remain functional, secure, and efficient;

WHEREAS, the Board believes it is fiscally responsible and in the best interests of the district to plan ahead for future technology needs through the establishment of a designated reserve fund;

NOW, THEREFORE, BE IT RESOLVED THAT:

#### **1. Creation of Reserve Fund**

The Board hereby establishes a Technology Reserve Fund to be used solely for the purposes of upgrading, replacing, or maintaining technology-related infrastructure and equipment across the District.

#### **2. Purpose and Use**

Funds in this reserve shall be allocated toward:

- Replacement of outdated or obsolete hardware and software;
- Upgrades to network and internet infrastructure;
- Acquisition of new educational technology;
- Data security and cybersecurity enhancements;
- Any other necessary technology-related capital expenditures approved by the Board.

#### **3. Funding the Reserve**

The District may fund the Technology Reserve Fund through:

- Annual budget appropriations as approved by the Board;
- Unexpended balances from the General Fund at the close of each fiscal year;
- Grants, donations, or other lawful sources earmarked for technology purposes.

#### **4. Effective Date**

This resolution shall take effect immediately upon adoption.

ADOPTED this 9th day of June, 2025, by the Board of Education of Klamath Falls City Schools.

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Board Chair

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Superintendent

6. Approval of closing Student Body Bank account at each site and transferring those funds to our US Bank Account
5. **OLD BUSINESS/ACTION ITEMS**
  1. Approval of the Enterprise Zone school fee, Resolution #25-04 126

KLAMATH FALLS CITY SCHOOLS

KLAMATH FALLS, OREGON

RESOLUTION #25-04

Enterprise Zone School Support Fees

WHEREAS, HB 2009 (2023) was passed in 2023 and became part of ORS 285C.067; and

WHEREAS, HB 2009 (2023) required the governing body of each school district along with the governing body of the zone sponsor to set a rate for the school support fee imposed pursuant to Section 48 (2) and 51 (2) or HB 2009 (2023); and

WHEREAS, this rate must be at least 15% and not more than 30%;

WHEREAS, the district has coordinated with the governing body of Klamath County to set the rate;

WHEREAS, by November 1 in any applicable year, the governing body of the zone sponsor will provide the district with all information necessary for the district to collect the fee directly from the business firm;

WHEREAS, by December 1 in any applicable year, the district shall send to the business firm a notice of the required fee, with a due date not later than December 31 of the same year;

WHEREAS, the district shall be responsible for making refunds to business firms of overpayments;

WHEREAS, if a fee payment is delinquent for more than 60 days following the date of delinquency or any later date allowed for curing the delinquency, the Board shall give written notice of the delinquency to the business firm and the assessor of the county;

BE IT THEREFORE RESOLVED that the Klamath Falls City Schools Board and the governing body of Klamath Falls City Schools establish the rate of the school support fee of 15%.

ADOPTED this 9th day of June 2025

\_\_\_\_\_  
Trina Perez, Board Chair

\_\_\_\_\_  
Keith Brown, Superintendent

\_\_\_\_\_  
Date

6. **BOARD MEMBER COMMENTS**
7. **CLOSING COMMENTS FROM THE CHAIR**
8. **ADJOURNMENT**