



Board of Education Committee Agenda

NAME OF THE COMMITTEE:	Curriculum and Instruction Programs
NAME OF THE CHAIRPERSON:	Mrs. Stacey Price
DATE/TIME/LOCATION OF MEETING:	February 7, 2023 @7:00 PM BoE Conference Room Google Meet: https://meet.google.com/qgc-nirx-ueu
BOARD MEMBERS ATTENDING:	Mrs. Stacey Price, Mr. Douglas Cusato, Mrs. Laura Cooper, Mrs. Kristen Pedersen
ADMINISTRATORS ATTENDING:	Dr. Courtney Carmichael, Ms. Bronwen Calderón, Dr. Mortimer (via Meet)

Discussion Items

Health certification - Teach all remaining subjects no more than one-half of the daily instructional assignment

SUBJECT	Health Curriculum
NOTES	• Data provided by Bronwen on Opt-Outs (specific to WRMS) • Data provided by Bronwen/Courtney about CHPE teacher feedback (WEA) - WEA President reports no concerns on the part of the Health teachers. They specifically asked after the last BoE meeting. • Curriculum Web Link ○ Only K-5 had the new Health curriculum last school year; it is being implemented in grades 6-12 this school year Questions from Committee Members (Admin answers are in red): 1. The content of some materials in this health curriculum essentially teaches in opposition to what many children receive as part of their religious upbringings or family cultural values learned outside of school. I would like to understand how these values were accommodated when we implemented a health curriculum into our education system. What safeguards were put in place to ensure children that practice such religions or hold such values are respected and don't feel shamed for not accepting content included within the health curriculum. For example, is it

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taught specifically that this material factually goes against some religions and cultures and those that practice those religions / cultures are entitled to maintain those values without feeling bullied or devalued.

- [Statement from Great Body Shop about family partnerships](#)
- “THE GREAT BODY SHOP is a comprehensive health education curriculum that is sequential, developmentally appropriate, culturally sensitive and medically accurate. THE GREAT BODY SHOP is aligned to the National Health Education Standards, the National Sexuality Education Standards, the Centers for Disease Control and Prevention’s (CDC) Characteristics of Effective Health Education Curricular and the core concepts recommended by CDC’s HECAT.”
- In fifth grade students learn about the freedom of religion but the cultural implication of the impact of religion is not a standard until high school. *6.1.12.HistoryCC.14.e: Evaluate the role of religion on cultural and social mores, public opinion, and political decisions.* The Grade 5 Lesson #1 Identity - defines the difference between gender identity and sexual orientation - this is an overview and doesn't ask students to identify but does ask the students to be tolerant of identity and orientation.
- We stress Abstinence (N.J.S.A. 18A:35-4.19-20)
- Also known as the “AIDS Prevention Act of 1999,” requires sex education programs to stress abstinence. Any sex education that is given as part of any planned course, curriculum, or other instructional program and that is intended to impart information or promote discussion or understanding in regard to human sexual behavior, sexual feelings and sexual values, human sexuality and reproduction, pregnancy avoidance or termination, HIV infection or sexually transmitted diseases, regardless of whether such instruction is described as, or incorporated into, a description of “sex education,” “family life education,” “family health education,” “health education,” “family living,” “health,” “self-esteem,” or any other course, curriculum program, or goal of education, and any materials including, but not limited, to handouts, speakers, notes, or audiovisuals presented on school property concerning methods for the prevention of acquired immune deficiency syndrome (HIV/AIDS), other sexually transmitted diseases, and of avoiding pregnancy, shall stress that abstinence from sexual activity is the only completely reliable means of eliminating the sexual transmission of HIV/AIDS and other sexually transmitted diseases and of avoiding pregnancy.

2. It's not very easy to understand how to opt out and when to opt out. Parents are concerned with their children basically sitting in an office or something similar, when they opt out. Can we confirm what the schools have done historically in these situations and how they could be improved in the future?

- Students are provided with an alternate assignment. *****PERSONNEL** *****PERSONNEL** did not have this in place last year. That will not happen again.
- Parents are communicated with monthly about the topics that will be taught in the health classes in elem. Students and parents know the day they have PE/Health.

Can the information that is used by parents to opt out be reviewed during this meeting and linked back to the exact lesson plan materials and instructional materials used in the classroom.

- Letters that describe the opt-out process: [elementary](#) and [middle](#), which are linked to [this site](#)

3.) What materials and activities (assemblies, lectures, etc..) do we have happening in schools that teach to prevent bullying overall (regardless of the race, religion, gender, etc..) and be kind to all that are not part of our new health curriculum?

- Per the January 26 BoE agenda, we have had 36 HIB prevention programs in the District so far this school year.
 - Week of Respect Activities (all schools)
 - School Violence Awareness Week (all schools)
 - Spirit Weeks (all schools)
 - Themes of the Month (HS & MS)
 - Digital Dilemma Assemblies (HS)
 - Advisory Training and Implementation (MS)
 - LEAD Program (MS & ES)
 - Responsive Classroom Programming (ES)
 - Caring Cardinals/Peer Leaders (ES)
 - Safety Patrol (ES)
 - Cool Cardinals of the Month (ES)
 - Anti Bullying Bike Assembly (ES)
 - Mix It Up Lunch (ES)
 - SEL/Mindfulness Activities (ES)
 - Fun Run (ES)
 - Walk to School Day (ES)

How much instruction time is dedicated to these teachings? Basically, do we provide significant teachings related to anti-bullying without the new health curriculum that supports the entire student population?

- No, because our HIB programs do not cover all of the content in the new Health standards.
- Advisory period for students at WRMS is dedicated to character ed, and advocates for “whole-child education.” Advisory periods are solutions to a range of school concerns—from safety and suicide prevention to bullying and academic support.

4.) Can all lesson plans and instructional materials that are actually used across WWRSD to teach the health curriculum be provided to the BOE members surrounding the following topics - family structure, sexuality, gender identity, sexual intercourse, types of intercourse and sexual activities, pornography, masturbation, contraception, pregnancy, birth, etc...? If possible, also please include the grade level this material is taught.

- WRMS lessons and instructional materials were provided in the [public folder](#) and posted on our site as well.
- Elementary Folder [public folder](#) of lessons

5.) An understanding of any assemblies and lectures that the LGBTQ group in the high school attends as a part of their group activities would also be helpful.

- Students during the Fall who are a part of our GSA club attended the BCC/GSA Summit on October 21, 2022. This is an event for all the local LGBTQ+ clubs on middle and high school campuses throughout the South Bay to come together, network, attend awesome workshops, share anything cool their clubs have going on.

6.) Any assemblies that are offered to the students and parents to attend are not directly tied to the health curriculum but include content related to human sexuality, sexual activity, reproduction, family structure, gender identity, bullying, STD's, contraception, etc...

- Digital Dilemma - October 2022- Tim Shoemaker - students and parents- covered cyberbullying and internet safety
- You Don't Know Me Until You Know Me- May 2022- Mykee Fowlin - students - bullying/diversity/acceptance

7.) What are the number of bullying / disciplinary issues recorded that were related to LGBTQ students year of year for the last 5 years? We are trying to run a report for this. Do we have data that clearly indicates a correlation between reduced LGBTQ students being bullied and the implementation of this curriculum within WWRSD?

- The curriculum was just implemented for the first time on the elementary level in the 21-22 school year. It starts in grades 6-8 this school year. 6-12 will begin next year. It is too soon to determine if it has an impact.
- With the number of HIB cases that may occur in a school year, if a student is not ready (or did not inform the school) to identify as a member of the LGBTQ community, our data will not show a correlation between LGBTQ students who are allegedly bullied compared to the reduction in HIB cases.

8.) When the health curriculum was implemented, was another curriculum removed? If so, what was removed? Just another health curriculum or was more incremental time applied towards health and less time applied towards other topics like math, reading, science, history, etc...?

- The NJDOE has had Comprehensive Health and Physical Education standards since about 1996. They are revised every five years or so. Districts are required to spend on average 150 minutes per week on Health/PE. There is no specific mandate for how that time should be divided.
- No health curriculum was removed from Atlas. Instead, it was revised to support the revisions presented from 2014 to 2020. Here is a [scope and sequence](#) to the revisions made. The verbiage in the standards were around since 2014 and approved.
- The schools are not here to replace the parent household. Instead, it drives the partnership and community relationship (how to approach social media, providing facts not values).
- For other subjects such as math, ELA, SS, science, etc., Governor Murphy signed legislation to require schools to adopt an LGBTQ-inclusive curriculum and implement it across all content areas. [New Jersey State Code \(18A:35-4.36a\)](#)

9.) How can we improve the opt out process

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- Title IX states: No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance.
- **Parent's Statement of Conflict with Conscience:** *"In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall **be excused** from that portion of the course where such instruction is being given, and no penalties as to credit or graduation shall result."*
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10.) What % of our district students identify as part of the LGBTQ community and how many students are part of the LGBTQ club within the high school?

- We do not collect data on the percentage of students who identify as LGBTQ, it would be inappropriate to do so. There are about 35 students in the club, but that does not mean they are all LGBTQ.
 - [Transgender Guidance \(Privacy Law\)](#) violation: School personnel may not disclose information that may reveal a student's transgender status except as allowed by law. Schools are advised to work with the student

to create an appropriate confidentiality plan regarding the student's transgender or transitioning status

- School districts shall comply with all laws and regulations regarding the confidentiality of student records and student privacy, including the requirements set forth at 20 U.S.C. § 1232g, Family Educational Rights and Privacy Act; 34 CFR Part 99, Family Educational Rights and Privacy; 20 U.S.C. § 1232h, Protection of Pupil Rights; 34 CFR Part 98, Student Rights in Research, Experimental Programs, and Testing; P.L. 104-191, Health Insurance Portability and Accountability Act; 45 CFR Part 160, General Administrative Requirements; 20 U.S.C. § 7917, Transfer of school disciplinary records; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, Confidentiality of certain information provided by pupils, exceptions; N.J.A.C. 6A:16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Pupil records, creation, maintenance and retention, security and access, regulations, nonliability; N.J.S.A. 2A:4A-60, Disclosure of juvenile information, penalties for disclosure; N.J.A.C. 6A:32-7, Student Records; N.J.A.C. 6A:14-2.9, Student records; as well as all other existing Federal and State laws and rules pertaining to student records and confidentiality.

11.) How many emails have been received by the teachers and administrators that show a lack of support or understanding for this material or how to opt out from the material?

- Ms. Calderon received 2 positive emails. First came from one parent who wanted to see the handouts to the grade 7 lesson on "Being a Teen Parent." The lesson takes a closer look at examples of two teenagers through their story (Wendy and Mike Stories). The parent used the materials to have a discussion with her child to determine the comfort level. It was positive feedback.
- Another parent wanted clarification on the false media presented in the news across the nation. She wanted to see a side-by-side comparison on the "sex ed" standards from years prior to 2020. When I provided that to her, she thanked us and saw where the revised standards were miscommunicated via news, social media, community members, etc.
- WWHS team: 0
- WRMS team: 7 opt-outs as of 2/3/2023. Mr. Attanasio fields all emails and phone calls pertaining to opt-outs. All emails and/or phone calls were positive and ended with "if you need more information, we are here to support." Parents do not call or email back with requests for additional information.
- Elem: "It went quite smoothly last year and I expect the same this year. I would assume every lesson is clear on this sheet and there won't be other topics discussed." -from a parent who is opting out

12.) How many students do we have on average per year that end up getting pregnant prior to graduation? Has this number been increasing or decreasing over the years? Has bringing the material into schools improved the situation?

- We do not have data for this, ***ACD***ACD***ACD***ACD***ACD
- HIPAA: privacy
- The standard relating to pregnancy (2.4.8.C.4 Predict short-and long-term impacts of teen parenting) was around in the approved 2014 health standards. It was revised to 2.1.8.PP.4: Predict challenges that may be faced by adolescent parents and their families for grades 6-8.

For my part, I want to review the ages/grades in which sexual topics are introduced in K - 8 and details on what specifics are taught/introduced in each grade

- See [these slides](#) and [this webpage](#)

1) Automate the opt out process through Genesis - ***ACD***ACD***ACD***ACD
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- We can put the opt out provision and sensitive standards outlined in the [elementary letter](#) and the [middle school letter](#) into Genesis ***ACD***ACD
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2) Review curriculum by grade and reach consensus on sensitive topics. ***ACD
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	• Scholarship Opportunities
CONCLUSIONS/ RECOMMENDATIONS	Questions: programs running all day (8-5), what is our schedule support? • For our athletes, they are unable to work with our WBL program. Some would like to be a part of the program when they are enrolled in sports? ○ i.e. anyone involved in after school activities, clubs, etc. • What could it look like if ***ACD***ACD***ACD***ACD • ***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD • ***ACD***ACD***ACD***ACD • ***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD • Look into ***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD***ACD • ***ACD***ACD • looking to provide more opportunities for our students of interest.

SUBJECT	Start Strong Follow Up Questions
NOTES	Any from the Board?
CONCLUSIONS/ RECOMMENDATIONS	

FYI Items

- QSAC follow up
- Media Standards K-12 next year ([New Mandate](#))
- NGSS Science for WRMS (Model Curriculum)
 - [New Grades 6-8 Model Science Curriculum](#)
 - [OpenSciEd](#) Partnership
- Revision to Attendance Regulation (5200) in the works
- New Class (as a World Language for WWHS)
 - ESL is now Multilingual Learners (MLs) ([link](#))
 - **Study of English** - ELLs who take an additional English or English as a Second Language (ESL) class may use that second English class to fulfill the world languages requirement. ([link](#))

Next Meeting:

- **Date: March 14, 2023 at 7 PM**