



Abby Kelley Foster Charter Public School

10 New Bond Street Worcester, MA 01606

Phone: (508) 854-8400 Fax: (508) 854-8484

www.akfcs.org

Education Committee Meeting Agenda-DIGITAL MEETING

Friday, February 11, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/95777160926?pwd=citrK2ZPendwNXIyZ2pOVkFHVFhCQT09>

Meeting ID: 957 7716 0926 **Passcode:** 847806

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 957 7716 0926

APPROVED

02.08.22 3:42 pm.

City of Worcester, MA

- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. [Review of the January 14, 2022, Meeting Minutes](#)
 - a. **Motion:** To approve the January 14, 2022, Meeting Minutes.
- IV. [Mid-year I-Ready Results-](#) Ms. Kristine Hersey, Ms. Jessica Regan, Mr. Rob Kerr
- V. [Healthy Sexuality \(Grades 4-7\)-](#) Ms. Meghan Culkeen, Ms. Jessica Regan
- VI. Update on SEL Data/Interventions- Dr. Caroline Cole
- VII. Middle School Principal Search- Ms. Heidi Paluk
- VIII. [Academic Calendar for the 2022-2023 Year-](#) Ms. Heidi Paluk
- IX. Upcoming Meeting(s):
 - a. Friday, March 11, 2022
 - b. Friday, April 8, 2022
 - c. Friday, May 13, 2022
- X. Adjournment



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Education Committee Meeting Minutes-DRAFT

Friday, January 14, 2022, 8:00 a.m.- DIGITAL MEETING

<https://akfcs-org.zoom.us/j/99441156707?pwd=cWVlS2pVcDkzNjFEVWJjWnY0eW5BUT09>

Meeting ID: 994 4115 6707 **Passcode:** 047160

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 994 4115 6707

The meeting was called to order by Amy Vernon, Chair at 8:02 a.m. The attendance was recorded as follows:

Board/Committee Members: Amy Vernon, Shelly Yarnie, Dr. Jie Park

Staff in attendance: Jennifer Giusto, Dr. Caroline Cole, Christopher Kursonis, Rob Kerr, Amelie Cabral, Heidi Paluk, Jessica Regan, Kelly Gould, Kristine Hersey, AnnMarie Little

The Committee reviewed the Meeting Minutes from the November 12, 2021 meeting. Ms. Vernon wanted to make note of a typo correction on the second page which should say "Orton Gillingham." A note has been taken on this and the correction has been made. Ms. Vernon asked for a motion to approve the November 12, 2021 meeting minutes. The motion was made by Dr. Park and seconded by Ms. Yarnie.

Student, Staff & Parents Survey Results

Dr. Cole began by sharing the survey results completed by Grades K-12 and reminded everyone that this is a dynamic process that will be done several times a year over a 3 year period. Because grades K, 1 & 2 were teacher perception surveys, there were 1-2 questions for each area that assessed the larger areas and they looked at emotional regulation, social awareness, quiet self-management, self-efficacy, and learning strategies. Dr. Cole states that when it came to how often the students were able to control their emotions when needed, teachers responded with a 77% favorable rating.

Dr. Cole stated that the lowest rating was under the learning strategies questions which respond with a 48% favorable rating. Dr. Cole stated that her perception of this score is that the students are coming from a pandemic and many students had not yet been in school so they are now learning these strategies such as being in school, raising their hands, and developing independent school readiness skills. Dr. Cole also explained that the students who rated with no SEL strengths were also examined and their focus was to determine what would be the best course of action to address the needs of those students.

Dr. Cole then shared the overview results of the students in grades 3-12 and explains that one survey was done for the students in grades 3-5 and another survey was done for the students in grades 6-12. Dr. Cole states that this was done due to the developmental ages of the students and they are at an 89.3% response rate as

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almost 90% of students have completed the survey. The three areas of focus on this survey were self-management, growth mindset, and emotion regulation skills. Dr. Cole explained that the student self-management skills were based on how well the students felt prepared for class, how well they followed instructions, and how well did they pay attention and the score was 66% favorable among the students. When comparing these results to the national results, Abby Kelley students fell into the 30th percentile on this topic which is the average range.

Dr. Cole stated that for grades 3-12, 73% of the students from grades 6-12 answered favorably but the question was brought this score down was whether the students were able to remain calm with upset and angry. Students were asked how possible it was for them to change by putting effort into a task such as behaving well in class, enjoying the subject they were studying, their level of intelligence, and how talented they may be at something in which 52% of students responded favorably. According to Dr. Cole, when compared nationally, both grades 3-5 and grades 6-12 rank in the 50th percentile.

Dr. Cole explained that for the emotional regulation question, the students were asked about their ability to control their emotions and whether they were able to change their mood if it was not a good one, and for grades 3-5, 45% of students responded favorably, placing them in the 40th percentile. Dr. Cole also states that for grades 6-12, 45% of students also answered favorably to the question, placing them in the 50th percentile when compares to the national average. For this set of questions, the low response question dealt with the students being able to pull themselves out of a bad mood, remaining calm when things go wrong, and having difficulty coping with negative emotions.

Dr. Cole stated that she, along with the principles and guidance team has been using the data to be able to identify students that have more vulnerable social-emotional skills and address them. The students were also given a survey to gauge their sense of belonging and how well they felt supported at Abby Kelley. In grades 3-5, 63% of students responded favorably to this question, which placed us in the 90th percentile, and in grades 6-12, we were in the 37th percentile. Dr. Cole explained that the family discussion groups would be starting soon where she will address the SEL topics and also gratitude, mindfulness, and responsible decision making. Additional supports for teachers are also being developed to address burnout and provide self-care strategies.

Dr. Cole states that many students who came up in the survey as needing assistance were already being worked with and that a small percentage of students were actually not on the radar. Dr. Park inquired about whether the students had a place to put in comments to which Dr. Cole stated they did and that most of the comments were generally positive. Dr. Park suggested a root cause analysis be done as to why students do not feel as though they are supported.

Ms. Cabral then spoke on the sense of belonging survey that was done for the students. Ms. Cabral first explained that there is a large percentage that is under the confidentiality protected category and that is because when working with race and ethnicity data, there are many subgroups that contribute to the high percentage. Ms. Cabral stated that they have not yet made any conclusions as it is too early, but it is something that they will be looking at once reviewing the results. Ms. Cabral also explained the information on the documents that she provided to the Education Committee and stated that with this data, they were able to determine the exact



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student who may have stated that they do not feel as though they belong as opposed to the staff and family survey which is an open link and limits how far it can be filtered.

Ms. Cabral stated that they also asked students in grades 6-12 about how connected they felt to the adults and there was a 20% favorable response rate. Ms. Cabral states that students in grades 6 and 12 had a higher favorable rate for this question and they will dig deeper into that question to help determine future action steps for the students. Parents were also asked about the sense of belonging their child feels at school and this had a 70% favorable rate. Ms. Cabral also stated that the survey was limited to one grade per survey as perceptions about different teachers for different students are possible. Faculty and Staff were also asked about their sense of belonging and there was a 63% favorable response rate.

Ms. Cabral also stated that perception questions were included in the survey sent out to parents and one of the questions was who the parents thought was primarily responsible for ensuring students have a good relationship with their peers to which 51% of families said parents, 25% of families said at school, 70% of families said primarily the students and 7% showed up as not applicable. The families were then asked about who they felt was responsible for making sure that the students have an adult to talk to and 71% of families stated primarily the school. Families were also asked about who they felt was primarily responsible for helping children deal with their emotions appropriately and 84% of families stated the parents. The last question that was asked in the perception group was about communication and who they felt was primarily responsible for ensuring communication between the home and school, 53% said primarily the parents, and 40% stated that it was the responsibility of the school. Ms. Cabral explained that this data was not ranked with any other data and was more for clarification on what the next steps should be.

Ms. Vernon inquired about whether certain proportions of the survey would be shared with staff and maybe even students to which Ms. Cabral stated that they would but they are not yet sure of the capacity but are working on that. Ms. Vernon then inquired about the SEL data and whether that was something that teachers were able to receive at the individual level for their own students to which Dr. Cole stated that there was a way for them to be able to look at that specific classroom and obtain that data. It was also noted that the teachers would have access to the Panorama database and be able to see their class results and see interventions that have been placed for their class. Ms. Paluk also noted a feature in Panorama known as the playbook which would allow the teachers to see suggested strategies that can be implemented along with lesson plans and worksheets.

Mid-Year Testing Plan

Elementary School

Round 2 of testing began on January 3, 2022, and will continue until January 28, 2022, and the iReady Math diagnostic will take place the last week of January/first week of February. The iReady ELA diagnostic will then take place the week after the Math, concluding the final week with round 2 of diagnostic cycle meetings with teachers and team.



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Middle School

iReady Math and Reading diagnostic tests were administered a week before Christmas break as the hope was to be able to resume instruction in January without the interruption of the tests. Because of a surge in the middle school at that time, lower completion rates were noted, averaging 60%- 70% completion per grade level before leaving for the break and they are now testing the remaining students. Individual reading assessments were completed by the reading specialists which is going to be used for progress monitoring. Intervention groups based on the reading diagnostic results from the benchmark assessment system began on Monday using interventions such as Orton Gillingma and Just Words which has a subset of screeners that are used in the fall, winter, and spring to reallocate which groups and progress students may need. It was noted that the middle school will also be moving away from benchmark assessments and they are working in conjunction with the middle school.

High School

Grades 9-12 will be taking the exams for all subjects next Tuesday, January 18, 2022. For grade 8, it was determined that the iReady results in Math and Reading would be used in replacement of a mid-term exam and that will be administered next Wednesday, January 19, 2022, and next Thursday, January 20, 2022. The results from that test will be used to create small groups as the tutoring for the 8th-grade students has ended. The students will now be tutoring with the teachers directly.

Principal Updates

High School

With teachers and students being out due to Covid, the focus has been on completing missing work/exams and instructions. Because the term ends today, Mr. Kerr has created a list that will allow for teachers to fill in the students who have been out during the last week that may not have completed important work and they will use this list will help determine which assignment should be based on the level of importance. The third quarter is set to begin and during this time, classes will shift, allowing for students to have a fresh start upon returning.

Middle School

The staff absence due to Covid has decreased during the past two weeks and they are averaging 4 staff per day. The surge months for the middle school were in November and December and the number of students that have been out due to Covid has also decreased. Pool testing was done the previous day, which rendered 9 positive results but is not reflective of the students and staff that have been out the past two weeks. A Day-to-day building substitute was hired and used during the month of December, which allowed for one classroom to have covered every single day. It was noted that new staff members have been added.

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Elementary School

It was noted that 146 students had interrupted learning either due to Covid or because of them being a close contact and one classroom was closed for a week per DESE. Ms. Gould explained that the test and stay program has been a great asset and this allows the students to not have to miss a day of education even though they may have been a close contact. There have been 112 students who have missed 10 days of school at the moment and 21 students have missed more than 18 days. In terms of staff absences, December averaged 2 per day and at the moment, they are averaging 10 full-day absences and 5-6 partial day absences.

Ms. Gould also stated that small group instruction has not been interrupted and the intervention team is also continuing to meet with students. An abundance of caution is being taken and contact tracing is done for any group that meets for 15 minutes or more but teachers are doing their best to keep the group under that time frame. Ms. Yarnie inquired about the students that have missed large amounts of school days not due to Covid and the supports that were being provided to them and was informed that Guidance staff has been an asset in helping to determine what the families need and how those needs can be provided.

Ms. Gould also noted that the team approach is being used when it comes to the number of teachers that may be out and that everyone is stepping in to assist with coverage and going above and beyond to assist the people that are covering for them by providing them assistance such as slides and lesson plans. Ms. Gould stated that they are looking to obtain high-quality reading material so a grant request was placed

Budgetary Request

Ms. Paluk provided a general explanation as this has been tabled for the next meeting. Ms. Paluk explains that an ELA curriculum is necessary yet expensive, which is why a grant was applied for but if for some reason this grant request is not successful, it would be included in the budget as it is necessary.

Ms. Paluk closed out the meeting by speaking about the overwhelming amount of work that the nurses were currently doing. She explained that decisions would have to be made about continuing contact tracing as the work that goes into it is extensive. Ms. Paluk states that she is assessing this situation and working to make sure that the students are safe and that the nurses are not experiencing burnout. Ms. Yarnie inquired about seeking a temporary nurse to which Ms. Paluk stated that there are 4 per diem nurses on staff but there are some issues that have arisen such as a lack of time for training and the per diem nurses also getting sick.

Adjournment

Ms. Vernon called for a motion to adjourn the meeting. The meeting adjourned at 9:22 a.m.



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- I. Call to Order- Amy Vernon, Chair
- II. Introductions/Attendance Recorded
- III. Review of the November 12, 2021, Meeting Minutes
 - a. **Motion:** To approve the November 12, 2021, Meeting Minutes.
- IV. Student, Staff & Parents Survey Results- Dr. Cole/ Ms. Cabral
- V. Mid-year Testing Plan- Curriculum Coordinators
- VI. Principal Updates- Ms. Gould/ Mr. Gero/ Mr. Kursonis
- VII. Budgetary Request-Curriculum/Software/Subscriptions- Ms. Paluk, IED
- VIII. Upcoming Education Committee Meeting(s):
 - a. Friday, February 11, 2022
 - b. Friday, March 11, 2022
 - c. Friday, April 8, 2022
- IX. Adjournment

i-Ready Winter 2022 Data Report

READING

Fall to Winter comparison

	On/Above Grade Level FALL	On/Above Grade Level WINTER	Fall to Winter Change	1 Grade Below FALL	1 Grade Below WINTER	Fall to Winter Change	2+ Grade levels below FALL	2+ Grade levels below WINTER	Fall to Winter Change
Kindergarten									
Grade 1									
Grade 2									
Grade 3									
Grade 4	32%	48%	+16%	44%	35%	-9%	24%	17%	-7%
Grade 5	27%	39%	+12%	32%	31%	-1%	30%	29%	-1%
Grade 6	25%	32%	+7%	29%	30%	+1%	46%	39%	-7%
Grade 7	39%	48%	+9%	19%	26%	+7%	43%	26%	-17%
Grade 8	45%	55%	+10%	17%	15%	-2%	38%	28%	-10%

MATH*Fall to Winter comparison*

	On/Above Grade Level FALL	On/Above Grade Level WINTER	Fall to Winter Change	1 Grade Below FALL	1 Grade Below WINTER	Fall to Winter Change	2+ Grade levels below FALL	2+ Grade levels below WINTER	Fall to Winter Change
Kindergarten	18%	60%	+42%	83%	40%	-43%			
Grade 1	5%	26%	+21%	77%	65%	-12%	18%	9%	-9%
Grade 2	9%	32%	+23%	52%	55%	+3%	39%	14%	-25%
Grade 3	8%	38%	+30%	56%	50%	-6%	36%	11%	-25%
Grade 4	14%	25%	+11%	49%	51%	+2%	37%	24%	-13%
Grade 5	8%	23%	+15%	46%	45%	-1%	46%	32%	-14%
Grade 6	17%	19%	+2%	32%	44%	+12%	51%	37%	-14%
Grade 7	17%	29%	+12%	43%	46%	+3%	41%	25%	-16%
Grade 8	20%	37%	+17%	36%	36%	NC	44%	26%	-18%

Health Curriculum Outline, SY21-22

Goals for health this year:

1. Understand how to optimize and maintain good health
2. Decrease stigma and enhance help-seeking efficacy
3. Apply a variety of coping skills to their lives
4. Develop strong, healthy, and respectful relationships with peers and adults
5. Formulate an identity that is multifaceted, confident and focused on growth

[Framework Link](#)

4th Grade

Month: September/October

Unit: Introduction to Mental Health

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

Topics:

Good deeds, recognizing emotions, coping skills, decision making

Month: October/November

Unit: Family Life

Frameworks:

Family Life

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

6.1 Describe different types of families, addressing membership and social influences, and the functions of family members

6.2 Describe factors, such as character traits of individuals and life events, that can strengthen families As a class, design a bulletin board collage on the many different things adults know and are able to do. Discuss why a person with these skills, experiences, talents, and information would be a good person to talk to when you have a problem or have experienced a success

6. Identify whom to talk with about family problems and successes

7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups

7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others

6.4 Identify what parents do to provide a safe, healthy environment for their children

Topics: Family dynamics, communication, askable adults, friendship, coping skills

Month: November/December

Unit: Mutual Respect

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

1.2 Identify behaviors and environmental factors that influence functioning of body systems

12.4 Identify resources used by individuals to manage their daily lives (such as time and money)

14.3 List practices and products that make living safer

2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)

11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes

1.3 Identify appropriate accommodations and aids for people with physical disabilities

7.4 Describe the concepts of prejudice and discrimination

Topics: emotional safety, prejudice/discrimination and allyship, inclusion and equity, empathy and humility, coping skills

Month: January/February

Unit: Ending Stigma

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

9.4 Distinguish among safe, unsafe, and inappropriate touch

9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers

11.4 Identify helping resources regarding violence in the school and community, such as counselors, neighbors, law enforcement, and members of faith-based groups

14.3 List practices and products that make living safer

Topics: Mental health stigma, fight/flight or freeze, consent, peer pressure, coping skills

Month: February/ March

Unit: Eating, Moving and Feeling Good

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

2.4 Identify physical and psychological changes that result from participation in a variety of physical activities

2.5 Explain the benefits of physical fitness to good health and increased active lifestyle

12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects

3.1 Identify the key nutrients in food that support healthy body systems (skeletal, circulatory) and recognize that the amount of food needed changes as the body grows

3.3 Recognize hunger and satiety cues and how to make food decisions based upon these cues

2.1 Apply movement concepts including direction, balance, level (high, low), pathway (straight, curve, zigzag), range (expansive, narrow), and force absorption (rigid, with bent knees) to extend versatility and improve physical performance

2.2 Use a variety of manipulative (throwing, catching, striking), locomotor (walking, running, skipping, hopping, galloping, sliding, jumping, leaping), and non-locomotor (twisting, balancing, extending) skills as individuals and in teams

2.3 Perform rhythm routines, including dancing, to demonstrate fundamental movement skills

2.7 Demonstrate responsible personal and social conduct used in physical activity settings

3.6 Describe personal hygiene and safety measures used in preparing foods

Topics: Exercise, nutrition, food safety, self image

Month: March/April

Unit: Healthy Sexuality

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

4.1 Identify the components, functions, and processes of the reproductive system

4.2 Identify the physical changes as related to the reproductive system during puberty

9.4 Distinguish among safe, unsafe, and inappropriate touch

9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers

Topics: puberty, safe touch, anatomy

Month: Safety First

Unit: April/May

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

8.1 Describe how the body fights germs and disease naturally and with medicines and immunization

- 8.2 Identify the common symptoms of illness and recognize that being responsible for individual health means alerting caretakers to any symptoms of illness
- 8.3 Apply skills to prevent and control the spread of disease, including those that help promote cleanliness (such as correct handwashing, regular bathing, and washing clothes)
- 9.1 List rules for fire safety, weapons safety, bus safety, and seatbelt use where applicable, such as at home, school, community, and play, and explain why the rules are important
- 9.2 Name persons and community helpers (such as police officers, fire fighters, and emergency medical personnel) who can be contacted to help with health, safety, and injury prevention and describe the appropriate procedures for contacting healthcare personnel in an emergency
- 9.3 Describe personal responsibility for reducing hazards and avoiding accidents
- 9.6 Follow universal precautions for all first aid involving any blood and other body fluids
- 9.7 Apply appropriate first aid for cuts and bruises, including observing universal precautions

Topics: germs, viruses, first aid, safety protocols

Month: June

Unit: Healthy for the summer!

Frameworks:

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 1.1 Name the external and internal parts of the body and the body systems
- 1.4 Distinguish the characteristics of living and non-living organisms
- 8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)

Topics: the human body and it's systems

5th Grade

Month: September/October

Unit: Introduction to Mental Health

Frameworks:

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.3 Define character traits such as honesty, trustworthiness, self-discipline, respectfulness, and kindness and describe their contribution to identity, self-concept, decision-making, and interpersonal relationships
- 5.4 Describe the effects of leadership skills on the promotion of teamwork
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

Topics: character traits, goals, coping skills, decision making

Month: October/November

Unit: Family Life

Frameworks:

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 6.3 Identify whom to talk with about family problems and successes
- 7.1 Explain why communication is essential in human relationships and identify people from whom children can learn how to communicate, such as family members, friends, community members, and members of faith-based groups
- 7.2 Apply both verbal and non-verbal communication skills to develop positive relationships and improve the social environment of the school
- 7.3 Describe the concept of friendship and contrast qualities that strengthen or weaken a friendship, including the importance of sound character in interacting with others
- 7.4 Describe the concepts of prejudice and discrimination

Topics: emotional safety, prejudice/discrimination, inclusion and equity, empathy, coping skills

Month: November/December

Unit: Mutual Respect

Frameworks:

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 1.2 Identify behaviors and environmental factors that influence functioning of body systems
- 12.4 Identify resources used by individuals to manage their daily lives (such as time and money)
- 14.3 List practices and products that make living safer
- 2.6 Identify the major behaviors that contribute to wellness (exercise, nutrition, hygiene, rest, and recreation, refraining from using tobacco, alcohol, and other substances)
- 11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitudes
- 1.3 Identify appropriate accommodations and aids for people with physical disabilities
- 7.4 Describe the concepts of prejudice and discrimination
- 11.1 Describe some of the ways that young children can be intentionally helpful and intentionally hurtful to one another

Topics: communication, friendship, families, prejudice/discrimination, bullying, coping skills

Month: January/February

Unit: Ending Stigma

Frameworks:

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 9.4 Distinguish among safe, unsafe, and inappropriate touch
- 9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for personal safety Students role-play ways to deal with bullying, teasing, and name-calling, and how to get away from threatening strangers
- 11.2 Identify factors (such as internal character and personality attributes and forces external to individuals, such as the media or society) related to both violent and nonviolent attitude
- 11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships
- 14.3 List practices and products that make living safer

Topics: mental health stigma, stressors, consent, peer pressure, coping skills

Month: February/ March

Unit: Eating, Moving and Feeling Good

Frameworks: .

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
 - 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
 - 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
 - 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
 - 2.4 Identify physical and psychological changes that result from participation in a variety of physical activities
 - 2.5 Explain the benefits of physical fitness to good health and increased active lifestyle
 - 12.5 Name and weigh criteria for selecting a consumer product and evaluate the product's safety and health aspects
 - 3.2 Use the USDA Food Guide Pyramid and its three major concepts of balance, variety, and moderation to plan healthy meals and snacks
 - 3.4 Identify heredity, diet, and physical activity as key factors in body shape and size
 - 3.7 Describe how food choices are influenced by availability, individual and family preferences, media, and background, and identify healthy foods within various social groups
 - 12.3 Identify advertising techniques
 - 3.6 Describe personal hygiene and safety measures used in preparing foods
- Topics:** Exercise, nutrition and self concept

Month: March/April

Unit: Healthy Sexuality (*consent form will go out prior and there will be family nights*)

Frameworks:

- 5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings
- 5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being
- 5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions
- 5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept
- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.2 Identify the physical changes as related to the reproductive system during puberty
- 4.3 Define sexual orientation using the correct terminology
- 4.4 Recognize that diet, exercise, rest, and avoidance of risk behaviors such as smoking, drinking, and other substance use contribute to the health of a mother and fetus
- 9.4 Distinguish among safe, unsafe, and inappropriate touch
- 9.5 Demonstrate the use of assertive behavior, refusal skills, and actions intended for safety

11.3 Differentiate between one's personal rights and those of others and use communication and problem-solving to set personal boundaries, resolve conflicts, and develop positive relationships

Topics: anatomy and reproduction, gender roles, puberty

Month: Safety First

Unit: April/May

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

10.1 Identify and distinguish between substances that are safe and unsafe to be taken by mouth

10.2 Describe the purpose of medicines (prescription and over-the-counter) and how they can be used or misused in the treatment of common medical problems

10.3 Describe how tobacco and prolonged exposure to cigarette smoke affects the body

Through the study of Healthy Decisions students will

10.4 Identify whom to seek help from for a possible poisoning or overdose

Topics: Substances abuse prevention

Month: June

Unit: Healthy for the summer!

Frameworks:

5.1 Identify the various feelings that most people experience and describe the physical and emotional reactions of the body to intense positive and negative feelings

5.2 Apply methods to accommodate a variety of feelings in a constructive manner in order to promote well being

5.5 Explain and practice a model for decision-making that includes gathering information, predicting outcomes, listing advantages and disadvantages, identifying moral implications, and evaluating decisions

5.6 Explain how coping skills (such as perceiving situations as opportunities, taking action/exerting control where possible) positively influence self-concept

1.1 Name the external and internal parts of the body and the body systems

1.4 Distinguish the characteristics of living and non-living organisms

8.4 Identify tooth functions and causes of tooth health and decay, and apply proper dental health skills (such as choosing healthy tooth snacks, brushing, flossing)

Topics: the human body and it's systems

6th Grade

Month: September/October

Unit: Introduction to Mental Health

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

Topics: Constructive vs. destructive, growth mindset, emotional health, support systems, coping skills

Month: October/November

Unit: Family Life

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 6.8 Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences
- 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication
- 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure
- 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole
- 7.8 Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct

Topics: Family life cycle, family functions, communication/peer pressure, askable adults, coping skills

Month: November/December

Unit: Mutual Respect

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 1.9 Apply skills that increase immediate peak functioning of body systems
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
- 12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health
- 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health
- 8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep
- 11.7 Define intolerance and explain how it can contribute to violence
- 2.15 Demonstrate strategies for inclusion of all students in physical activity settings related to strength and speed In teams, students identify and try various ways for players of different abilities to participate fully
- 8.8 Describe how to demonstrate safe care and concern toward ill and disabled persons in the family, school, and community

Topics: Emotional safety, prejudice/discrimination, inclusion and equity, empathy, coping skills

Month: January/February

Unit: Ending Stigma

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.10 Identify sexual discrimination and harassment
- 9.10 Recognize sexual abuse and child abuse and how to get help
- 11.6 Apply skills that increase immediate peak functioning of body systems

Topics: mental health stigma, trauma response, consent, harassment, coping skills

Month: February/ March

Unit: Eating, Moving and Feeling Good

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 2.8 Use combinations of manipulative, locomotor, and non-locomotor skills to develop movement sequences and patterns, both individually and with others
- 2.9 Demonstrate developmentally appropriate basic manipulative and advanced specialized physical skills, including throwing and catching different objects with both accuracy and force, hand and foot dribbling while preventing an opponent from challenging, and accurate striking proficiency
- 2.10 Perform a rhythm routine that combines traveling, rolling, balancing, and weight transfer into smooth flowing sequences with intentional changes in direction, speed, and flow
- 2.11 Apply basic principles of training and appropriate guidelines of exercise to improve immediate and long-term physical fitness
- 2.12 Participate in activities that promote physical fitness, decrease sedentary lifestyle, and relieve mental and emotional tension
- 3.8 List the functions of key nutrients and describe how the United States Dietary Guidelines relate to health and the prevention of chronic disease throughout the life span
- 3.12 Explain factors associated with a safe food supply (food handling, production, food storage, and preparation techniques)

Topics: Exercise, nutrition and self concept

Month: March/April

Unit: Healthy Sexuality

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.3 Define sexual orientation using the correct terminology
- 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty
- 4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
- 4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions)

Topics: anatomy and reproduction, gender and sexuality, boundaries and values

Month: Safety First

Unit: April/May

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 9.8 Describe actions and behaviors to protect oneself when alone at home or in the community or caring for small children
- 9.9 List safety rules for recreational activities, including the use of helmets, pads, and the proper use of equipment
- 9.11 Distinguish among symptoms of bleeding, choking, shock, poisoning, burns, broken bones, and cardiac arrest
- 9.12 Apply appropriate first aid for bleeding, choking, and burns
- 14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors

Topics: Social media, safety protocols, first aid

Month: June

Unit: Healthy for the summer!

Frameworks:

- 8.5 Identify ways individuals can reduce risk factors related to communicable and chronic diseases
- 8.6 Describe the importance of early detection in preventing the progression of disease
- 8.7 Explain the need to follow prescribed health care procedures given by parents and health care providers
- 8.9 Discuss how cleanliness and good grooming show consideration for self and others, and ways to promote cleanliness
- 8.10 Describe the relationship between overexposure to the sun and skin cancer
- 8.11 List the factors contributing to tooth decay, diseases of the mouth, and preventive measures

Topics: Healthy skin, healthy teeth, hygiene

7th Grade

Month: September/October

Unit: Introduction to Mental Health

Frameworks:

- 1.8 Describe the influence of health habits on growth and development

- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 5.8 Identify the causes and effects of depression and how to seek help.
- 5.9 Describe the relationships among physical appearance, changes in the body, and self-concept and esteem

Topics: growth mindset, emotional health, phobia, support systems, coping skills

Month: October/November

Unit: Family Life

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 6.8 Describe ways in which relationships among parents and children change during adolescence, and compare peer and parental influences
- 7.5 Apply attentive listening, feedback, and assertiveness skills to enhance positive interpersonal communication
- 7.6 Explain how peer pressure influences choices and apply strategies for managing negative peer pressure and encouraging positive peer pressure
- 7.7 Recognize the positive contribution of character traits (such as tolerance, honesty, self-discipline, respectfulness, and kindness) to relationships, the benefit to relationships which include understanding and respecting individual differences, and the detrimental effect of prejudice (such as prejudice on the basis of race, gender, sexual orientation, class, or religion) on individual relationships and society as a whole
- 7.8 Describe the purpose of dating and acceptable dating attitudes (such as respect) and appropriate conduct

Topics: communication, changing relationships, peer pressure, healthy relationships, coping skills

Month: November/December

Unit: Mutual Respect

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning

- 5.10 Describe the contribution of a personal support system to good mental health
- 1.9 Apply skills that increase immediate peak functioning of body systems
- 11.8 Describe the power of the individual in reducing violence and identify situations where individuals can become active about violence prevention
- 12.6 Describe how allowing time for healthy activities (such as exercise, preparing nutritious meals, getting adequate sleep) can improve health
- 14.4 Identify how individuals can be knowledgeable and active in the school and community to promote health
- 8.12 Describe the influence that rest has on physical functioning (recovering from fatigue, restoring energy), personal requirements for sleep, and methods for getting adequate sleep
- 11.7 Define intolerance and explain how it can contribute to violence

Topics: Emotional safety, prejudice/discrimination, inclusion and equity, empathy, coping skills

Month: January/February

Unit: Ending Stigma

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.10 Identify sexual discrimination and harassment
- 9.10 Recognize sexual abuse and child abuse and how to get help
- 11.6 Identify the social and emotional consequences of harassment

Topics: mental health stigma, trauma response, consent, harassment, coping skills

Month: February/ March

Unit: Eating, Moving and Feeling Good

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 2.14 Apply advanced movement concepts and beginning game strategies to guide and improve individual and team performance
- 2.16 Describe the purpose and benefits of sports, games, and dance in modern society
- 3.10 Describe the components of a nutrition label and how to use the information from labels to make informed decisions regarding food
- 3.11 Analyze dietary intake and eating patterns
- 3.13 Identify the behaviors and avenues of support for young people with disordered eating behaviors or eating disorders

Topics: Exercise, nutrition and self concept

Month: March/April

Unit: Healthy Sexuality

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 4.1 Identify the components, functions, and processes of the reproductive system
- 4.3 4.3 Define sexual orientation using the correct terminology
- 4.5 Recognize the emotional and physical changes as related to the reproductive system during puberty
- 4.6 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior
- 4.7 Describe short- and long-term consequences of sexuality-related risk behaviors and identify barriers and supports for making health-enhancing decisions)
- 4.8 Describe behaviors and methods for pregnancy prevention, including abstinence
- 4.9 Define the types of sexually transmitted infections (STIs), including HIV/AIDS, and how they are prevented
- 7.9 Explain the benefits of abstinence, postponing sexual behavior, and setting limits on sexual behavior

Topics:Anatomy and Reproduction, gender and sexuality, STIs , Abstinence and prevention

Month: Safety First

Unit: April/May

Frameworks:

- 1.8 Describe the influence of health habits on growth and development
- 2.13 Explain the personal benefits of making positive health decisions and monitor progress towards personal wellness
- 5.7 Identify and describe the experience of different feelings (such as elation, joy, grief, and rage) and how feelings affect daily functioning
- 5.10 Describe the contribution of a personal support system to good mental health
- 10.5 Describe addictions to alcohol, tobacco, and other drugs, and methods for intervention, treatment, and cessation
- 10.6 List the potential outcomes of prevalent early and late adolescent risk behaviors related to tobacco, alcohol, and other drugs, including the general pattern and continuum of risk behaviors involving substances that young people might follow
- 10.7 Identify internal factors (such as character) and external factors (such as family, peers, community, faith-based affiliation, and media) that influence the decision of young people to use or not to use drugs

- 10.8 Demonstrate ways of refusing and of sharing preventive health information about tobacco, alcohol, and other drugs with peers
- 11.5 Identify reasons why some people choose to join gangs and understand how gangs undermine community and lead to violence
- 11.9 Demonstrate effective communication, negotiation, and conflict resolution for resolving potentially violent conflicts
- 11.10 Explain the signs of abuse in relationships, including emotional abuse and physical assault, and identify the available resources in schools and the local community, such as counselors, law enforcement, and faith-based groups
- 14.5 Identify the origins and accuracy of facts in social messages that promote healthy and unhealthy behaviors

Topics: Substance Abuse Prevention, Violence prevention

Month: June

Unit: Healthy for the summer!

Frameworks:

- 1.6 Identify the stages of the human life cycle (from prenatal through late adulthood)
- 1.7 Explain the function of human body systems and how body systems work together
- 1.10 Define genes and the concept of heredity

Topics: The human body and its systems

Resource

(always changing- latest resources)

Title	Publication year	Edition	Publisher	Address
Health, Wellness, and physical fitness	2001		Mark Twain Media, Inc.	Quincy, IL
It's perfectly normal : changing bodies, growing up, sex and sexual health	2014			
Trauma-Informed Social-Emotional Toolbox for Children and Adolescents	2020			
The human body : super science activities	2009		Teacher Created Resources	Westminster, CA
Health and Wellness	2008		Macmillan/McGraw-Hill	New York, NY
Teen health : course 1. Student ed	2009		McGraw Hill/Glencoe	
Teen health : course 2. Student ed	2009		McGraw	

			Hill/Glencoe	
Teen health Course 3	2009		Glencoe/McGraw-Hill	Woodland Hills, California
Anxiety workbook for kids	2016			
Bake it till you make it : breaking bread, building resilience	2019			
Yoga Games for Children	2011		Hunter House	New York
Planet Health	2001		Human Kinetics	Champaign, IL
How to talk so teens will listen & listen so teens will talk	2010			
The teaching transgender toolkit	2017			
The Feelings Book	2002		Pleasant Company Publications	Middleton, Wisconsin
Teaching Safer Sex	2012	3rd	The Center For Family Life Education	Morristown, NJ
Still quiet place	2014			
The Care & Keeping of You	1998		Pleasant Company Publishing	WI
Our Bodies, Ourselves	2005		Touchstone	New York, NY
Creative self-care and coping skills for teens and tweens	2019			
Mental Health and High School Curriculum Guide	2018	2nd	Washington state	
Human Anatomy Coloring Book	1982		Dover Publications, Inc.	New York, NY

Abby Kelley Foster Charter Public School

2022-2023 School Calendar

August 2022						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
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28	29	30	31			

September 2022						
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October 2022						
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November 2022						
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December 2022						
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January 2023						
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February 2023						
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March 2023						
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April 2023						
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May 2023						
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June 2023						
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July 2023						
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30	31					

	School Closed
	Early Release Day
	Parent Teacher Conferences

	Employee Planning/ PD (no school for students)
	First and Last Day of School
	Alert- Please review date and message

22-23 Aug	Planning/Development Days (All Staff)
24-Aug	First Day of School- Students in grade 4,8, & 9 ONLY
25-Aug	First Day of School for remaining students 1-12
2-Sep	No School--Closed
5-Sep	Labor Day - No School
7-Sep	First Day of School for Kindergarten
21-Sep	Professional Development -- Early Release
7-Oct	No School--Closed
10-Oct	Columbus/Indigenous Peoples' Day- No School
26-Oct	Professional Development -- Early Release
11-Nov	Veteran's Day- No School
21-Nov	Parent Teacher Conferences- Early Release
22-Nov	Parent Teacher Conferences- Early Release

23-25 Nov	Thanksgiving Break- No School
23-Dec	Winter Holiday Break- No School
3-Jan	Return to School
16-Jan	Martin Luther King Jr. Day- No School
8-Feb	Professional Development -- Early Release
20-Feb	President's Day (School vacation)
15-Mar	Early Release (Elem. only) Parent Teacher Conferences
16-Mar	Early Release (Elem. Only) Parent Teacher Conferences
29-Mar	Early Release
17-Apr	Spring Break -No School
17-May	Early Release (1-3 Only, No school for K) K Screening
26-May	Early Release
29-May	Memorial Day - No School
16-Jun	Last Day of School- Early Release
19-Jun	Juneteenth- Holiday Observed-No School

23-25 Nov	Thanksgiving Break- No School
23-Dec	Winter Holiday Break- No School
3-Jan	Return to School
16-Jan	Martin Luther King Jr. Day- No School
8-Feb	Professional Development -- Early Release
20-Feb	President's Day (School vacation)
15-Mar	Early Release (Elem. only) Parent Teacher Conferences
16-Mar	Early Release (Elem. Only) Parent Teacher Conferences
29-Mar	Early Release
17-Apr	Spring Break -No School
17-May	Early Release (1-3 Only, No school for K) K Screening
26-May	Early Release
29-May	Memorial Day - No School
16-Jun	Last Day of School- Early Release
19-Jun	Juneteenth- Holiday Observed-No School

VERSION 3: Edited 2/8/22 -**DRAFT**



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Education Committee Meeting Minutes

Friday, February 11, 2022, 8:00 a.m.

<https://akfcs-org.zoom.us/j/95777160926?pwd=citrK2ZPendwNXIyZ2pOVkFHVFhCQT09>

Meeting ID: 957 7716 0926 **Passcode:** 847806

By phone: +1 929 205 6099 US (New York) **Meeting ID:** 957 7716 0926

The meeting was called to order by Amy Vernon. The attendance was recorded as follows:

Board/Committee Members: Amy Vernon, Shelly Yarnie, Dr. Jie Park

Staff in attendance: Heidi Paluk, Michelle Vigneux, AnnMarie Little, Jessica Regan, Meaghan Culkeen, Robert Kerr, Jennifer Giusto, Dr. Caroline Cole, Christopher Kursonis, Kelly Gould, Kristine Hersey, Amelie Cabral

The Committee reviewed the Meeting Minutes from the January 14, 2022 meeting. Ms. Vernon asked for a motion to approve the January 14, 2022 meeting minutes. The motion was made by Ms. Yarnie and seconded by Ms. Vernon.

Mid-Year I-Ready Results

Ms. Regan began the presentation by explaining that the information in the packet is new information that will better help understand the needs of our students. She explained the differences between grade levels and the students who fell 2 grades or more behind and stated that the number of students averaging in that category is about 10%. Ms. Regan stated that this regression was due to the summer break which is expected and the past two years of the pandemic. A majority of students fell in the 1 grade level below category and this number ranges from 15%-56% of students. Ms. Regan explained that this information shows that there is a correlation between the I-Ready reading scores and MCAS scores. Ms. Regan also explained that when comparing past scores to this current one, the numbers have decreased, showing an increase in students meeting grade-level expectations.

Ms. Regan explained that the number of students that are two grades level or more below in Math has been decreasing at a higher rate than reading as there is more room for improvement in mathematics than there is in reading. A majority of the students are now showing as one grade level below, showing improvement. There has also been a tremendous improvement for the students that are meeting grade-level expectations and kindergarten has seen a 42% gain. Grade six currently has the lowest percentage of students in the district on

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grade level but they have come the farthest. The curriculum coordinators explained that the math and reading implementation programs are shown to be successful in the advancement of the students. Ms. Regan also explained that they have brought on a math coach that is assisting with making sure students have a smooth transition between grades three and four. Ms. Regan explained that they are in the process of obtaining new curriculum information and are currently researching three options at the moment. Ms. Vernon inquired about receiving comparison data on past winter scores to which Ms. Regan stated she would gather that information.

Ms. Yarnie inquired about the capacity limit being reached with the Mass Academy Tutoring program and whether there was any further interest to which Ms. Regan stated that there was a waiting list as this tutoring was being done on a one-to-one basis and the students meet with the same tutor consistently to build rapport.

Healthy Sexuality (Grades 4-7)

Ms. Culkeen began her presentation by explaining that the main priority for this course was to promote health and help students develop a strong, healthy relationship with both adults and peers. She explained that she wanted to make sure we were providing scientifically accurate, medically sound information about human sexuality, puberty bodies, and reproduction. The most important goal, according to Ms. Culkeen was to help young people exercise informed responsibility to be able to make choices based on data that they have based on the understanding of what is good and healthy and also remember their values and boundaries.

Ms. Culkeen explained that she is an advocate of transparency with our communities and having parents understand what is happening within the healthy sexuality unit. She also explained that what we understand and what we believe regarding this topic is culturally based, is faith-based, and family-based, so the language that parents will be provided will be age-appropriate and medically accurate information and is culturally responsive and does not promote a specific religion or belief system. Ms. Culkeen stated that the hope is that it encourages communication with guardians and empowers students to make informed decisions about their health. Ms. Culkeen explained that she would also make a personal commitment to communicate to every family member who signed a refusal form because many families just don't feel that they have enough information and a phone call can be enough to ease fears.

Ms. Culkeen also explained that she would likely be hosting 1 family zoom night per grade level as the content in every grade is different and this will allow parents to be able to have more of an overview and also reach out directly with questions. Ms. Culkeen also explained that evidence suggested that sexual health, education quality, and comprehensive sexual health education could improve academic success, prevent dating violence and bullying, help youth delay sexual activities, and develop healthy relationships. It also promotes empathy, according to Ms. Culkeen as shown in a national survey where, 59.1% of LGBTQ students reported feeling unsafe in school because of their sexual orientation and 42.5% because of their gender expression, so with comprehensive sexuality education, we're able to have conversations to help normalize and understand the science behind sexual orientation and behind sexuality.



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Ms. Yarnie provided feedback on the presentation and offered her assistance to Ms. Culkeen if needed. Ms. Yarnie noted the importance of teaching students about preventing disease and promoting good health and also teaching mental, physical, mental, and oral health. Dr. Park also provided insight and information on the refusal forms and suggestions on talking points for parents. Ms. Culkeen stated that she would be developing a strategy to implement the health programs after considering suggestions from the Committee and updating them.

Middle School Principal Search

Ms. Paluk began by informing everyone that the Middle School Principal is no longer at Abby Kelley and Mr. Brian Gero would be taking over as acting principal until the end of the school year and Ms. Regan and Ms. Thomas would be assisting him. A form has been created for anyone who may express interest in the search committee and a job position description is being formed to assist with the search. Ms. Paluk stated that they were hoping to hire someone by July 1, 2022.

Academic calendar

A draft of the 2022-2023 calendar was presented for review. Ms. Paluk also explained that there is still some internal reflection being done on the calendar but did provide a copy for the committee members to have while they work on finalizing it.

Ms. Vernon asked for a motion to adjourn the meeting. Dr. Park provided the motion and Ms. Yarnie seconded.

The meeting was adjourned at 9:35 a.m.

List of Documents Provided:

- Mid-year i-Ready Results
- Healthy Sexuality Presentation
- Academic Calendar