

## Detailed Public Comment Summary and Proposed Responses - Comprehensive Health and Physical Education Framework

9/11/2023

### Summary of the Review Process and Public Comment

In June 2018, the Department of Elementary and Secondary Education (Department or DESE) engaged with over 50 key stakeholders (including educators, administrators, families, and students) through one-on-one interviews and focus groups to inform the scope and goals of the review and revision process of the Comprehensive Health Curriculum Framework, which had not been updated since 1999. In addition, staff reviewed current research and other state and national frameworks for health, physical education, sexuality education, and social and emotional learning. The Department convened a review panel that included an additional nearly 50 individuals with significant knowledge and expertise in the many areas of comprehensive health and physical education and who broadly represent various geographic regions, types of schools and districts, professional roles, and professional and community-based organizations.

The Department sought additional feedback on the draft from nearly two dozen content experts, including local and national experts in the fields of physical education, health education, and social and emotional learning, professionals with expertise in child development, colleagues from other state agencies that focus on public health and mental health, medical doctors, and experts in the field of racial equity and diversity. The Department also sought feedback from students.

At the June 27, 2023 meeting, the Board of Elementary and Secondary Education (Board) voted to release the draft revised Comprehensive Health and Physical Education (CHPE) Framework for public comment. The public comment period was open from **June 27 through August 31, 2023**<sup>1</sup>. Consistent with recent framework revisions, the Department collected comments using a survey, with additional comments submitted via email and mail.

The Department received, reviewed, and analyzed nearly 5,400 pieces of public comment, including approximately 2,360<sup>2</sup> total survey responses (partial and complete surveys), approximately 3,000<sup>3</sup> emails, and several submissions via mail. Overall, feedback reflected both support for and opposition to the proposed standards, with many respondents including suggestions of elements to remove, change or add. A list of legislators that provided public comment is included as Appendix A. A list of the organizations that provided public comment is included as Appendix B.

The updated proposed draft reflects various changes intended to address many of the concerns and questions received through public comment and to strengthen the document to support the proposed vision for CHPE. Upon adoption of the revised framework, the Department anticipates providing implementation supports and resources that also address many of the issues raised through public comment.

This document provides a summary of public comment, along with several examples of DESE's response.

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<sup>1</sup> Due to technical issues with the DESE website that people may have experienced between August 25 and 27, 2023, DESE extended the public comment period to end on August 31, 2023 at 5:00 PM.

<sup>2</sup> Inclusive of survey responses submitted on August 31, 2023 after 5:00 PM, but that were started before public comment closed.

<sup>3</sup> Approximately 2,780 of the emails received were a form email that consisted of the same text, and some included additional personalized comments from the sender(s). In addition, some individuals sent this email multiple times.

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**Public Comment: Survey Highlights**

Most survey respondents identified as parents (71 percent), with nearly 65 percent selecting only that as their role. Most survey respondents (98 percent) did not participate in the development of the draft.

**Table 1. Primary role of respondents**

| <b>Primary Role of Respondents*</b>           | <b>Number (#)</b> | <b>Percent (%)</b> | <b># that selected only this role</b> | <b>% that selected only this role**</b> |
|---|-------------------|--------------------|---------------------------------------|---|
| Educator/instructional coach                  | 477               | 20%                | 215                                   | 12%                                     |
| School administrator                          | 61                | 3%                 | 29                                    | 2%                                      |
| District administrator                        | 53                | 2%                 | 38                                    | 2%                                      |
| Higher education faculty member/administrator | 71                | 3%                 | 27                                    | 2%                                      |
| Parent  | 1,667             | 71%                | 1,124                                 | 64%                                     |
| Community member                              | 620               | 26%                | 140                                   | 8%                                      |
| Student                                       | 49                | 2%                 | 20                                    | 1%                                      |
| Other   | 220               | 9%                 | 92                                    | 5%                                      |

*\*Respondents could select all that apply.*

*\*\*Of those that selected only one role.*

Survey respondents that identified as educators, including administrators, reported that they teach, support and/or oversee various content areas.

**Table 2. Content area(s)/courses taught, supported and/or overseen**

| <b>Content area(s)/courses taught, supported and/or overseen</b>            | <b>#</b> | <b>%</b> |
|---|----------|----------|
| Health Education  | 188      | 39%      |
| Physical Education  | 154      | 32%      |
| General Educator  | 192      | 40%      |
| Other Content Area (e.g., English Language Arts, Mathematics, Science etc.) | 185      | 39%      |
| Other   | 102      | 21%      |

*\*Respondents could select all that apply.*

The majority of respondents who indicated they work with students, work or have worked with students Grades PK through Grade 12.

**Table 3. Grade level(s) of the students with which they work/have worked**

| <b>Grade level(s) of the students with which they work/have worked</b> | <b>#</b> |
|--|----------|
| Elementary school (grades PK-4 or PK-5)                                | 1,371    |
| Middle school (grades 5-8 or 6-8)                                      | 975      |
| High school (grades 9-12)  | 800      |
| Undergraduate (college)  | 272      |
| Graduate   | 177      |
| Not applicable   | 479      |

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Survey respondents represented all regions of the state, and some indicated that they neither work nor reside in Massachusetts.

**Table 4. Counties represented**

| <b>Counties represented</b>                              | <b>#</b> | <b>%</b> |
|--|----------|----------|
| Central Massachusetts                                    | 285      | 12%      |
| Greater Boston   | 617      | 26%      |
| Southeast Massachusetts                                  | 443      | 19%      |
| Pioneer Valley   | 533      | 23%      |
| Northeast Massachusetts                                  | 402      | 17%      |
| The Berkshires   | 32       | 1%       |
| District/university/organization is not in Massachusetts | 27       | 1%       |

Survey respondents could complete as much or as little of the survey as they chose.

**Table 5. Average number of respondents completing each survey section**

| <b>Survey Section</b>  | <b>Average # of Respondents that Completed the Section</b> |
|--|--|
| Overall (Vision, Guiding Principles, Practices)                            | 2,164  |
| Overall (Progression, Reasonable Set of Expectations for Student Learning) | 1,250  |
| Specific Standards by Practice Grades PK-2                                 | 759  |
| Specific Standards by Practice Grades 3-5                                  | 784  |
| Specific Standards by Practice Grades 6-8                                  | 559  |
| Specific Standards by Practice Grades 9-12                                 | 462  |

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Most survey respondents agreed that the proposed Vision is clear and compelling, that the Guiding Principles represent the important characteristics of high-quality CHPE programs, and that the Practices identify the most important skills that students need to maintain lifelong physical and mental health.

**Table 6. Overall questions**

| <b>Overall Questions</b>  | <b>n</b> | <b># Agree</b> | <b>% Agree</b> | <b># Disagree</b> | <b>% Disagree</b> |
|---|----------|----------------|----------------|-------------------|-------------------|
| Overall, the Vision section of the draft framework provides a clear and compelling description of comprehensive health and physical education as central to a well-rounded education.                   | 2,291    | 1,296          | 57%            | 995               | 43%               |
| Overall, the Guiding Principles identify important characteristics of a high-quality comprehensive health and physical education program.   | 2,272    | 1,250          | 55%            | 1022              | 45%               |
| Overall, the Practices for Comprehensive Health and Physical Education identify the most important processes and skills that students need to promote and maintain lifelong physical and mental health. | 1,930    | 1,044          | 54%            | 886               | 46%               |
| Overall, the standards included in this Framework will help Massachusetts achieve the vision for Comprehensive Health and Physical Education.   | 1,252    | 594            | 47%            | 658               | 53%               |
| Overall, the standards across the grade span(s) that I reviewed represent a reasonable progression of expectations for student learning.  | 1,249    | 589            | 47%            | 660               | 53%               |
| Overall, the standards represent a reasonable set of expectations for student learning.   | 1,248    | 589            | 47%            | 659               | 53%               |

Most survey respondents that reviewed and provided feedback **on the specific standards by grade span and practice** agreed that:

- the standards outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span;
- contribute to a student’s ability to develop the respective skill or practice; and
- reflect reasonable expectations for student performance for the included topic(s) at the respective grade span.

Additional information about survey results, broken down by grade span and practice is provided at Appendix C.

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**Public Comment: Email Highlights**

The following summarizes the approximately 3,000 emails and mail DESE received. Information about respondents' roles, the location of where the respondent works/resides, etc. was not available for the majority of the emails and mail received. Most emails/mail were submitted by individuals (~98%) and the remaining were submitted by organizations, groups, or legislators.

- Approximately 270 of the emails/mail received expressed support for the revised draft, some of which also included suggestions for strengthening the document.
- Approximately 2,910 of the emails/mail received expressed opposition to the revised draft.
  - Approximately 2,780 of the emails received were a form email that consisted of the same text, some included additional personalized comments from the sender(s). In addition, some individuals sent this email multiple times.
- Nearly 70 emails/mail received offered suggestions for change. A few of the emails offering suggestions were received from several dozen individuals, respectively.

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**Examples of key themes from public comment and the Department’s response.**

**Table 7. Key comment themes and DESE responses**

| Comment Summary/Examples   | DESE Response  |
|--|--|
| <p><b>Physical Education (PE)</b></p> <ul style="list-style-type: none"> <li>Feedback included concerns about the lack of clearly designated PE standards and suggestions to adopt the SHAPE America National Physical Education standards (which are under revision).</li> </ul>  | <ul style="list-style-type: none"> <li>Created a <a href="#">crosswalk</a> showing alignment with and inclusion of nearly all of the current SHAPE America PE Standards and Grade Level Outcomes. Also reviewed the proposed revised SHAPE America National PE Standards, which are out for public comment, and confirmed continued alignment.</li> <li>Received feedback from several additional state and national experts in the field of physical education, including the chair of the revision committee for SHAPE America’s national PE standards, all of whom agreed that the MA draft includes a comprehensive set of standards with regard to the knowledge and skills students typically would learn in physical education. They, along with other physical educators and educator preparation programs, provided additional suggestions which were incorporated where appropriate.</li> <li>Added additional coding of the standards to identify the sub-discipline(s) in which the standard might be included (i.e., physical education, health education, etc.). The codes are suggestions and are intended only as a guide for schools and districts to support unpacking of the standards to design programming, develop curricula, units and/or lessons. Many of the standards could be included as goals of one or both of the sub-disciplines and/or as part of a social and emotional learning program, and are coded accordingly.</li> <li>Implementation resources will include support for designing and aligning curriculum to the standards, best practices in teaching physical education, and others as confirmed.</li> </ul> |
| <p><b>Sexual Health and Sexual Orientation</b></p> <ul style="list-style-type: none"> <li>Opposition to the sexual health and sexual orientation standards included concerns about age-appropriateness and implementation, religious objections, and concerns from parents about schools teaching values and beliefs, in general and with respect to this specific topic.</li> </ul> | <ul style="list-style-type: none"> <li>The standards related to sexual health are based in research and best practice in the field of sexuality education and are aligned with National Sex Ed Standards. A “[r]eview of the literature of the past three decades provides strong support for comprehensive sex education across a range of topics and grade levels. Results provide evidence for the effectiveness of approaches that address a broad</li> </ul>  |

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| <ul style="list-style-type: none"> <li>Concerns regarding using medically accurate terms for genitals in PK-2.</li> <li>Support for inclusion of these topics included agreement with and stressed the importance of age- and developmental appropriateness along with comprehensive and inclusive nature of the document.</li> </ul> | <p>definition of sexual health and take positive, affirming, inclusive approaches to human sexuality.”<sup>4</sup></p> <ul style="list-style-type: none"> <li>The coding of the document has been adjusted to clarify that the set of standards are meant to be attained by the end of the respective grade span.</li> <li>The topic area covering sexuality and sexual health was renamed to “Sexual Health” and standards related to gender identity were moved to more appropriate topic areas to clarify the distinction between the two concepts.</li> <li>As with all Massachusetts Curriculum Frameworks, upon adoption of the standards DESE will provide various resources to support implementation, likely to include guidance, training, and other supports for teachers, resources for families to support their students, etc.</li> <li>DESE anticipates providing similar supports for this content area. Implementation support would include best practices in teaching sexuality education, as well as strategies for meaningful family and community engagement.</li> <li>Sexual orientation is included as a protected class in Massachusetts law and the Department is committed to ensuring that all students have access to public school education free from discrimination.</li> <li>State law (<a href="#">G.L. c. 71, § 1</a> and <a href="#">G.L. c. 71, § 3</a>) requires all public schools to teach health education and physical education, but school districts have discretion to determine how standards are implemented at the local level, including what curriculum and materials they will use. State law (<a href="#">G.L. c. 71, § 32A</a>) gives parents the right to opt out their children from lessons related to sex education, a small portion of the knowledge covered in this framework.</li> </ul> |
| <p><b>Gender Identity</b></p> <ul style="list-style-type: none"> <li>Opposition to the inclusion of gender identity included concerns about age-appropriateness and implementation, questions about terminology, religious objections and concerns from parents about schools teaching</li> </ul>                                     | <ul style="list-style-type: none"> <li>The standards related to gender identity are based in research and are aligned with National Sex Ed Standards.</li> <li>Gender identity is included as a protected class in Massachusetts law and the Department is committed</li> </ul>  |

<sup>4</sup> Goldfarb ES, Lieberman LD. Three Decades of Research: The Case for Comprehensive Sex Education. J Adolesc Health. 2021 Jan;68(1):13-27. doi: 10.1016/j.jadohealth.2020.07.036. Epub 2020 Oct 12. PMID: 33059958.

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| <p>values and beliefs, in general and with respect to this specific topic.</p> <ul style="list-style-type: none"> <li>● Suggestions for changes included additional clarification about the distinction between gender identity and sexual orientation.</li> <li>● Support focused on the developmental appropriateness and importance of inclusivity and safe learning environments for all students.</li> </ul> | <p>to ensuring that all students have access to public school education free from discrimination.</p> <ul style="list-style-type: none"> <li>● Both the American Academy of Pediatrics (AAP) and the Centers for Disease Control and Prevention (CDC) acknowledge and affirm gender identity as an important part of effective patient care.</li> <li>● Based on feedback, standards related to gender identity, where appropriate, were separated from those related to sexuality and sexual health to more clearly acknowledge the distinction between the two concepts. The topic area covering sexuality and sexual health was renamed to “Sexual Health” to further clarify this distinction.</li> <li>● Implementation supports will include best practices in teaching about gender identity and supporting gender diverse students in schools, as well as strategies for meaningful parent and community engagement.</li> </ul> |
| <p><b>Menstruation</b></p> <ul style="list-style-type: none"> <li>● Comments highlight the importance of specifically teaching about menstruation, reducing the stigma associated with menstruation, and the need for students to be able to identify when to seek medical support related to menstruation.</li> </ul>  | <ul style="list-style-type: none"> <li>● Additional standards have been added to the 3-5, 6-8, and 9-12 grade spans to ensure that menstruation is specifically identified.</li> <li>● Implementation supports will include guidance on how to teach about menstruation, including when a menstruating person needs additional medical support or intervention.</li> </ul>  |
| <p><b>Gambling</b></p> <ul style="list-style-type: none"> <li>● Concerns raised related to gambling addiction, the rise of online gaming and social media advertisements.</li> </ul>  | <ul style="list-style-type: none"> <li>● Based on input from the panel, addiction was intentionally not a focus of the framework.</li> <li>● Gambling was added as an example of an addictive behavior in Standard 12.6.SU.3.</li> <li>● Other elements such as the mental and emotional health standards, standards related to health-promoting and risk behaviors, etc. provide an opportunity to address gambling.</li> </ul>  |
| <p><b>Media Literacy, Cell Phone Use, and Social Media</b></p> <ul style="list-style-type: none"> <li>● Concerns raised related to addictive behaviors related to cell phone use and social media, personal safety when using social media, and the importance of both digital and media literacy on overall health and well-being.</li> </ul>  | <ul style="list-style-type: none"> <li>● Social media is referenced throughout the framework, starting in grades 3-5 in the context of relationships, personal safety, and addiction.</li> <li>● Media literacy is specifically referenced as an element of Practice 6: Information and Resource Seeking, and the role of media on health is incorporated as a part of various other practices and across topic areas.</li> <li>● A crosswalk to standards aligned with and supplemental to the <a href="#">2016 Digital Literacy and</a></li> </ul>  |

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|  | <p><a href="#">Computer Science Framework</a> is included in the Appendices.</p> <ul style="list-style-type: none"> <li>● Implementation resources will encourage and support schools to include the most recent guidance related to youth social media use.</li> </ul>   |
| <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>● Most feedback was supportive of the nutrition standards. Concerns were raised about ensuring nutrition education was inclusive and equitable.</li> </ul>  | <ul style="list-style-type: none"> <li>● Standards were reviewed and changes were made based on feedback.</li> <li>● Implementation supports will include best practices in teaching nutrition.</li> </ul>  |
| <p><b>Disability</b></p> <ul style="list-style-type: none"> <li>● Concerns were raised about a lack of inclusion of disability as a marginalized community and that some standards (mainly movement focused standards) were ableist.</li> </ul>  | <ul style="list-style-type: none"> <li>● In consultation with one of the framework content advisors, who is also a member of the disability community, a definition of “developmental-appropriateness” was included in the introduction to articulate the intended inclusivity of the term.</li> <li>● Disability was added in as an example of a marginalized group where appropriate.</li> </ul>  |
| <p><b>Family Engagement</b></p> <ul style="list-style-type: none"> <li>● Concerns raised included general opposition to certain content (e.g., gender identity), how some of the standards would be implemented in the classroom, and requests for information about opt-out laws.</li> </ul>  | <ul style="list-style-type: none"> <li>● Implementation will include support for effective family and community engagement.</li> <li>● Implementation support will include information about the opt-out law and other relevant laws related to health and physical education.</li> </ul>   |
| <p><b>Human Trafficking</b></p> <ul style="list-style-type: none"> <li>● Concerns were raised in the 6-8 and 9-12 grade spans to update and clarify language associated with human trafficking to differentiate it from sexual exploitation.</li> </ul>  | <ul style="list-style-type: none"> <li>● Changes were made in the document to update and clarify language.</li> </ul>   |
| <p><b>Implementation</b></p> <ul style="list-style-type: none"> <li>● Concerns were raised about ensuring equitable access to opportunities for CHPE for all students (e.g., students with disabilities, multi-lingual learners, etc.).</li> <li>● Concerns were raised about the need for training and other supports for educators to implement the standards, including:             <ul style="list-style-type: none"> <li>○ Assessing developmental readiness of students to access content in age- and developmentally-appropriate ways</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>● As noted above, state law requires all public schools to teach health education and physical education, but school districts have discretion to determine how standards are implemented at the local level, including what curriculum and materials they will use. Additional details about the specific laws are included as appendices in the framework.</li> <li>● As noted above, upon adoption of the revised standards DESE will provide various resources to support implementation, with initial supports for school administrators, curriculum coordinators, physical and health educators anticipated to include:</li> </ul> |

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| <ul style="list-style-type: none"><li>○ Engaging with families to work together to support learning</li><li>○ Providing differentiated instruction and supports for all students to access the standards</li><li>● Concerns were raised about the lack of time or dedicated courses/classes to implement comprehensive health and physical education.</li><li>● Questions were raised about what is required for schools and districts with respect to health and physical education, as well as with respect educator preparation and teacher licensure.</li></ul> | <ul style="list-style-type: none"><li>○ Orientation to the framework</li><li>○ Support for unpacking the standards and selecting/developing curricular resources for all students</li><li>○ Equity, inclusion, and family engagement</li><li>● Additional supports will be confirmed with input from educators, with the goal of:<ul style="list-style-type: none"><li>○ Identifying, creating and disseminating high-quality implementation resources;</li><li>○ Facilitating opportunities for networking among educators to share best practices; and</li><li>○ Actively communicating advancements in the CHPE fields, including physical education, health education and social and emotional learning (SEL).</li></ul></li><li>● As with other Massachusetts Curriculum Frameworks, upon adoption of the revised standards, the Department will engage in a process to update the <a href="#">Subject Matter Knowledge (SMK) Guidelines</a> requirements in alignment with the revised framework. As with other subject matter knowledge Massachusetts Tests for Educator Licensure (MTELEs), revisions will be made in the coming years to the MTELEs based on the revised framework and SMK Guidelines</li></ul> |
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**APPENDIX A: Legislators that Submitted Public Comment (via mail or email)**

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|--|
| Representative Carol Doherty   |
| Representative Denise C. Garlick   |
| Representative James O'Day   |
| Representative Jason Lewis   |
| Representative Lindsay Sabadosa  |
| Representative Marc T. Lombardo, Representative Alyson Sullivan-Almeida, Representative Joseph McKenna |
| Representative Marjorie Decker   |
| Representative Tricia Farley-Bouvier   |
| Senator John Keenan  |
| Senator Sal DiDomenico   |

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## **Appendix B: Organizations that Submitted Public Comment (via mail or email)**

The following organizations or groups submitted public comment including support for, opposition to and/or suggestions for changes.

American Heart Association/ Stroke Association  
Boston Area Rape Crisis Center (with 230 additional individual signatures)  
Brookline League of Women Voters  
Cambridge School Committee  
Children’s Mental Health Campaign  
Citizens for Juvenile Justice (*joint statement with ACLU MA, Citizens for Public Schools, Committee for Public Counsel Services, Ending Mass Incarceration Together, Family Matters 1st Boston, Greater Boston Legal Services CORI & Re-entry Project, Louis D. Brown Peace Institute, Mass Mentoring Partnership, Mass NOW, Massachusetts Advocates for Children, and several individuals*)  
City of Boston, Boston Public Health Commission and Boston Public Schools  
Dana Farber Cancer Institute  
End Rape On Campus  
Fenway Health  
Fertility Within Reach  
GLBTQ Legal Advocates & Defenders (GLAD)  
Greater Boston PFLAG  
HPV Cancer Prevention Program  
Jane Doe, Inc.  
League of Women Voters of Massachusetts  
League of Women Voters of the Cape Cod Area  
MA Food System Collaborative  
Massachusetts Association for Health, Physical Education, Recreation and Dance (MAHPERD)  
Massachusetts Association for Mental Health  
Massachusetts Association of School Superintendents  
Massachusetts Catholic Conference  
Massachusetts Chapter of the National Organization for Women  
Massachusetts Chapter, American Academy of Pediatrics  
Massachusetts Farm to School  
Massachusetts Healthy Youth Coalition  
Massachusetts Office for Victim Assistance (MOVA)  
Massachusetts Safe Routes to School  
Massachusetts Transgender Political Coalition  
Mystic Valley Action for Reproductive Justice  
National Association of Social Workers - MA Chapter (NASW-MA)  
Navigation Games  
Northampton Board of Health  
Our Bodies Ourselves  
Partners in Sex Ed  
Pioneer Valley Planning Commission  
Planned Parenthood Advocacy Fund

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PowerUP01945

Reproductive Equity Now

**Organizations that Submitted Public Comment (via mail or email) –  
continued**

Sexual Violence Prevention Association

SIECUS

Social Emotional Learning Alliance

Stop It Now!

Strategic Planning Initiative for Families and Youth (SPIFFY)

Team Maureen

The Center for Hope and Healing

The Sexual Health and Gender Justice Group

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**APPENDIX C: Survey Responses by Grade-Span and Practice**

| <b>Standards Pre-K to 2</b>  |          |                |                |                   |                   |
|--|----------|----------------|----------------|-------------------|-------------------|
| <b>Practice 1 - Decision-Making and Problem-Solving</b>  | <b>n</b> | <b># Agree</b> | <b>% Agree</b> | <b># Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 867      | 641            | 74%            | 226               | 26%               |
| The standards contribute to a student’s ability to develop decision-making and problem-solving skills.   | 867      | 643            | 74%            | 224               | 26%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 867      | 618            | 71%            | 249               | 29%               |
| <b>Practice 2 - Self-Management and Goal-Setting</b>   | <b>n</b> | <b># Agree</b> | <b>% Agree</b> | <b># Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 806      | 524            | 65%            | 282               | 35%               |
| The standards contribute to a student’s ability to develop self-management and goal setting skills.  | 807      | 537            | 67%            | 270               | 33%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 806      | 527            | 65%            | 279               | 35%               |
| <b>Practice 3 - Social Awareness, Relationship and Communication Skills</b>  | <b>n</b> | <b># Agree</b> | <b>% Agree</b> | <b># Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 776      | 275            | 35%            | 501               | 65%               |
| The standards contribute to a student’s ability to develop social awareness, relationship, and communication skills.   | 776      | 303            | 39%            | 473               | 61%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 776      | 277            | 36%            | 499               | 64%               |

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| <b>Standards Pre-K to 2 (continued)</b>  |          |                |                |                   |                   |
|--|----------|----------------|----------------|-------------------|-------------------|
| <b>Practice 1 - Decision-Making and Problem-Solving</b>  | <b>n</b> | <b># Agree</b> | <b>% Agree</b> | <b># Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 867      | 641            | 74%            | 226               | 26%               |
| The standards contribute to a student’s ability to develop decision-making and problem-solving skills.   | 867      | 643            | 74%            | 224               | 26%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 867      | 618            | 71%            | 249               | 29%               |
| <b>Practice 2 - Self-Management and Goal-Setting</b>   | <b>n</b> | <b># Agree</b> | <b>% Agree</b> | <b># Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 806      | 524            | 65%            | 282               | 35%               |
| The standards contribute to a student’s ability to develop self-management and goal setting skills.  | 807      | 537            | 67%            | 270               | 33%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 806      | 527            | 65%            | 279               | 35%               |
| <b>Practice 3 - Social Awareness, Relationship and Communication Skills</b>  | <b>n</b> | <b># Agree</b> | <b>% Agree</b> | <b># Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 776      | 275            | 35%            | 501               | 65%               |
| The standards contribute to a student’s ability to develop social awareness, relationship, and communication skills.   | 776      | 303            | 39%            | 473               | 61%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 776      | 277            | 36%            | 499               | 64%               |

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| <b>Standards Pre-K to 2 (continued)</b>  |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| <b>Practice 7 - Self-Advocacy and Public Health</b>  |            |            |            |            |            |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 694        | 532        | 77%        | 162        | 23%        |
| The standards contribute to a student’s ability to develop skills for self-advocacy and health promotion.  | 694        | 532        | 77%        | 162        | 23%        |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 694        | 530        | 76%        | 164        | 24%        |
| <b>Overall, the Grades PK-2 standards reflect reasonable expectations for student performance for the included topics at this grade span.</b>                              | <b>690</b> | <b>349</b> | <b>51%</b> | <b>341</b> | <b>49%</b> |

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| <b>Standards Grades 3-5</b>  |          |                    |                |                       |                   |
|--|----------|--------------------|----------------|-----------------------|-------------------|
| <b>Practice 1 - Decision-Making and Problem-Solving</b>  | <b>N</b> | <b>Total Agree</b> | <b>% Agree</b> | <b>Total Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 851      | 682                | 80%            | 169                   | 20%               |
| The standards contribute to a student’s ability to develop decision-making and problem-solving skills.   | 849      | 677                | 80%            | 172                   | 20%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 850      | 674                | 79%            | 176                   | 21%               |
| <b>Practice 2 - Self-Management and Goal-Setting</b>   |          |                    |                |                       |                   |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 805      | 570                | 71%            | 235                   | 29%               |
| The standards contribute to a student’s ability to develop self-management and goal setting skills.  | 805      | 581                | 72%            | 224                   | 28%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 805      | 557                | 69%            | 248                   | 31%               |
| <b>Practice 3 - Social Awareness, Relationship and Communication Skills</b>  |          |                    |                |                       |                   |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 787      | 516                | 66%            | 271                   | 34%               |
| The standards contribute to a student’s ability to develop social awareness, relationship, and communication skills.   | 787      | 522                | 66%            | 265                   | 34%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 787      | 516                | 66%            | 271                   | 34%               |

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| <b>Standards Grades 3-5 (continued)</b>  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| <b>Practice 4 - Movement Skills</b>  |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 781 | 646 | 83% | 135 | 17% |
| The standards contribute to a student’s ability to develop movement skills.  | 781 | 645 | 83% | 136 | 17% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 781 | 647 | 83% | 134 | 17% |
| <b>Practice 5 - Self-Awareness and Analyzing Influences</b>  |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 768 | 210 | 27% | 558 | 73% |
| The standards contribute to a student’s ability to develop self-awareness and skills for analyzing influences.   | 768 | 223 | 29% | 545 | 71% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 768 | 214 | 28% | 554 | 72% |
| <b>Practice 6 - Information and Resource Seeking</b>   |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 758 | 251 | 33% | 507 | 67% |
| The standards contribute to a student’s ability to develop information and resource seeking skills.  | 758 | 257 | 34% | 501 | 66% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 758 | 247 | 33% | 511 | 67% |

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| <b>Standards Grades 3-5 (continued)</b>  |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| <b>Practice 7 - Self-Advocacy and Public Health</b>  |            |            |            |            |            |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 753        | 267        | 35%        | 486        | 65%        |
| The standards contribute to a student’s ability to develop skills for self-advocacy and health promotion.  | 753        | 272        | 36%        | 481        | 64%        |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 753        | 267        | 35%        | 486        | 65%        |
| <b>Overall, the Grades 3-5 standards reflect reasonable expectations for student performance for the included topics at this grade span.</b>                               | <b>751</b> | <b>239</b> | <b>32%</b> | <b>512</b> | <b>68%</b> |

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| <b>Standards Grades 6-8</b>  |          |                    |                |                       |                   |
|--|----------|--------------------|----------------|-----------------------|-------------------|
| <b>Practice 1 - Decision-Making and Problem-Solving</b>  | <b>N</b> | <b>Total Agree</b> | <b>% Agree</b> | <b>Total Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 592      | 298                | 50%            | 294                   | 50%               |
| The standards contribute to a student’s ability to develop decision-making and problem-solving skills.   | 591      | 307                | 52%            | 284                   | 48%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 592      | 303                | 51%            | 289                   | 49%               |
| <b>Practice 2 - Self-Management and Goal-Setting</b>   |          |                    |                |                       |                   |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 570      | 293                | 51%            | 277                   | 49%               |
| The standards contribute to a student’s ability to develop self-management and goal setting skills.  | 570      | 295                | 52%            | 275                   | 48%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 570      | 292                | 51%            | 278                   | 49%               |
| <b>Practice 3 - Social Awareness, Relationship and Communication Skills</b>  |          |                    |                |                       |                   |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 562      | 228                | 41%            | 334                   | 59%               |
| The standards contribute to a student’s ability to develop social awareness, relationship, and communication skills.   | 562      | 235                | 42%            | 327                   | 58%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 562      | 230                | 41%            | 332                   | 59%               |

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| <b>Standards Grades 6-8 (continued)</b>  |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| <b>Practice 4 - Movement Skills</b>  |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 560 | 435 | 78% | 125 | 22% |
| The standards contribute to a student’s ability to develop movement skills.  | 560 | 435 | 78% | 125 | 22% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 560 | 429 | 77% | 131 | 23% |
| <b>Practice 5 - Self-Awareness and Analyzing Influences</b>  |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 552 | 264 | 48% | 288 | 52% |
| The standards contribute to a student’s ability to develop self-awareness and skills for analyzing influences.   | 552 | 268 | 49% | 284 | 51% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 552 | 267 | 48% | 285 | 52% |
| <b>Practice 6 - Information and Resource Seeking</b>   |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 544 | 243 | 45% | 301 | 55% |
| The standards contribute to a student’s ability to develop information and resource seeking skills.  | 544 | 245 | 45% | 299 | 55% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 544 | 244 | 45% | 300 | 55% |

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| <b>Standards Grades 6-8 (continued)</b>  |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| <b>Practice 7 - Self-Advocacy and Public Health</b>  |            |            |            |            |            |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 538        | 267        | 50%        | 271        | 50%        |
| The standards contribute to a student’s ability to develop skills for self-advocacy and health promotion.  | 538        | 264        | 49%        | 274        | 51%        |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 538        | 263        | 49%        | 275        | 51%        |
| <b>Overall, the Grades 6-8 standards reflect reasonable expectations for student performance for the included topics at this grade span.</b>                               | <b>535</b> | <b>233</b> | <b>44%</b> | <b>302</b> | <b>56%</b> |

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| <b>Standards Grades 9-12</b>   |          |                    |                |                       |                   |
|--|----------|--------------------|----------------|-----------------------|-------------------|
| <b>Practice 1 - Decision-Making and Problem-Solving</b>  | <b>N</b> | <b>Total Agree</b> | <b>% Agree</b> | <b>Total Disagree</b> | <b>% Disagree</b> |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 499      | 306                | 61%            | 193                   | 39%               |
| The standards contribute to a student’s ability to develop decision-making and problem-solving skills.   | 498      | 312                | 63%            | 186                   | 37%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 498      | 305                | 61%            | 193                   | 39%               |
| <b>Practice 2 - Self-Management and Goal-Setting</b>   |          |                    |                |                       |                   |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 479      | 344                | 72%            | 135                   | 28%               |
| The standards contribute to a student’s ability to develop self-management and goal setting skills.  | 479      | 348                | 73%            | 131                   | 27%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 479      | 312                | 65%            | 186                   | 39%               |
| <b>Practice 3 - Social Awareness, Relationship and Communication Skills</b>  |          |                    |                |                       |                   |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 466      | 300                | 64%            | 166                   | 36%               |
| The standards contribute to a student’s ability to develop social awareness, relationship, and communication skills.   | 466      | 305                | 65%            | 161                   | 35%               |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 465      | 300                | 65%            | 165                   | 35%               |

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| <b>Standards Grades 9-12</b>   |     |     |     |     |     |
|--|-----|-----|-----|-----|-----|
| <b>Practice 4 - Movement Skills</b>  |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 460 | 347 | 75% | 113 | 25% |
| The standards contribute to a student’s ability to develop movement skills.  | 460 | 348 | 76% | 112 | 24% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 460 | 345 | 75% | 115 | 25% |
| <b>Practice 5 - Self-Awareness and Analyzing Influences</b>  |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 452 | 252 | 56% | 200 | 44% |
| The standards contribute to a student’s ability to develop self-awareness and skills for analyzing influences.   | 452 | 253 | 56% | 199 | 44% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 452 | 251 | 56% | 201 | 44% |
| <b>Practice 6 - Information and Resource Seeking</b>   |     |     |     |     |     |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 445 | 304 | 68% | 141 | 32% |
| The standards contribute to a student’s ability to develop information and resource seeking skills.  | 445 | 307 | 69% | 138 | 31% |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 445 | 303 | 68% | 142 | 32% |

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| <b>Standards Grades 9-12</b>   |            |            |            |            |            |
|--|------------|------------|------------|------------|------------|
| <b>Practice 7 - Self-Advocacy and Public Health</b>  |            |            |            |            |            |
| The standards in this practice outline essential knowledge and skills for the included topic(s) that students should be able to demonstrate by the end of this grade span. | 443        | 241        | 54%        | 202        | 46%        |
| The standards contribute to a student’s ability to develop skills for self-advocacy and health promotion.  | 443        | 242        | 55%        | 201        | 45%        |
| The standards reflect reasonable expectations for student performance for the included topic(s) at this grade span.  | 443        | 243        | 55%        | 200        | 45%        |
| <b>Overall, the Grades 9-12 standards reflect reasonable expectations for student performance for the included topics at this grade span.</b>                              | <b>440</b> | <b>237</b> | <b>54%</b> | <b>203</b> | <b>46%</b> |