



**NOVI BOARD OF EDUCATION
Curriculum Committee Meeting Agenda
May 12, 2022 - 5:00 PM**

- I. CALL TO ORDER
- II. INFORMATION AND DISCUSSION
 - a. Middle School Book Proposal
 - b. Sex Education Update
- III. COMMENTS FROM THE AUDIENCE
 - *Individuals who wish to address the Board must identify themselves, their address, and any organization they may represent*
 - *The Board and individual Board members will not directly respond to comments or questions that arise during the public participation portion of the meeting*
 - *Individuals who wish to address the Board shall direct their comments to the entire Board and not to individual Board members, the Superintendent, other School District employees or members of the audience.*
 - *Behavior that is intemperate, abusive, defamatory or discourteous or that otherwise interferes with the orderly conduct and timely completion of the Board meeting is strictly prohibited.*

May 10, 2022

Dear Dr. Webber,

I am writing to you on behalf of the ELA 8 PLC with the intention of requesting a new novel to use in the 8th grade Language Arts curriculum.

No new novels have been purchased for our students to read as part of their curricular experience since at least 2005. When the ELA 8 curriculum was genre-based many years ago, we read *The Red Badge of Courage* by Stephen Crane (1895), *Nothing But the Truth* by Avi (1991), and *The Giver* by Lois Lowry (1993). Over time, we dropped *The Red Badge of Courage* due to a notable lack of student engagement, and *Nothing But the Truth* because it became outdated and lacked challenging vocabulary as well as rich figurative language. We have continued using *The Giver* because it is the most engaging for students, but it is frankly not a challenging read for 8th grade students (Lexile data is at a 5th grade reading level).

We are highly interested in replacing the aforementioned texts with a novel that is relevant, engaging, and appropriately challenging for our NMS students. After a survey of students, many expressed an interest in novels that explore injustice, real-world problems, war, and survival. In addition, our PLC appreciates the analogy and research of stories as windows, mirrors, and sliding glass doors, a concept coined by Dr. Rudine Sims Bishop in 1990. We want our students to see themselves represented through characters and also to get a glimpse into the experiences of other people. Using this data, we dedicated time to proposing and reading a variety of novels as a PLC to meet this need as well as our ELA 8 reading standards and learning goals.

The fiction novel we would like to purchase for 2022 -23 is *Everything Sad is Untrue* by Daniel Nayeri (2020). This novel won eight different awards, including the Printz Award for Excellence in Young Adult Literature in 2020. Its winning qualities are described by the [American Library Association](#) :

In an autobiographical novel, middle-schooler Daniel, formerly Khosrou, tells his unimpressed and at times cruel classmates about his experience as an Iranian refugee.

Modeling his storytelling on Scheherazade [narrator of One Thousand and One Nights folktales] and not beholden to a western mode, Daniel Nayeri writes a patchwork of memory and anecdote. He layers stories upon stories to create a complex, hilarious, and devastating understanding of memory, family, and perspective.

"In a unique refugee story Daniel Nayeri takes readers back in time and then brings them face to face with the equally tumultuous middle school years," said Printz Award Committee Chair Ellen Spring.

Upon reading the novel, our panel of teachers agreed: the break from traditional narrative structure, use of complex figurative language, and layering of genres makes this a novel that will stretch our students' reading ability and provide an appropriate challenge needed during a whole class read. The refugee experience, resilience, memory, perspective, truth, religion, community, friendship, and family are predominant topics within the novel that address both student interests and our guiding principle in reading texts that are mirrors, windows, and sliding glass doors. In addition, the timeless themes and various complex craft moves offered by the text will allow instructors to effectively teach this text for years to come.

In our selection process, we considered both recommendations of the reading community and teaching possibilities. The [School Library Journal Recommendation for *Everything Sad is Untrue*](#) is glowing. Citing not only the ability of the book to address difficult topics but its humor and ability to bring readers together in unifying human experiences. SLJ also notes the complexity of character and analysis opportunities not only of the main character, but several secondary characters. The [Common Sense Media Review of *Everything Sad is Untrue*](#) revealed that the content of this novel is appropriate for children as young as 11 years old, and earned an A+ for educational value. Furthermore, our exploration of teaching possibilities from others yields promising results. Two such resources we examined for inspiration were [Everything Sad is Untrue Unit Plan by Melissa Caballero](#) and [TeachingBooks.net Everything Sad is Untrue Resources](#), which show great variety in supplemental texts of various genres and instructional opportunities in vocabulary, character, plot, theme, and figurative language.

Our hope is to purchase both physical copies and audio versions of this new narrative novel surrounding this theme for the 2022 -23 school year. We will consult with our Library Media Specialist, Kim Wesner, to find the best pricing available.

We appreciate your consideration in this matter and look forward to answering any questions you might have.

Best regards,

Sarah David on behalf of ELA 8
ELA Department Chair
Novi Middle School



(/news/)

'Everything Sad is Untrue (a true story)' wins 2021 Printz Award

For Immediate Release

Mon, 01/25/2021

Contact:

Communications and Marketing Office

ALA Media Relations

CMO

cmo@ala.org (mailto:cmo@ala.org)

CHICAGO – “Everything Sad is Untrue (a true story),” written by Daniel Nayeri and published by Arthur A. Levine, an imprint of Levine Querido, has won the 2021 Michael L. Printz Award for Excellence in Young Adult Literature. The Young Adult Library Services Association (YALSA) today announced the winner during the ALA Midwinter Virtual, held, Jan. 22 - 26.

In an autobiographical novel, middle-schooler Daniel, formerly Khosrou, tells his unimpressed and at times cruel classmates about his experience as an Iranian refugee.

Modeling his storytelling on Scheherazade and not beholden to a western mode, Daniel Nayeri writes a patchwork of memory and anecdote. He layers stories upon stories to create a complex, hilarious, and devastating understanding of memory, family, and perspective.

“In a unique refugee story Daniel Nayeri takes readers back in time and then brings them face to face with the equally tumultuous middle school years,” said Printz Award Committee Chair Ellen Spring.

Four Printz Honor Books also were named:

“Apple (Skin to the Core)” written by Eric Gansworth, and published by Arthur A. Levine, an imprint of Levine Querido.

Gansworth—an enrolled member of the Onandaga Nation—revisits his childhood and teen years spent on a Tuscarora reservation in this ambitious and searing memoir. Told in verse and accompanied by original art, Gansworth’s compelling coming of age story is a moving, illuminating exploration of otherness, intergenerational trauma, and resilience.

“Dragon Hoops” created by Gene Luen Yang, color by Lark Pien, and published by First Second Books, an imprint of Macmillan Children's Publishing Group

Gene Luen Yang never would have guessed that he would be working on a graphic novel about a basketball team, but he found inspiration in the men’s varsity team at Bishop O’Dowd High School. The games are only a small portion of the story, though, as readers learn about the history of basketball as well as Yang’s personal journey.

“Every Body Looking” written by Candice Iloh, and published by Dutton Books for Young Readers, an imprint of Penguin Young Readers, a division of Penguin Random House.

In this novel in verse, Ada recounts her freshman year as a first-generation student attending a Historically Black College, while simultaneously taking the reader through her younger life. Ada feels the pressure to make money from her major, but she ultimately realizes that dance is what connects, energizes, and sustains her.

"We Are Not Free" written by Traci Chee, and published by Houghton Mifflin Harcourt.

Just months after the bombing of Pearl Harbor, President Roosevelt issued the Civilian Exclusion Order, forcing the tight knit community of Japantown teens and their families to incarceration camps. Author Traci Chee deftly manages 14 narratives all with a unique voice and experience. The lives of these teens may have been forever changed, but as Chee writes, "We are not free. But we are not alone."

The award, first given in 2000, is named for the late Michael L. Printz, a Topeka, Kansas school librarian known for discovering and promoting quality books for young adults. The award is administered annually by YALSA and is sponsored by Booklist magazine.

Members of the 2021 Printz Award Committee are: Chair Ellen Spring, Oceanside High School, Rockland, Maine; Asuncion Cora, High Bridge Library, Bronx, New York; Dorothy Sarah Karlin, Woburn Public Library, Lexington, Massachusetts; Jessica Tackett MacDonald, Boston Public Library, East Boston, Massachusetts; Shelley Mastalerz, Seattle Public Library, Seattle; Elena McVicar, Johnson County Library, Overland Park, Kansas; Loren Spector, Los Angeles Public Library, Los Angeles; Gregory Taylor, Hillside Junior High School, Boise, Idaho; and Marina J. Welmers, Marana USD, Tucson, Arizona.

The mission of the Young Adult Library Services Association (YALSA) is to support library staff in alleviating the challenges teens face, and in putting all teens – especially those with the greatest needs – on the path to successful and fulfilling lives. For more information about YALSA or to access national guidelines and other resources go to www.ala.org/yalsa (<http://www.ala.org/yalsa>), or contact the YALSA office by phone, 800-545-2433, ext. 4390; or e-mail: yalsa@ala.org (<mailto:yalsa@ala.org>).

For more information on the Michael L. Printz Award and other ALA Youth Media Awards, please visit www.ala.org/yma (<http://www.ala.org/yma>).



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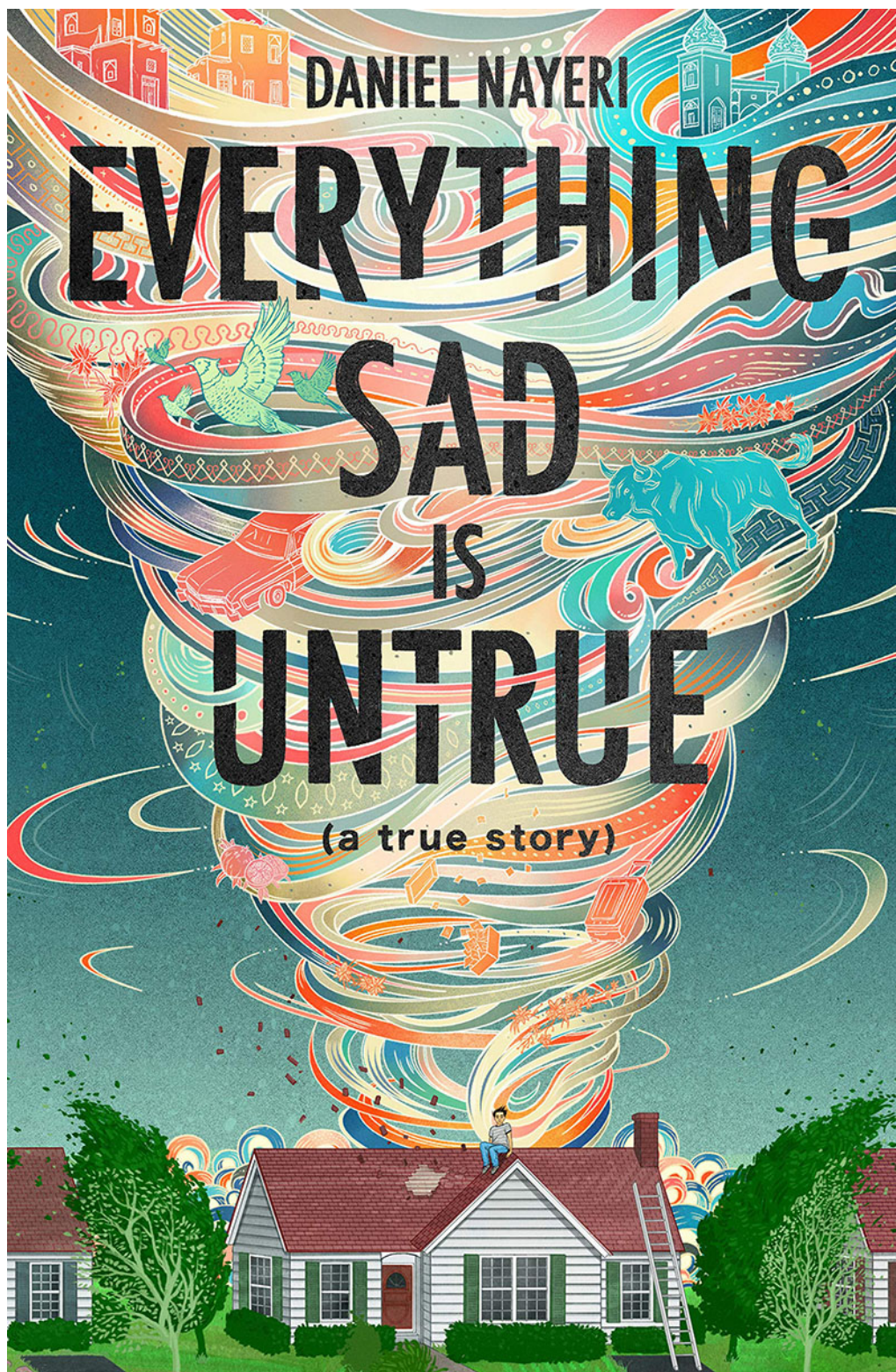


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Tags

Awards (Books & Media) (/news/taxonomy/term/788), Midwinter Meeting (/news/taxonomy/term/791), Public Awareness (/news/taxonomy/term/861), Communications and Marketing (/news/taxonomy/term/623), Young Adult Library Services Association (/news/taxonomy/term/591)

Everything Sad Is Untrue: (A True Story)



by [Daniel Nayeri](#)

[Levine Querido](#). Aug. 2020. 368p. Tr \$17.99. ISBN 9781646140008.

COPY ISBN

★ Gr 4-8— Nayeri weaves stories within stories in this fictionalized account of his formative years. He shares layers of rich information about life in Iran, refugee camps, and his experiences as an immigrant in the United States during the late 20th century. The themes of family, love, and truth are as strong as those of faith, endurance, memory, and storytelling as Khosrou (also known as Daniel) tries to tell the tales of his beautiful, complicated life and family. Nayeri provides clues about other characters without overexplaining them. Tough issues are discussed, particularly domestic violence, bullying, and life as a refugee and an immigrant, but there is levity, too. Khosrou's thoughts on Manwich sloppy joe sauce, using toilets in the U.S., and his father's overindulgence in Twinkies all lighten this tale. Without being didactic, the text communicates the universality of the human experience and the lack of empathy shown by some, not all, of those he encounters in the U.S. and in the refugee environments. The strongest developed characters are Daniel and his mother; however, readers experience varying levels of complexities of other characters like Daniel's father, stepfather, sister, teacher, and his friends (and enemies).

VERDICT At once beautiful and painful, this timely story is highly recommended for middle grade readers.

Reviewed by [Hilary Witt](#), formerly at Sullivan Univ., Lexington, KY , Jul 01, 2020



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0 COMMENTS

Be the first reader to comment.



Everything Sad Is Untrue: (A True Story)

Book review by [Lucinda Dyer](#), Common Sense Media



Common Sense says

age 11+

Young refugee's story is told in memories, myths, fables.

[Daniel Nayeri](#) | [Literary Fiction](#) | 2020



Parents say



No reviews yet.



[Add your rating](#)



Kids say

age 9+

Based on [2 reviews](#)

Read or buy

Common Sense is a nonprofit organization. Your purchase helps us remain independent and ad-free.

Did we miss something on diversity?

Research shows a connection between kids' healthy self-esteem and positive portrayals in media. That's why we've added a new "Diverse Representations" section to our reviews that will be rolling out on an ongoing basis. You can help us help kids by [suggesting a diversity update](#).



Save



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Read or buy

 **Stands out for** positive messages **and** positive role models.

Educational Value

A+ ●●●●●



Positive Messages

 ●●●●●

Positive Role Models

 ●●●●●

Violence

 ●●●●●

Sex

 ●●●●●

Language

#! Not present

Consumerism

\$ ●●●●●



Drinking, Drugs & Smoking

 ●●●●●

What Parents Need to Know



Parents need to know that Daniel Nayeri's *Everything Sad Is Untrue: (A True story)* is a "memoir" told through a captivating mix of fiction and nonfiction. It won the 2021 Michael J. Ptintz Award for young adult literature. Young Khosrou Nayeri's very privileged life in Iran comes to a terrifying end as he, his mother, and his sister flee the country one step ahead of the secret police. Finally settling

[Show more](#) 

Community Reviews

PARENTS SAY

KIDS SAY (2)

There aren't any reviews yet. Be the first to review this title.



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What's the Story?

EVERYTHING SAD IS UNTRUE is a patchwork of stories (some true), myths, and fables, told by 12-year-old Khosrou "Daniel" Nayeri. Born into a family so wealthy his grandfather's grandfather was called a king, young Khosrou lived a privileged life in Iran. But when his mother becomes a Christian (something which meant a death sentence in Iran), she leaves her husband behind and flees to Dubai

[Show more](#) ▼

Is It Any Good?

This is a poignant and funny story filled with fables and myths that might just be true and truths clouded by memories of what could have been. One thing that sets *Everything Sad is Untrue* apart is that it's not divided into chapters. While the idea of tackling 368 pages of free flowing narrative may seem overwhelming for many kids, the story does have natural breaks that will allow readers to put down the story and easily pick it up again.



Talk to Your Kids About ...

- Families can talk about what they learned from *Everything Sad is Untrue* about the importance of remembering and sharing events and people from your family's past. What do you know about your family's history? Which story about an ancestor of yours would you like to tell to your classmates?

[Show more](#) ▼

Book Details

Author: [Daniel Nayeri](#)



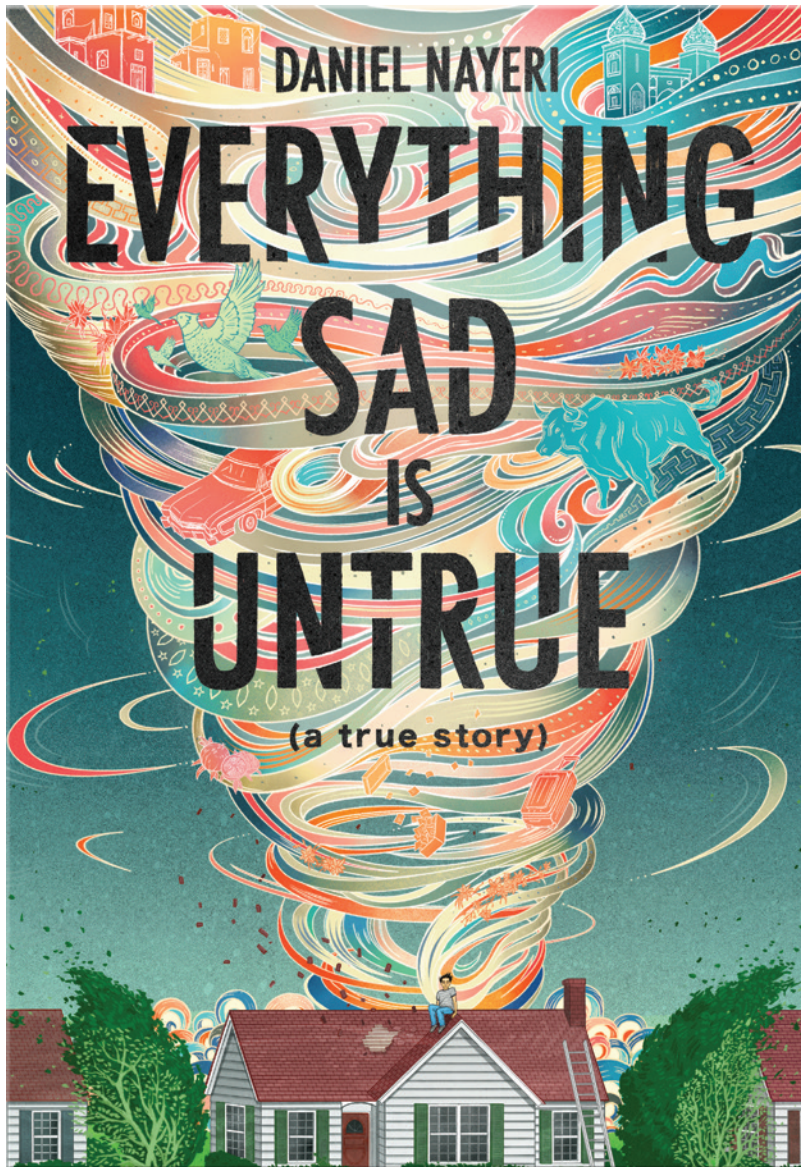
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Rate book



Read or buy



UNIT PLAN

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Created by Melissa Caballero



LEVINE QUERIDO

Dear Educator & Reader:

I hope that this guide and these activities will assist you in creating engaging lessons for instruction. The activities and materials are not meant to be used in any specific order. However, because of the way the novel is written, I included the activities based on the order they appear in the text.

You will find a background knowledge section that may be beneficial when discussing some of the historical and geographical portions of the text. In addition, included are anticipatory activities to get students thinking about the text as well as culminating project ideas.

As you read the text before teaching, and with your students, consider: Who determines the truth?

*Sincerely,
Melissa Caballero*

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Building Background Knowledge

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The Country of Iran

The narrator Daniel is from the country of Iran. The link below provides a brief history and overview in a kid-friendly format. Reviewing this information may prove useful for students unfamiliar with the country and its history.

- ★ <https://kids.nationalgeographic.com/explore/countries/iran/>

Iranian Culture: Understanding the 1,001 Nights

Daniel takes us on a journey by weaving his story in a similar fashion to that of Scheherazade of the *1,001 Nights* so the King would spare her life. To help students gain some background knowledge on the stories, the link and websites below may be helpful for students who need further guidance.

Introduction of The 1001 Nights (AKA Arabian Nights)

- ★ <https://www.bedtimeshortstories.com/sheherazade-and-shahriar>
- ★ <https://www.youtube.com/watch?v=pOsujVwr-3w>
- ★ <https://artuk.org/discover/stories/scheherazade-the-story-of-a-storyteller>
- ★ <https://www.youtube.com/watch?v=HRJ3HRp5IQ4>
- ★ Discovery Kids (revisits the 1,001 Nights) available on YouTube (Episode 1 Not available)
https://www.youtube.com/watch?v=bhNuNlridv8&list=PLRSGm8UnlBU1FmI2_181ovSjplhI-Ics_3
- ★ https://kids.kiddle.co/One_Thousand_and_One_Nights

Oklahoma

Oklahoma becomes the main setting for the text. While Oklahoma is the 46th state in the United States, it is not one of the most popular when reviewing geography. The link below provides a brief synopsis of the state of Oklahoma in a kid-friendly format. Reviewing this information may prove useful for students unfamiliar with the state, its location, and its history.

- ★ <https://kids.nationalgeographic.com/explore/states/oklahoma/>

Refugees

Daniel, his mother, and sister are all refugees who fled from Iran. Below you will find some kid-friendly links on this topic.

- ★ <https://kids.britannica.com/kids/article/refugee/390620>
- ★ <https://kids.kiddle.co/Refugee>
- ★ <https://www.worldvision.org/refugees-news-stories/what-is-a-refugee-facts>

The Desert Storm War (Gulf War)

Daniel mentions making goody bags for American Soldiers in “the war” beginning on page 70. The link below provides a brief synopsis of the Gulf War in the event it is necessary to review this historical fact to help students gain a deeper understanding of what he is referring to in this story.

- ★ https://kids.kiddle.co/Gulf_War

Introductory Activities & Anticipation Guides

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The novel *Everything Sad Is Untrue (a true story)* is a novel based on the author, Daniel Nayeri's, life. As a possible literary component and focus for reading, addressing the genres of autobiographical novels and memoir may prove beneficial when asking students to analyze the text for instructional purposes.

What is a memoir?: A memory/description of true past events. It is a narrative, written from the perspective of the author, about an important part of their life.

- ★ 1st person point of view
- ★ Reveals the feelings of the writer/author
- ★ Has meaning; learned lessons/themes/morals.
- ★ Maintains focus on the experiences of the author rather than the specific event itself.

Anticipation Guide

This task should be given to students prior to reading the book and then revisited after completing it to see if reading the text altered their thinking/beliefs.

*actual document
attached in
resources*

Anticipation Guide Document

Directions: On a scale of 1-5, 1 being strongly disagree to 5 strongly agree, respond to the following statements

| | | | | |
|------------|-------------|--------|------------------|--------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | Very little | Little | Most of the time | All the time |

| Statement | Before Reading | After Reading | Explanation |
|--|----------------|---------------|-------------|
| All Persians are liars | | | |
| You should always tell the truth | | | |
| The memories of children are always better | | | |
| It's okay to lie if you think it will save your life | | | |
| Everything sad is untrue | | | |
| Happy memories are the only true memories | | | |
| It's easy to believe someone when they are telling you a happy story | | | |
| Scary and dangerous events are hard to believe | | | |

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Tea Party Strategy Activity¹

As described by Kylene Beers in her book *When Kids Can't Read: What Teachers Can Do*, the Tea Party protocol offers students a chance to consider parts of the text before they actually read it. It encourages active participation and attentive listening with a chance to get up and move around the classroom. It allows students to predict what they think will happen in the text as they make inferences, see causal relationships, compare and contrast, practice sequencing, and draw on prior knowledge.

The link below can be used to access helpful information and samples of how this activity can be executed in a classroom.

<http://rbcomprehensionstrategies.weebly.com/tea-party.html>

- ★ Teacher will model what it means to make inferences.
- ★ An inference is when you use your prior or background knowledge about a text or topic with clues from the text to make a prediction about what is happening or going to happen.

Inference = Clues from the Text + What I Already Know

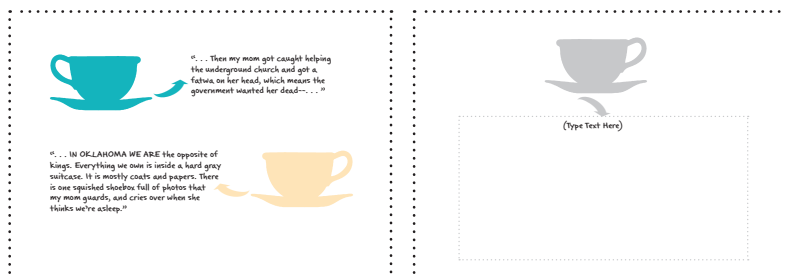
Teacher will introduce Tea Party Procedures and let students know that they will be using this activity to make inferences about Daniel Nayeri's novel *Everything Sad Is Untrue*. Students can be asked to examine the book cover, jacket, etc. to make inferences but should not read the synopsis of the book prior to completing any anticipatory activities.

- ★ Select names of individuals in the book, locations, phrases, brief quotes, etc.
- ★ Taken from the first few sections of the book

The Goal:

- ★ Help students to make informed inferences about the key details of the text's unfolding.
- ★ Get students thinking about the potential setting, plot, central ideas, people present in the text.
- ★ Get students thinking about potential cultural, societal, and personal conflicts as they relate to the text. (*actual documents attached in resources*)

activity template
attached
in resources



¹ *When Kids Can't Read: What Teachers Can Do*

Anticipation Analysis

Why Is Every Page in a Novel Purposeful and Important?

Following the dedication page of text, the author provides the reader with three quotes. While the page is not labeled, it is clear that these quote selections were purposeful. Depending on student level and ability, you may want to have students address one or more of these quotes and make interpretations based on their understanding. As a followup after reading the book, have students revisit their interpretations and have them assess whether or not their thoughts have changed. Consider the following questions:

Questions for Discussion and Written Response

Before Reading:

- ★ Why do you think Daniel Nayeri chose to include these quotes in his novel?
- ★ What significance do these quotes have based on their location in the book?
- ★ Select one of the three quotes you feel is most relatable to you. Why do you feel this way? Explain.

After Reading:

- ★ How do these quotes relate to the journey Daniel shared with you?
- ★ Which sections of the text are represented in each of the three quotes? Explain.
- ★ Which quote best represents Daniel's quest in telling his truth and his growth as a young refugee? Explain.
- ★ Which quote resonates with you the most? Explain in as much detail as possible.

actual document
attached in
resources

| Quote Analysis Anticipation | |
|--|---|
| After Reading Activity | |
| Directions: Read each of the quotes the author presents at the very beginning of the novel. Use the space provided to interpret their meaning in your own words. | |
| Quote | How do you interpret this quote? Write the meaning in your own words. |
| "It seems like only yesterday that I believed There was nothing under my skin but light. If you cut me I would shine." —Billy Collins (approximately), "On Turning Ten" | |
| "The people of the world say that Khosrou is an idol worshipper Maybe so, maybe so But he does not need the world And he does not need the people" —Amir Khosrou | |
| "I believe like a child that suffering will be healed and made up for, that all the humili- ating absurdity of human contradictions will vanish like a pitiful mirage, like the despic- able fabrication of the important and infinitely small Euclidean mind of man, that in the world's finale, at the moment of eternal harmony, something so precious will come to pass that it will suffice for all hearts, for the comforting of all resentments, for the atone- ment of all the crimes of humanity, of all the blood they've shed; that it will make it not only possible to forgive but to justify all that has happened". —Fyodor Dostoevsky, The Brothers Karamazov | |

Lesson Ideas

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When deciding which areas to focus on while teaching this text, the following topics may help identify necessary supplemental lessons that address the analysis of memoir as a genre. The ideas and resources attached below can be used to guide you.

- ★ Understanding character Point of View and Perspective
- ★ Understanding the difference between 1st, 2nd, 3rd, & 3rd person omniscient point of view.
- ★ <https://www.literacyideas.com/point-of-view>

Comprehending the Text Using Reading Strategies

Daniel's story is written in such a way as to loosely mimic the structure of *1,001 Nights*. However, the overarching theme throughout each section of the text is Truth. More specifically, *who defines what the truth is?* Below you will find some suggestions for teaching the text while guiding students through the reading.

- ★ The memoir follows a non-traditional format. Leading sentences/phrases foreshadow/ relate to the events in each “chapter”.

Focus on Font Choice (Questions for Discussion)

- ★ Why would the author choose to begin each section of the text this way? (Consider the use of ALL caps for the first few words of each “chapter”.)
- ★ What do you notice about how each “chapter” begins?
- ★ Why do you think the author chose to capitalize the first words of each section of text?
- ★ How is the beginning of the “chapter” significant to the events that have taken place?
- ★ How does the way the author begins each section foreshadow the events that transpire throughout the story?
- ★ What information does the author want you to know at the start of each “chapter”? Why might this be important to your understanding of the text as a whole? Explain.
- ★ How does the author use repetition to signify key events in the story?

Chunking the Text

Traditional chapters naturally lend themselves to chunked information in many different novels. Because *Everything Sad Is Untrue (a true story)* is written differently, it may be beneficial to preemptively chunk the text prior to teaching students. This will allow for a better understanding of the events that do connect across multiple “chapters”. The link below provides an overview of how chunking works. Some examples and ideas of how to do this with this novel are also provided below (mhrd.org).

- ★ <https://www.mhrd.org/cms/lib/NJ01000236/Centricity/Domain/426/Chunking%20the%20Text%20Reading%20Strategy.pdf>

Chunking Examples and Suggested Teaching Points

Suggestion 1: Chunk pages 1-10 together. Use this portion of the novel to introduce students to the history of Iran and *1,001 Nights* (*see Historical Background information for some ideas).

- ★ Have students make inferences on what kind of character the narrator is based on in the first 10 pages and try to get a sense of what his life is like.

Suggestion 2: Chunk pages 11-19 together, as this is where Daniel introduces himself to the reader. Have students focus on characterization of the characters presented in these sections. Students can begin to make inferences about what the narrator is trying to say about truth and what kinds of people Daniel and his family are.

Suggestion 3: “THE DAY MY FATHER...” on pages 19-29 may be taught separately as this is a long section and focuses on Daniel telling the story of how his father’s family acquired their land. Author’s craft and word choice are prevalent throughout this section.

Suggestion 4: Chunk pages 30-42 together. These sections focus on three stories from Daniel’s memory:

- ★ The Myth of the Baker and Tamar
- ★ The Legend of My Sister’s Cleverness
- ★ The History of a Clown’s Underpants.

Daniel mentions that he enjoys the Calvin and Hobbes comics on page 37. Consider why he may like this comic based on how he describes it. I have attached a link to some Calvin and Hobbes comics that may help students understand the reference and make connections to him as a character.

- ★ <https://www.gocomics.com/comics/lists/1643217/calvin-and-hobbes-calvinball?page=2>

Suggestion 5: Revisit “HERE IN OKLAHOMA WE DON’T...”

- ★ When addressing “I HAVE A NEW FATHER...”: This section of text is a turning point as we learn about Ray, Daniel’s stepfather in America. Inferences made at this point in the novel can also lead to learning that there may be domestic violence present in his household.

Suggestion 6: Chunk pages 45-52.

Suggestion 7: Chunk pages 60-68. The Theme of Good vs. Evil is present here as well with Daniel’s confirmation of violence in his home at the hands of his stepfather. The themes of love and truth are also prevalent within these sections of text.

- ★ At this point in the novel it may prove beneficial to address evidenced-based theme presence and how the characters are linked to them.

Suggestion 8: Chunk pages 72-75.

Questions for Discussion

- ★ What is the story of love and how do you define it?
- ★ Compare how Daniel views love to how you view it using pages 72-75.
- ★ What is the truth of love for you? What must be present for love to be true or real?
- ★ If you could infer what the truth of love is for Daniel's mom, what do you think it would be? Explain using details from the text to support your answer.

Suggestion 9: Chunk pages 75-86.

- ★ Focus on Daniel's description of how Persian love stories go. Consider what this means for him as a young student maneuvering through adolescence while trying to fit in and survive.

Suggestion 10: Chunk pages 88-102.

Suggestion 11: Chunk pages 103-107.

- ★ Discuss divorce and religion as described by Daniel.

Suggestion 12: Chunk pages 107-114.

- ★ Discuss Characterization and Daniel's memories of his grandmother.

Suggestion 13: "AND THE OTHER UNCLE...":

- ★ Discuss the significance of the shooting lesson and its outcome for Daniel.
- ★ How does this day impact Daniel?
- ★ Explore the characters actions, thoughts, and dialogue as they relate to this event and its impact.

Suggestion 14: Chunk pages 119-126.

Suggestion 15: Chunk pages 127-136.

- ★ Revisit the theme of love and truth. Daniel admits to making a part up. Have students discuss why they believe he did this and why he chose to admit this to the reader. How does it make you feel as the reader knowing he lied? Does the reason matter? Explain.

Suggestion 16: Chunk pages 137-152.

Suggestion 17: Chunk pages 153-158.

Suggestion 18: Chunk pages 160-173.

- ★ Address characterization and theme as it relates to learning more information about Daniel's sister and a turning point for the family.

Suggestion 19: Chunk pages 172-184.

Suggestion 20: Read pages 185-194: “HERE’S ANOTHER POOP STORY”.

Suggestion 21: Chunk pages 195-202 (Daniel’s Mom).

Suggestion 21: Chunk pages 202-214 (Daniel’s Mom’s exile and the three stores).

Suggestion 22: Chunk pages 214-231 (Escape from Iran).

- ★ This is a good place to address strife, hardships, refugees, immigration, etc.

Suggestion 23: Read pages 231-238 on its own.

Suggestion 24: Chunk pages 238-244.

Suggestion 25: Chunk pages 249-261 (Their time in Dubai).

Suggestion 26: Chunk pages 261-272.

Suggestion 27: Read pages 272-273: “MRS. MILLER SAYS WE LIVED...”

- ★ Have students analyze time and space and analyze the setting as it relates to Daniel’s journey.

Questions for Discussion

- ★ How is Daniel a dynamic character? What characters in his story would you consider static? Explain your answer using details from any portion of the text thus far.
- ★ On p. 273, Mrs. Miller asks Daniel: “At the beginning of the year you said the truest thing about a person was whose blood they had in their heart... What happened?” What do you think Mrs. Miller is getting Daniel to realize here? At this point in his stories, how is he faring with sharing his truth? What flaws have been pointed out and does Daniel agree with them? How do you know?

Suggestion 28: Chunk pages 273-279 (the refugee process and its impact).

Suggestion 29: Chunk pages 279-281.

Questions for Discussion

- ★ How does the class react to Daniel’s pause in the story to say that his father is coming to America?
- ★ What does the reaction of the class help you to understand about the idea of truth as Daniel is trying to tell his?
- ★ What are some of the truths his classmates have both in this section of text and in other places where they speak out? Explain.

Suggestion 30: Chunk pages 281-289 (Italian refugee camp).

Suggestion 31: Read pages 290-291.

Questions for Discussion

- ★ Why does Daniel tell us about the lies he has told?
- ★ What are the lies and do you agree or disagree with why he says he told them?
- ★ What do you think would have happened if he had been honest?
- ★ What do you think will happen as a result of these lies he told? Explain your answer with your own inferences.

Suggestion 32: Chunk pages 291-300.

Suggestion 33: Chunk pages 300-301: “MRS. MILLER SAYS I HAVE...”

Questions for Discussion

- ★ What does Daniel mean when he says his teacher told him he has “lost the plot”?
- ★ Do you agree or disagree with her assessment of his storytelling?
- ★ Who determines an author’s purpose and the choices they make for the way they craft their writing?
- ★ Is there ever a correct or incorrect way of telling a story? Explain using your own opinion and knowledge about storytelling and story writing.

Suggestion 34: Chunk pages 301-312.

Suggestion 35: Chunk pages 312-323.

Suggestion 36: Read pages 323-329 (Daniel’s Dad visits Mrs. Miller’s class).

- ★ Revisit the questions posed after reading to page 291. What was the outcome of the lies he told?

Suggestion 38: Chunk pages 329-336.

Suggestion 39: Chunk pages 346-342.

Suggestion 40: Chunk pages 342-End.

Questions for Discussion

- ★ Read the author’s note to the reader after reading the novel. Consider what Daniel Nayeri is trying to tell us about what the truth means for everyone.

- ★ Who owns the truth?
- ★ Who decides what is truth and what is a lie?
- ★ Who determines if there are valid parts of a story?
- ★ What is the evil context of this story as told by Daniel? What is evil to you?
- ★ What is the opposite of “too good to be true” in your opinion?
- ★ How does your relationship with Daniel change from the beginning of the book to the end of the book?
- ★ What do you notice about the way Daniel shares his stories with you, as the King/Queen reading his words? How does his story “end”?
- ★ Describe the amount of trust Daniel gives you as the reader when he first begins his story. How would you describe his trust in you by the end? Explain.
- ★ How much trust do you have in him by the end of the story? What portions of the text help you to make your determination? Explain.

Real World Connection Questions

- ★ *Is everything that is sad untrue? Why or why not?*
- ★ Why do you think people choose to deny the truth so often?
- ★ What does it usually take for someone to believe?
- ★ Who creates and dictates history based on your own knowledge?
- ★ Everyone has a story to tell. How will you tell yours?
- ★ What is your truth?

Questions for Discussion on Theme

- ★ Can truth exist without kindness? Can there be one without the other? Why or why not? Explain.
- ★ How are love and justice connected? Explain.
- ★ How are truth and justice connected? Explain.
- ★ How are love and truth connected? Explain.
- ★ Select one theme present in the book and explain how Daniel’s story supports the theme. You may use any and all sections and stories you have learned about to make your claims.

Understanding Theme

The overarching theme present in the text *Everything Sad Is Untrue* (a true story) is Truth. Please see the activity below for one way to introduce this theme to students while reading. There are also other examples of themes present in the text for student choice.

Sample Themes

Truth • Love • Kindness • Justice • Coming of Age
The Importance of Family • Culture • Societal Norms
Perseverance • Courage • Good vs. Evil • Acceptance
Tolerance • Trust

What is the theme?

Theme: Life lesson, meaning, moral, or message about life or human nature.

- ★ Communicated by a literary work.
- ★ In other words...
- ★ Theme is what the story teaches readers.
- ★ What Should Theme Look like?

A theme can be a word or a statement.

You don't have to agree with the theme to identify it.

Theme is NOT:

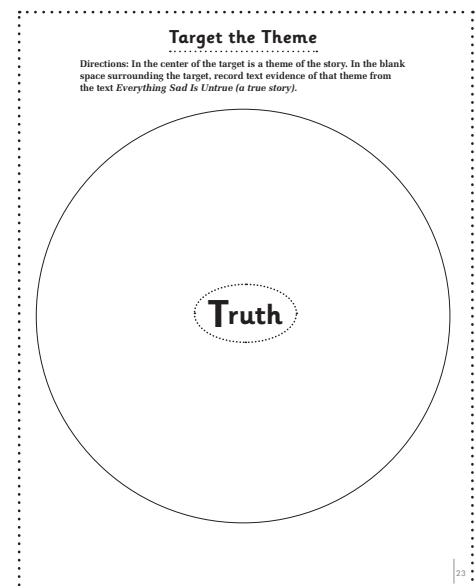
- ★ the topic
- ★ the author's purpose
- ★ a summary
- ★ specific to that story

Targeting Theme Activity

(activity template attached in resources)

Directions: In the center of the target is a theme of the story. In the blank space surrounding the target, record text evidence of that theme from the text *Everything Sad Is Untrue* (a true story).

actual document
attached in
resources



Summarizing/Culminating Activities

.....

Point of View Text Reformulation Tasks for Students (Kylene Beers)²

- ★ Text Reformulation³: Select four key sections of the text and create a comic strip board that provides a visual representation of Daniel's journey and experiences (for the tactile learners).

Task

Students select one individual or a chunked set of text from the novel to complete a text reformulation.

Text Reformulation

Purpose

This after-reading strategy utilizes collaboration among students to rewrite, in another form, a text by re-reading and re-formulating. It gives students practice in finding main ideas, sequencing events, making inferences, and generalizing. Students go beyond comprehension to synthesize ideas from the text into a new written product. This strategy offers readers choices and encourages them to think critically about a text as they complete a creative task.

Procedures

Before you ever ask students to reformulate text, you must model! Be sure to include a variety of types of reformulation, such as:

- ★ texts rewritten as comic books
- ★ texts rewritten as letters
- ★ texts rewritten as interviews
- ★ poems rewritten as stories, or stories rewritten as poems
- ★ texts rewritten as radio or TV advertisements
- ★ factual texts rewritten as stories or narratives
- ★ texts rewritten as newspaper articles
- ★ texts rewritten by patterns such as
 - ABC book structure (A is for _____ because _____, B is for _____ because _____)
 - *The Twelve Days of Christmas*
 - *I Know An Old Lady Who Swallowed a Fly*
 - The True Story of . . . (Like *The True Story of The Three Little Pigs*)
 - First you should share examples of reformulated texts.

² *When Kids Can't Read: What Teachers Can Do*

³ *When Kids Can't Read: What Teachers Can Do*

1. Next, reformulate a text (or part of a text) as your students watch and listen.
2. As a third step, reformulate a text along with your students by recording their ideas.
3. After modeling for students, have them work in pairs or groups of three to reformulate a text.
4. Finally, and only after much practice, you may choose to assign students to reformulate texts on their own.

Adapted from *When Kids Can't Read, What Teachers Can Do* by Kylene Beers, p. 159 – 163.

- ★ What's Next?: Write the next “chapter” of the book based on inferences you can make about what will happen next.
- ★ Create your own memoir (Mimic the Author) task. Students will write their own set of three or more stories that mimic the *1,001 Nights* style Daniel used in his book. Students can choose to connect their memories/stories of truth.

***Revisit Anticipation Guide from the start of the unit and assess for possible changes in student thinking and understanding. How did reading the book alter the thoughts/feelings you had before reading?**

Other Topics to Explore

.....

Bullying

- ★ <https://www.brainpop.com/health/personalhealth/bullying/>

Domestic Violence

- ★ <https://depts.washington.edu/hcsats/PDF/TF-%20CBT/pages/3%20Psychoeducation/Trauma%20information/DP%20DV%20CHILD%20FACT%20SHEET%2065-66.pdf>
- ★ https://www.nctsn.org/sites/default/files/resources//children_domestic_violence_entire_series.pdf

Asylum

- ★ <https://www.americanimmigrationcouncil.org/research/asylum-united-states>
- ★ <https://www.uscis.gov/humanitarian/refugees-and-asylum/asylum>

Immigration

- ★ <https://www.brainpop.com/socialstudies/culture/immigration/>

Dubai

- ★ <https://kids.kiddle.co/Dubai>

Further Reading

.....

For additional texts with similar topics and themes please see the list below.

| Text Title | Author | Lexile Level |
|--|------------------------------|--------------|
| Inside Out & Back Again | Thanhha Lai | 800L |
| The House on Mango Street | Sandra Cisneros | 850 L |
| A Long Walk to Water | Linda Sue Park | 720L |
| Brown Girl Dreaming | Jaqueline Woodson | 990L |
| Other Words for Home | Jasmine Warga | 930 L |
| Refugee | Alan Gratz | 800L |
| We are Displaced: My Journey and Stories from Refugee Girls Around the World | Liz Welch & Malala Yousafzai | N/A |
| The Boy at the Back of the Class | Onjali Q. Raúf | 940L |
| Nowhere Boy | Katherine Marsh | 810L |
| Guys Read: True Stories | Jon Scieszka | 970L |
| Refugees and Migrants | Ceri Roberts | N/A |
| What is a Refugee? | Elise Gravel | 680L |
| The Absolutely True Diary of a Part-Time Indian | Sherman Alexie | 600L |
| Nothing But the Truth | Avi | N/A |
| I Am Malala: Young Reader's Edition | Malala Yousafzai | 830 L |

Anticipation Guide Document

.....

Directions: On a scale of 1-5, 1 being strongly disagree to 5 strongly agree, respond to the following statements

| | | | | |
|-------------------|--------------------|---------------|-------------------------|---------------------|
| 1 | 2 | 3 | 4 | 5 |
| Not at all | Very little | Little | Most of the time | All the time |

| Statement | Before Reading | After Reading | Explanation |
|--|----------------|---------------|-------------|
| All Persians are liars | | | |
| You should always tell the truth | | | |
| The memories of children are always better | | | |
| It's okay to lie if you think it will save your life | | | |
| Everything sad is untrue | | | |
| Happy memories are the only true memories | | | |
| It's easy to believe someone when they are telling you a happy story | | | |
| Scary and dangerous events are hard to believe | | | |

Tea Party Template Activity



"ALL PERSIANS ARE LIARS
and lying is a sin..."



"My second memory is not a true one. It is the
kind you invent in your head because you
need to. On the phone once, with my
dad--I was in Oklahoma, he was in
Iran where he stayed--...."



"I SHOULD INTRODUCE MYSELF.
Name: Khosrou Nayeri
Age 12
Hair Color: I dunno, black. . ."



“... Then my mom got caught helping the underground church and got a fatwa on her head, which means the government wanted her dead--...”

“... IN OKLAHOMA WE ARE the opposite of kings. Everything we own is inside a hard gray suitcase. It is mostly coats and papers. There is one squished shoebox full of photos that my mom guards, and cries over when she thinks we're asleep.”



“... from the United States Consulate (office of someone who is in another country protecting the interests of citizens living in a foreign land)’.”

“THE LEGEND OF MY sister's cleverness is a family story that people mention any time they want to call me mazloom. Mazloom is a word I can never tell you what it is in English. It is someone who is cute and pitiful.”





(Type Text Here)

A large rectangular area with a dotted border, intended for writing text.



(Type Text Here)

A large rectangular area with a dotted border, intended for writing text.

Quote Analysis Anticipation

After Reading Activity

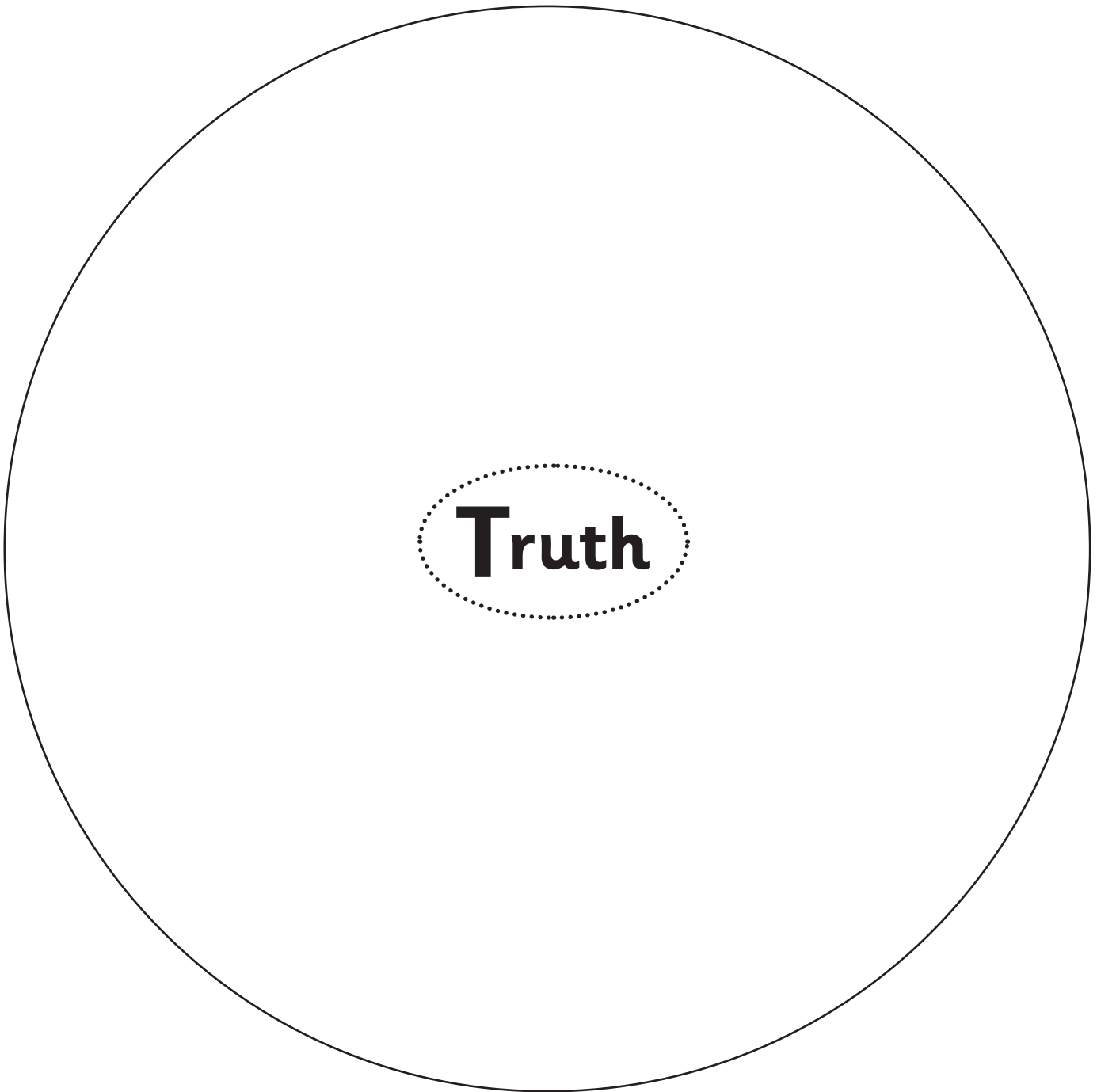
Directions: Read each of the quotes the author presents at the very beginning of the novel. Use the space provided to interpret their meaning in your own words.

| Quote | How do you interpret this quote? Write the meaning in your own words. |
|--|---|
| <p><i>"It seems like only yesterday that I believed There was nothing under my skin but light. If you cut me I would shine."</i></p> <p>—Billy Collins (approximately), "On Turning Ten"</p> | |
| <p><i>"The people of the world say that Khosrou is an idol worshipper Maybe so, maybe so But he does not need the world And he does not need the people"</i></p> <p>—Amir Khosrou</p> | |
| <p><i>"I believe like a child that suffering will be healed and made up for, tht all the humili- ating absurdity of human contradictions will vanish like a pitiful mirage, like the despica- ble fabrication of the important and infinitely small Euclidean mind of man, that in the world's finale, at the moment of eternal harmony, something so precious will come to pass that it will suffice for all hearts, for the comforting of all resentments, for the atone- ment of all the crimes of humanity, of all the blood they've shared; that it will make it not only possible to forgive but to justify all that has happened".</i></p> <p>—Fyodor Dostoevsky, <i>The Brothers Karamazov</i></p> | |

Target the Theme

.....

Directions: In the center of the target is a theme of the story. In the blank space surrounding the target, record text evidence of that theme from the text *Everything Sad Is Untrue* (a true story).



ABOUT THE BOOK

The unforgettable voice of a young refugee captures the essence of *A Thousand and One Nights*, from middle school humiliations to wondrous Persian myths, Daniel Nayeri has written a powerful autobiographical novel, united by hope for a world that ought to be.

“A patchwork story is the shame of the refugee,” Nayeri writes early in the novel. In an Oklahoman middle school, Khosrou (whom everyone calls Daniel) stands in front of a skeptical audience of classmates, telling the tales of his family’s history, stretching back years, decades, and centuries. At the core is Daniel’s story of how they became refugees—starting with his mother’s vocal embrace of Christianity in a country that made such a thing a capital offense and continuing through their midnight flight from the secret police, bribing their way onto a plane-to-anywhere. Anywhere becomes the sad, cement refugee camps of Italy, and then finally asylum in the U.S. Implementing a distinct literary style and challenging western narrative structures, Nayeri deftly weaves through stories of the long and beautiful history of his family in Iran, adding a richness of ancient tales and Persian folklore.

Like Scheherazade in a hostile classroom, Daniel spins a tale to save his own life: to stake his claim to the truth. This is a tale of heartbreak and resilience and urges readers to speak their truth and be heard.

PRAISE

“Like nothing else you’ve read or ever will read.” —Newbery Medalist, Linda Sue Park

★ “A modern epic.” —*Kirkus Reviews* (starred review)

★ “A distinctive voice. A rare treasure of a book.” —*Publishers Weekly* (starred review)

★ “A story that soars. Readers will be transported.” —*The Bulletin* (starred review)

★ “At once beautiful and painful.” —*School Library Journal* (starred review)

★ “A remarkable work that raises the literary bar in children’s lit.” —*Booklist* (starred review)

★ “Poignant and powerful. A story of heartbreak and resilience.”

—*Foreword Reviews* (starred review)

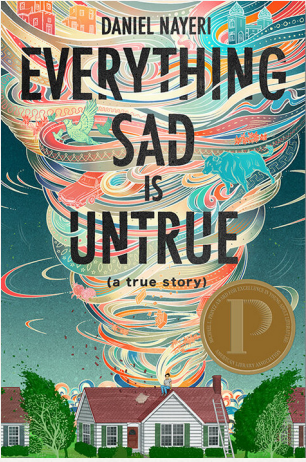
★ “One of the most extraordinary books of the year.” —*BookPage* (starred review)

ABOUT THE AUTHOR

Daniel Nayeri is the publisher of Odd Dot, an imprint of Macmillan Children’s Publishing Group, where he oversees a team of designers, editors, and inventors creating joyful books for curious minds. Daniel was born in Iran and spent several years as a refugee before immigrating to Oklahoma at age eight with his family. He is the author of several books, including *Straw House*, *Wood House*, *Brick House Blow: Four Novellas* and *Everything Sad Is Untrue (a true story)*. He is a former professional pastry chef, and if he’s not writing or baking, he’s likely playing board games, or riding motorcycles. He lives with his family in New Jersey.



LEVINE QUERIDO



Book Descriptions

for [Everything Sad Is Untrue](#) by Daniel Nayeri

From Cooperative Children's Book Center (CCBC)

Nayeri's poignant, engaging memoir begins with a vivid childhood memory of a visit to his grandparents when he was still a little boy knowns as Khorsou living in Iran. The world, as far as he knew then, revolved around him. A few years later, Khosrou, his sister, and mother flee Iran after his mother converts to Christianity, her life at risk because of government persecution. They leave almost everything behind, including Khosrou's father, who chooses to stay. Their refugee journey, propelled by his mother's relentless pursuit of safety, opportunity, and a home for her children, eventually takes them to Edmonds, Oklahoma. Khosrou, now Daniel, regales his teacher, middle school classmates-and readers-with stories about his life in Iran and Persian culture, using *The Thousand and One Nights* as both reference point and inspiration. Daniel finds much about life in the United States strange, and misses Iran and his father, a loss amplified by lingering questions and the presence of his mother's new husband, who beats her. Nayeri's unique, often funny conversational voice, punctuated by moments of meta-narrative, is captivating, full of both childlike innocence and longing (not to mention a fair share of bathroom humor), and moments of adult-like observation. Nayeri notes that he condensed his middle school classmates to types, while the adults, especially his parents, stepfather, and teacher, come through in full-relief in this distinctive, memorable work. (Age 12 and older)

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From the Publisher

Winner of the Michael L. Printz Award
Christopher Award Winner
Middle East Book Award Winner
National Indie Bestseller
NPR Best Book of the Year
New York Times Best of the Year
Amazon Best of the Year
Booklist Editors' Choice
BookPage Best of the Year
NECBA Windows & Mirrors Selection
Publishers Weekly Best of the Year
Wall Street Journal Best of the Year
Today.com Best of the Year
Walter Awards Honor Book

"A modern masterpiece."—The New York Times Book Review

"Supple, sparkling and original."—The Wall Street Journal

"Mesmerizing."—TODAY.com

"This book could change the world."—BookPage

"Like nothing else you've read or ever will read."—Linda Sue Park

"It hooks you right from the opening line."—NPR

SEVEN STARRED REVIEWS

* "A modern epic."—Kirkus Reviews, starred review

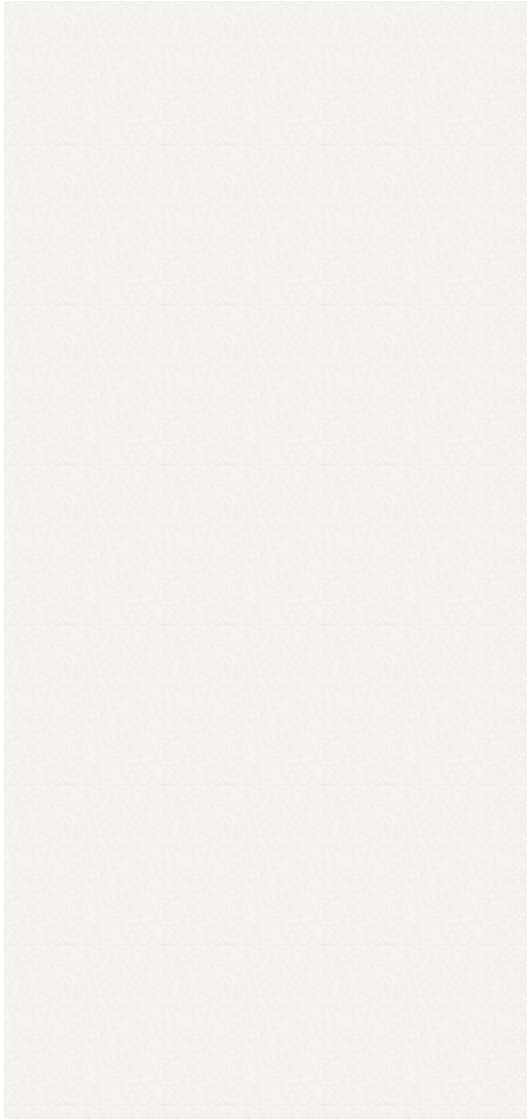
* "A rare treasure of a book."—Publishers Weekly, starred review

* "A story that soars."—The Bulletin, starred review

* "At once beautiful and painful."—School Library Journal, starred review

* "Raises the literary bar in children's lit."—Booklist, starred review

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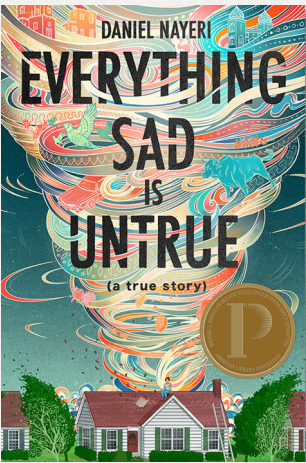
* "One of the most extraordinary books of the year."—BookPage, starred review

A sprawling, evocative, and groundbreaking autobiographical novel told in the unforgettable and hilarious voice of a young Iranian refugee. It is a powerfully layered novel that poses the questions: Who owns the truth? Who speaks it? Who believes it?

"A patchwork story is the shame of the refugee," Nayeri writes early in the novel. In an Oklahoman middle school, Khosrou (whom everyone calls Daniel) stands in front of a skeptical audience of classmates, telling the tales of his family's history, stretching back years, decades, and centuries. At the core is Daniel's story of how they became refugees—starting with his mother's vocal embrace of Christianity in a country that made such a thing a capital offense, and continuing through their midnight flight from the secret police, bribing their way onto a plane-to-anywhere. Anywhere becomes the sad, cement refugee camps of Italy, and then finally asylum in the U.S. Implementing a distinct literary style and challenging western narrative structures, Nayeri deftly weaves through stories of the long and beautiful history of his family in Iran, adding a richness of ancient tales and Persian folklore.

Like Scheherazade of One Thousand and One Nights in a hostile classroom, Daniel spins a tale to save his own life: to stake his claim to the truth. EVERYTHING SAD IS UNTRUE (a true story) is a tale of heartbreak and resilience and urges readers to speak their truth and be heard.

Publisher description retrieved from Google Books.



Everything Sad Is Untrue: (a True Story)

by [Daniel Nayeri](#)

Nayeri's poignant, engaging memoir begins with a vivid childhood memory of a visit... [read more](#)

35 Total Resources 8 Awards View Text Complexity Discover Like Books

- Meet-the-Author Recording
- Audio Excerpt
- Video Book Reading
- Video Book Trailer
- Name Pronunciation with *Daniel Nayeri*

Grade 4-12

Genre BiographyHistorical FictionNonfiction

Cultural Experience Middle EasternAsian American

[+ Show More Details](#)

Our Original Resources

6



Meet-the-Author Recording with Daniel Nayeri about *Everything Sad Is Untrue*

Created by TeachingBooks

Listen to the Recording (03:28)

Audio Name Pronunciation with Daniel Nayeri

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Listen to the Audio (00:56)

Nonfiction Read and Respond Multi-Leveled Lesson

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Create Lesson

Cultural Representation Reflection

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View Comprehensive Text Complexity Measures

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View Measures


Submit Qualitative Text Complexity Rubric

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Submit Rubric

About the Author 3







Daniel Nayeri page on TeachingBooks


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Personal Website for Daniel Nayeri

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Audio Name Pronunciation with Daniel Nayeri


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Author Interviews 13




Meet-the-Author Recording with Daniel Nayeri


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Author Fan Face-off Daniel Nayeri


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Interview with Daniel Nayeri


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Interview with Daniel Nayeri

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Interview with Daniel Nayeri



Guest post by Daniel Nayeri

Created by This Creative Life



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View on Mackin Community

Interview with Daniel Nayeri



Interview with Daniel Nayeri

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Interview with Daniel Nayeri



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Interview with Daniel Nayeri



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View on The Writer's Voice

Book Guides, Activities & Lessons


3



Nonfiction Read and Respond Multi-Leveled Lesson



Cultural Representation Reflection

 Created by TeachingBooks

 Create Lesson


 Created by TeachingBooks

 Create Lesson



Unit Plan from Levine Querido

Created by Levine Querido

 View on Levine Querido

Book Readings 4




Video Book Reading of "Imagine You're Like Brandon Goff" narrated by Daniel Nayeri




Video Book Reading of "I Am Ugly" narrated by Daniel Nayeri

Created by Levine Querido

Created by Levine Querido

 Watch the Video (01:09)

 Watch the Video (0:28)




Video Book Reading of "When You Ask People in Oklahoma" narrated by Daniel Nayeri




Audiobook Excerpt narrated by Daniel Nayeri

Created by Levine Querido

Created by Books On Tape® / Listening Library

 Watch the Video (01:09)

 Listen to the Recording (05:00)

Book Trailers 3




Full Documentary Short from Levine Querido




Preview Trailer from Levine Querido

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 Watch the Video



Video Book Trailer from Levine Querido

Created by Levine Querido



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Vocabulary Lists

1



Word lists, definitions, and example sentences

Created by Vocabulary.com



View on Vocabulary.com

Awards & Distinctions

8



Middle East Book Award, 2000-2021

Winner, 2021



View Award List



Junior Library Guild Selections, 2012-2021

Middle Selection, 2021



View Award List



CCBC Choices

Selection, 2021



View Award List



Michael L. Printz Award, 2000-2022

Winner, 2021



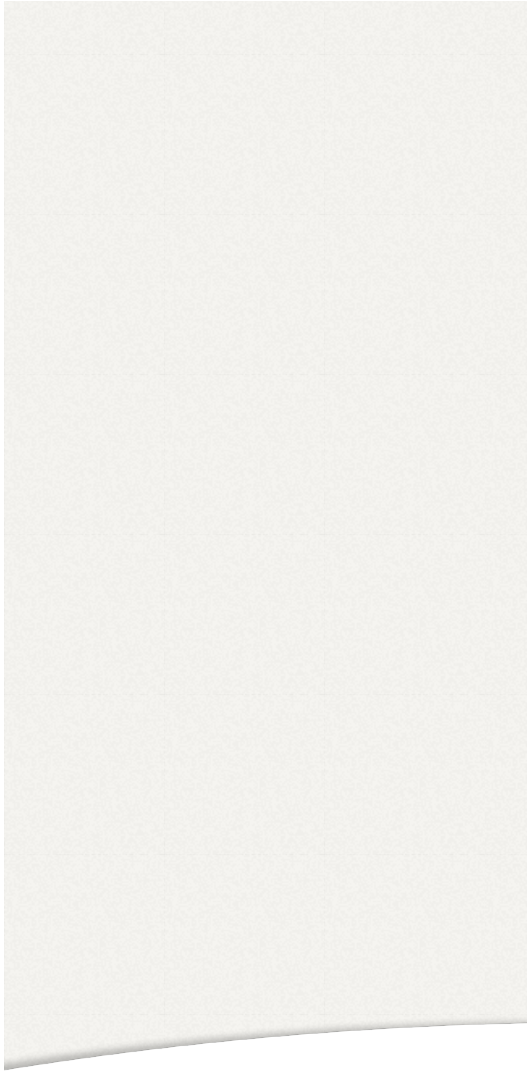
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Christopher Award for Young People, 2001-2022

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Honor, 2021

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Center for the Study of Multicultural Children's Literature Best Books, 2013-2021

Selection, 2020

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Images courtesy of publishers, organizations, and sometimes their Twitter handles.

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Christopher Award

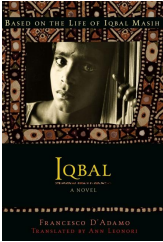


Icy Carpenter

Iqbal

by Francesco D'Adamo

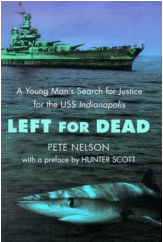
7 Resources 3 Awards



Left for Dead

by Pete Nelson

5 Resources 1 Award



Beatrice's Goat

by Page McBrier and Lori Lohstoeter

7 Resources 2 Awards



Bread and Roses

by Katherine Pater

14 Resources 1 Award



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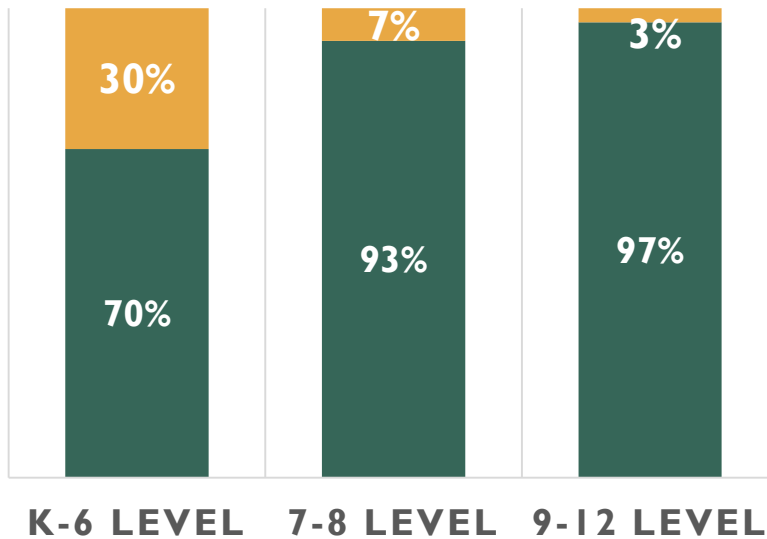
NCSD Parent Reproductive Health Education Survey

Should the school district include a set of age-appropriate lessons on sex education?

If a set of lessons were offered at the age-appropriate grade level, would you allow your child(ren) to participate?

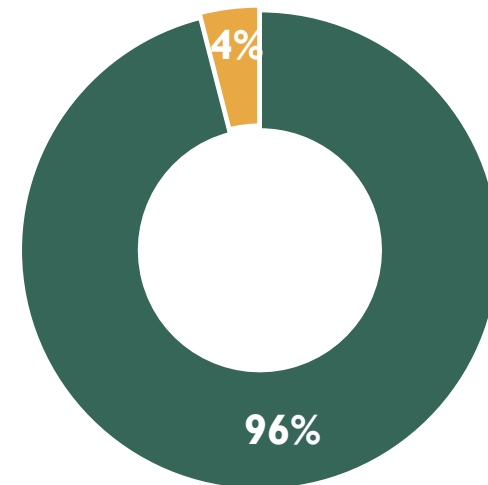
BROKEN DOWN BY GRADE LEVEL

■ Yes ■ No



Overall Response

■ Yes ■ No



THE PARENT WOULD LET THE CHILD ATTEND AT THE GRADE LEVEL 3RD – 5TH

- **Positive Friendships:** Identifies characteristics of positive friends including initiating, maintaining, and ending friendships.
- **Positive Communication With Family:** Encourages students to talk with their parents and other trusted adults about feelings, relationships, and setting limits.
- **Diverse Family Makeup:** Teaches students to recognize the diversity of all family units in our community. (single parents, married parents, same-sex parents, legal guardians).
- **Puberty and Adolescence:** Teaches about male and female physical, emotional, and social changes of puberty and adolescence.
- **Child Sexual Abuse:** Teaches personal safety concepts, such as good touch-bad touch, stranger danger and identifying trusted adults who can help.

THE PARENT WOULD LET THE CHILD ATTEND AT THE GRADE LEVEL 6TH

- **Reproductive Anatomy:** Describes male and female reproductive anatomy and function.
- **Skills to Avoid Risky Behaviors:** Includes developmental skills, such as decision-making, communication, assertiveness, refusal, and negotiation, to avoid risky situations.
- **Sexual Orientation/Identity:** Teaches that all students deserve to be treated with respect (i.e., no name-calling, taunting, bullying) and that transgender or bisexual

THE PARENT WOULD LET THE CHILD ATTEND AT THE 7TH – 7TH GRADE LEVEL

- **Healthy Dating Relationships:** Recognizes healthy and unhealthy relationships. Differentiates between emotional and physical intimacy, and consent.
- **Abstinence:** Discusses benefits of abstaining from sex or ceasing sexual activity. Teaches assertiveness skills for resisting pressure, such as communication and refusal.
- **Legal Consequences of Underage Sex:** Provides information about the criminal consequences of underage sexual activity.
- **Pregnancy and Childbirth:** Explains how pregnancy occurs, the importance of prenatal care and how babies are born.
- **Parenting Responsibilities:** Explores the responsibilities of parenting (e.g., economic, physical, emotional, social, and legal) and their impact on future goals. Provides information on responsibilities to children born in and out of wedlock.

THE PARENT WOULD LET THE CHILD ATTEND AT THE 7TH – 8TH GRADE LEVEL

- **Adoption and Safe Delivery:** Provides information on adoption services and the safe delivery of newborns law.
- **Sexually Transmitted Diseases (including HIV/AIDS):** Includes information about the transmission, symptoms, treatment, and prevention of sexually transmitted infections, such as chlamydia, gonorrhea, genital herpes, genital warts, and HIV/AIDS.
- **Contraception:** Provides information about birth control methods, such as condoms, birth control pills, and Depo-Provera and their role in preventing pregnancy.
- **Risk Reduction:** Provides information about condoms as a means to reduce risk for HIV and other sexually transmitted infections.
- **Harassment, Sexual Assault and Rape:** Provides information about the law, prevention skills, and where to go for help.

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- **13%** Answered the open-ended question (126 people)
 - **10%** Specifically state they are thankful for feedback inclusion

Deciding where topics should be addressed is such a hard decision. The world has changed so much but I trust that you are taking a protective approach and not encouraging experimentation. Thank you for asking.

Thanks for offering this opportunity to provide feedback.

PERCENT OF PARENTS



10% of respondents want materials to review:

- Safety online regarding sex
- Sexual activity
- Pornography
- Sites offered for materials that parents can talk about at home*
- Sex trafficking

While sextortion is not listed, it is highly recommended to educate children.

*Note that religious sites cannot be provided, but there are numerous outside resources that cover this topic within the perspective of those belief systems.

OPEN-ENDED COMMENTS: INTERNET SAFETY



Given the over-exposure of sexually charged material over Social Media, younger kids are exposed to more mature content than we can ever imagine. Kids see more than they will reveal to a parent or guardian or even a trusted teacher. But they do not have all the data or facts. We have to consider the hyper-sexual environment our kids are living in and address uncomfortable topics earlier.

I would like to see a more well-rounded curriculum and plan for elementary students in regards to family make-up and learning about family types that might be different from their own. We need to stop the stigma of what is perceived as "normal" at a young age. Kids are much more open-minded than adults but would love for these conversations to happen in a safe, nurturing way with picture books and support for teachers.

I think it's important to begin these topics in a developmentally appropriate way and build into more detailed vocabulary and detail with increased age, especially topics of peer acceptance, anti-bullying, different families and different gender preferences since I've observed my child already being made fun of for his differences in Kindergarten (e.g. for his favorite color being pink, which kids would not stop taunting him was a "girl color." I was surprised that our diverse Novi families weren't teaching their children at home about respecting differences, so clearly such topics should most definitely be formally taught at school as early as possible! It was sad to see his identity self-esteem and confidence plummet after beginning Kindergarten. Also, I wish there would have been formal social skill classes in KG about how to make friends, join in play, resolve problems because the district shouldn't assume that all families have multiple children where they have practiced daily instruction from their parents. My child is an only child so doesn't have as much guidance from us on how to navigate common peer conflict as he doesn't have siblings we can naturally use for practice and redirect his behavior. Chosen friend playdates are often different than needing to learn to work in teams with forced sibling and forced classmate relationships. I wish it was directly taught in preschool and KG.

PARENT QUOTES: SUGGESTIONS ABOUT MATERIAL TO ADD

I think that this should not be labeled as 'Sex Education'. This is Sexual Health & Wellness. Some of the topics that were mentioned in the survey could really be split up and taught over a few grades, with the content becoming more detailed as the child is more mature to handle the information.

The earlier, the better. Incremental sex ed allows kids to get comfortable. The way it's done now gives the children major anxiety, and they are so uncomfortable they barely learn anything. Also, teaching kids about disease BEFORE healthy relationships and normal bodies is a fear tactic that makes zero sense.

If things are taught at a specific grade level, then things have to be taught along with it which are age appropriate. Sex education and anatomy has to be taught together along with sexual abuse and consent but to appropriately to a specific audience and age. The grade level should be able to understand and take that information effectively.

School should consider hosting programming for parents to get them comfortable with these subjects as well.

I would like to see LGBTQ taught as part of the curriculum. Students as young as 5th grade need to know that it is ok and there is nothing wrong with them. Also an aspect on bullying LGBTQ is important. Thank you.

It is past due time for Novi to be inclusive of LGBTQ identities in health curriculum, so I am very happy to see this on the survey. I strongly encourage inclusive speech and behaviors to be demonstrated from Day 1 of K.

PARENT QUOTES: SUGGESTIONS ABOUT MATERIAL TO ADD

12% are concerned about parent rights*

*Note: Parents are the primary educators of their children, laws protect the rights of parents to make decisions. Parents may also opt out of material they do not believe is beneficial for their child.

OPEN-ENDED COMMENTS: PARENT CONCERNS



I am concerned that the school is overstepping it's boundaries on some of these topics. Teachers need to remain completely impartial and not push any personal, religious, or political agenda on the children. Or don't teach it at all. Especially this year when there are large numbers of asynchronous days. Concentrate on math, science, etc and let parents handle these subjects.

I think the content of these units must walk a very fine line between teaching respect for others who may not look, think or act like you do, without overstepping into promoting social/cultural norms that may not be in alignment with individual families. The students need some information, but I would ask that you don't offer more than is needed. As a parent, I want to drive some of those conversations. It would also be nice if parents were given more specific information on the topics to be covered, so that it can lead to a discussion after.

These topics are something that parents should be having with their children.

Normal sex/biological education is okay, risk mitigation from the education is also valuable. However, please don't introduce unnecessarily early on things such as sex orientation and identify, exposing to these early will mislead the kids and cause confusion.

PARENT QUOTES: CONCERNS ABOUT WHO SHOULD TEACH ABOUT SEX ED

Please be mindful not to overstep the rights of parents to teach these things. Anything that comes close to crossing a religious/Faith boundary should never be taught in school. Health and safety topics are necessary.

These important issues should be carefully discussed at home, and taught by parents. It is out of bounds for a school district to encroach on the domain of the family, and familial responsibilities.

I answer many at a younger age than I would of in the past but with social media and the internet the kids are learning way to early on their own. I would rather it be taught by parents with the support of the school to guide/teach our children.

It is the family's responsibility to teach about sexual identity, etc. it is a highly personal al subject and parents should be discussing it with their children, based on their beliefs and not others who may share different views from their own

I prefer my child learn the basic skills/fundamentals at home. I don't believe these subject should be pushed on kids. Every child is different with different circumstances which should be explained and taught by the parents raising them at home. Preteens should have more information readily available for their desired needs and wants. I firmly believe that parents should be more than willing to communicate with their children about their changing attitudes and body's.

PARENT QUOTES: CONCERNS ABOUT WHO SHOULD TEACH ABOUT SEX ED

6% did not want the following covered:

- Gender identity
- Same-sex orientation

OPEN-ENDED COMMENTS: PARENT CONCERNS



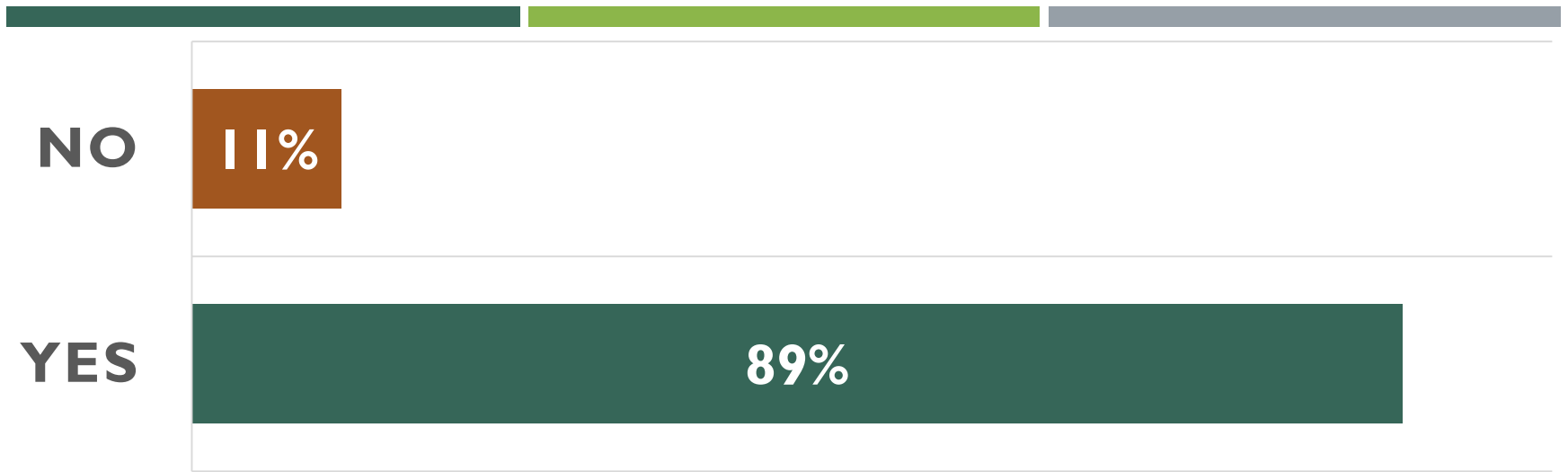
In my opinion, transgender issues should be only minimally discussed and at an older age. It seems that rapid onset gender dysphoria could be a social phenomenon, so these (likely very few) cases should be discussed on a case-by-case basis.

I would appreciate there not being any education about same sex relationships. I do not want my kids thinking it's acceptable to have sexual relationships with their same sex.

I am very concerned about the mental health of children who believe they are trans...this should be addressed as a mental health disorder and our school district should not be encouraging this new phenomenon. Leading pediatricians have described this as a mental health disorder and are 100% discouraging gender reassignment surgery and schools should not be promoting this lifestyle but offering mental health assistance

Forms of sexual diversity should not be shared. Share the basics of anatomy and pro creation but avoid topics of sexual preference those are best left for the family

PARENT QUOTES: CONCERNS SPECIFIC TO GENDER IDENTITY AND SAME-SEX ORIENTATION



Would you like to join the NCSD Sex Education Advisory Board to represent the views of all parents in our community as we make decisions on curriculum?

RECOMMENDATIONS

- Host learning sessions for parents to ask questions and learn more about the materials being covered.
- Make sure parents know and understand why materials are chosen.
- A consistent process for allowing opt-outs with no punishments attached to the children whose parents opt them out of the material.
- Intentional wording: words/phrases that may be problematic should be updated (e.g., out of wedlock).
- Continue to include parents and their feedback in the process.

Novi SEAB Open-ended comments

Please share any additional comments or thoughts.

We need to teach students about sex, gender, and consent early on, in an age appropriate way. When we treat these topics as taboo kids think they are bad and they are not. Additionally abstinence only education is out dated and ineffective. We need to teach students about consent and contraception.

School should consider hosting programming for parents to get them comfortable with these subjects as well.

I think some parents think topics shouldn't be addressed early on, or even at all, but knowledge is power. It's important to inform our kids in order to best encourage safe and smart actions, and to help them feel comfortable with who they are.

In an abstinence based curriculum encouraging students to not participate in sexual intercourse when they don't know what it means is counterproductive to me. They don't know what they're abstaining from. Talking about avoiding HIV/AIDS and the possibility of risk associated with sexual intercourse does not make sense to students because they do not know how one can contract it (because we cannot say what sex is) it is only referred to as a sperm fertilizes an egg. The curriculum beats around the bush and forces students to try and connect those dots on their own and it is confusing for them. In my opinion it would make the most sense to clarify how sexual intercourse actually happens and still encourage abstinence. So they know what they are abstaining from and now to avoid HIV/AIDS

Children should be taught about their anatomy/puberty in age appropriate terms. While I feel the concept of body autonomy should be discussed early and driven by the parents at home, having some form of discussion in a safe school setting to let students know they can talk to their teachers about any concern, stranger danger, etc, should also be done to help open that channel of communication.

Learning about puberty and social/emotional impacts before the tween years is necessary. Sex education, other resources etc, should happen around the start of high school. Hopefully I'm not being naive there!

I think that this should not be labeled as 'Sex Education'. This is Sexual Health & Wellness. Some of the topics that were mentioned in the survey could really be split up and taught over a few grades, with the content becoming more detailed as the child is more mature to handle the information.

I would like to see LGBTQ taught as part of the curriculum. Students as young as 5th grade need to know that it is ok and there is nothing wrong with them. Also an aspect on bullying LGBTQ is important. Thank you.

I think that starting many of these conversations from a young age, in an age appropriate format, will greatly help children as they are developing. A lot of times we don't teach or introduce these topics too late. Topics such as inappropriate touching are very important early on so kids know it's ok to tell someone if/when they are uncomfortable and also to know what is normal behavior for adults to exhibit. Kids can definitely handle this kind of Information when presented in age appropriate ways and by properly trained individuals.

Parents are responsible for sex Ed. gender identity is bullshit. There are only two genders. Everyone that thinks differently has brain damage.

I would suggest the our whole lives curriculum as representative of how many topics can be discussed in age appropriate ways. Prohibition and pretending something doesn't exist isn't a successful strategy. Also in modern technology exposure is happening earlier and earlier and ignorance doesn't serve anyone well.

Don't rely only on teaching abstinence. Teach a well rounded approach so that students are properly informed

I am concerned about the questions about abstinence. Informed students are less likely to have unwanted pregnancies. I hope the district isn't considering adopting an abstinence only type of program, although from the other questions it doesn't appear to be the case.

Since human trafficking is a huge problem & so many kids have access to the internet & social media platforms, in my opinion this needs to be talked about with our kids.

I honestly believe this should be mostly taught at home, but realize many parents don't. I think teaching should be limited to facts and not include any opinions or give students information on how to obtain birth control or to get on birth control.

I don't think abstinence is an effective reproductive health curriculum. I would prefer something more nuanced and realistic.

Ob/gyn physician. This is so important. I hope Novi continues to offer.

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| Thank you for collecting parents feedback on this important topic |
| Transgender should never be talked about. Spell check doesn't even recognize it. |
| I think we need to take the stigma out of sexual health matters. This is not religious, this is health and survival. It is important to educate relevant information at each stage of development. Children are more exposed to and more aware of topics that can be under sex ed. I want them to be informed as much as possible so that they can make educated decisions in the real world and not to be ashamed of their sexual health and bodies. They need to respect themselves before they can show respect to others. |
| I think it is important to cover sex education at various points throughout school as the likelihood of needing to know this information increases. Educating on a topic before the hormones are in full bloom is ideal so there is a greater chance they may listen to the information. |
| The amount of ideas and people left out of our health education is startling. I hope we can see better representation and also a larger focus on mental health. I think students often go through a lot of mental health issues before they even know what mental health is. Education needs to be early and eclectic. |
| I would think the aspects of tolerance and respect of differences and diversity should be an ongoing conversation in multiple grades as well as safe touching. Starting young in elementary school. |
| I went to novi, graduated in 2003, and i remember the initial start of sex ed being in 5th grade and then not again until health class in 9th. As a student, I know a lot was being talked about in middle school. Seems so early, but there should definitely be conversations during that stage of adolescence. |
| thank you |
| I appreciate that this is a focus of NCSD as these are all important topics for students to learn about. |
| I think any curricular decisions need to include a comprehensive and factual Sex Education program. Parents who do not wish for their children to participate can opt out, but research shows that abstinence only programs lead to increased rates of teen pregnancy and STDs. |
| Teachers explaining these topics needs to be prepared and open to listen any question/comment from students and share them with parents. |
| As an OB/GYN it shouldn't surprise me to see sexually active 12 yo kids, but it does. Starting early can only help. Delivering a 13 yo girl with the father of the baby 12 yo is AWFUL. |
| Thank you for asking parents to weigh in. |
| I would (maybe) like to be part of the team depending on the level of commitment involved and/or if I have any prior commitments. |
| Please be mindful not to overstep the rights of parents to teach these things. Anything that comes close to crossing a religious/Faith boundary should never be taught in school. Health and safety topics are necessary. |
| Knowledge is giving kids power |
| Having seen the support for Biden and his policies, I could not answer some of the questions. Whether I would allow my child to participate and or whether lessons are age appropriate is difficult to answer without seeing the content. I am fearful what my freakish neighbors will find acceptable for our children. |
| I wish I had the time to participate in the advisory board. I'd love to be a voice of reason in this world gone mad. |
| The first time my daughter is exposed to a live penis at school, we'll be visiting a court room. Even if it is a girl penis. |
| These topics are something that parents should be having with their children. |
| We should not focus only on HIV and abstinence |
| I'm not quite sure what the teaching of adoption and the safe delivery law would entail. If the goal is to ensure that a teenager who hid a pregnancy would make a choice that would not endanger a newborn, that makes sense. I just hope it is not something where there would be opinions put forth on what teens should do in the case of discovering they are pregnant - for example the push to choose adoption over abortion (or the other way around). That is a family decision and should not be influenced by a school system - one way or the other. |

I prefer my child learn the basic skills/fundamentals at home. I don't believe these subject should be pushed on kids. Every child is different with different circumstances which should be explained and taught by the parents raising them at home. Preteens should have more information readily available for their desired needs and wants. I firmly believe that parents should be more than willing to communicate with their children about their changing attitudes and body's.

It may be worth considering what age to start based on male/Female especially with puberty. Girls starting earlier than boys.

whatever age pediatricians recommend discussing sexual health I'm for...and for the most part kids shouldn't be sexually active until late teen years so maybe a slow introduction to sex ed by discussing family dynamics, good touching vs bad, sexual orientation, anatomy (so they don't feel ashamed about their bodies or whatever changes they are experiencing from puberty) and then when its age appropriate introduce sex/safe sex/consent.

If things are taught at a specific grade level , then things have to be taught along with it which are age appropriate . Sex education and anatomy has to be taught together along with sexual abuse and consent but to appropriately to a specific audience and age . The grade level should be able to understand and take that information effectively .

I feel like it's never too early (especially this day and age). I was taught these things in 5th grade and even if you don't understand it then, every year it's done it will be more solidifying. I can't imagine some of these things happening to kids and them not knowing it's wrong/sick and not knowing where to go for help. Young? Yes, but sometimes knowing is half the battle (so to speak). I worry about things they can't/don't know how to control at such a you g age. Aka molestation, rape, inappropriate touch/talk/behaviors etc.

I am concerned that the school is overstepping it's boundaries on some of these topics. Teachers need to remain completely impartial and not push any personal, religious, or political agenda on the children. Or don't teach it at all. Especially this year when there are large numbers of asynchronous days. Concentrate on math, science, etc and let parents handle these subjects.

It is past due time for Novi to be inclusive of LGBTQ identities in health curriculum, so I am very happy to see this on the survey. I strongly encourage inclusive speech and behaviors to be demonstrated from Day 1 of K.

Stick to straight facts. Leave out opinions.

I'm not sure there is a right and wrong age to discuss some of these topics. Every child matures at a different pace where some kids may need to be taught sooner than later as to not make poor decisions about sex or whatever it may be.

I am not sure how deep these topics are taught, but wish they are age appropriate and don't kindle unwanted interest by explaining more than the kids need to know. In their adolescence, these kids don't share anything with parents.

I appreciate that you are seeking parental input as to when Sex Ed is taught.

Sincerely,
Michelle Bloomfield

The earlier, the better. Incremental sex ed allows kids to get comfortable. The way it's done now gives the children major anxiety, and they are so uncomfortable they barely learn anything. Also, teaching kids about disease BEFORE healthy relationships and normal bodies is a fear tactic that makes zero sense.

These important issues should be carefully discussed at home, and taught by parents. It is out of bounds for a school district to encroach on the domain of the family, and familial responsibilities.

Teaching abstinence is not the answer.

Thank you for reaching out for our input. I would be glad to provide further information.

Thanks for offering this opportunity to provide feedback.

5th graders should be very familiar with the human body including reproductive parts. Please avoid abstinence only curriculums, especially for high school age students. They are ineffective.

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| I think the content of these units must walk a very fine line between teaching respect for others who may not look, think or act like you do, without overstepping into promoting social/cultural norms that may not be in alignment with individual families. The students need some information, but I would ask that you don't offer more than is needed. As a parent, I want to drive some of those conversations. It would also be nice if parents were given more specific information on the topics to be covered, so that it can lead to a discussion after. |
| Deciding where topics should be addressed is such a hard decision. The world has changed so much but I trust that you are taking a protective approach and not encouraging experimentation. Thank you for asking. |
| Please keep various cultures in mind |
| Teaching sex education at an early age might lead to unnecessary confusion! 9/10th grade is right age , my personal opinion. |
| Children tend to observe many things through the animated cartoons, tv shows, suggestions on subscription services , videos of songs and even from normal library books (my second grader loves to read diary of wimpy kid!) . With wide exposure to these sources of (sometimes misleading) information beyond the control of parents, earlier exposure to sex education is better. |
| Normal sex/biological education is okay, risk mitigation from the education is also valuable. However, please don't introduce unnecessarily early on things such as sex orientation and identify, exposing to these early will mislead the kids and cause confusion. |
| I think that being open and honest with children about their options and the consequences to their decisions is the best route for positive intimate relationships in their future adult life. |
| I would appreciate there not being any education about same sex relationships. I do not want my kids thinking it's acceptable to have sexual relationships with their same sex. |
| I feel that Novi schools have done a good job with this material. I would continue with the curriculum that is currently in place. |
| Girls and boys should have separate instruction. Girls should be instructed by a female teacher. Boys should be instructed by a male teacher. |
| News stories, past or present, should not be used to teach about any topics. |
| Age and content-appropriate is the most important for kids to have the related knowledge. Please don't teach content-inappropriate stuff. |
| Some of the topics cross some religious beliefs for me personally. But I do feel that regardless of what we teach our kids at home they should always respect other kids and families who do not share our same beliefs. |
| Stop preaching abstinence. |
| *important to discuss the risky behavior(s) of the internet/social media/phone use in regards to sexual appropriateness and privacy as well as the legal ramifications that can follow the students forever. For example; receiving an inappropriate picture or message should not be shared or forwarded to another person(s)- although seemingly harmless perhaps to share amongst friends, it is legally considered soliciting. |
| Thx |
| I like the content n teacher are trained well to take up these topics very nicely |
| i think this is a fundamental and important curriculum. |
| I feel like I have an opinion as a parent and teacher but social workers, psychologists and doctors have an expert opinion that should be more strongly considered. I wish this was the recommendation is to teach this at their grade level and I could slide from I agree to too early or too late. |
| I think it's important to begin these topics in a developmentally appropriate way and build into more detailed vocabulary and detail with increased age, especially topics of peer acceptance, anti-bullying, different families and different gender preferences since I've observed my child already being made fun of for his differences in Kindergarten (e.g. for his favorite color at the time being pink, which kids would not stop taunting him was a "girl color." I was surprised that our diverse Novi families weren't teaching their children at home about respecting differences, so clearly such topics should most definitely be formally taught at school as early as possible! It was sad to see his identity self- |

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| esteem and confidence plummet after beginning Kindergarten. Also, I wish there would have been formal social skill classes in KG about how to make friends, join in play, resolve problems because the district shouldn't assume that all families have multiple children where they have practiced daily instruction from their parents. My child is an only child so doesn't have as much guidance from us on how to navigate common peer conflict as he doesn't have siblings we can naturally use for practice and redirect his behavior. Chosen friend playdates are often different than needing to learn to work in teams with forced sibling and forced classmate relationships. I wish it was directly taught in preschool and KG. |
| Same sex relationships needs to be carefully considered when teaching as to not overstep religious beliefs on these matters. Teaching children not to bully and judge over this is one thing, confusing information encouraging this behavior is dangerous. |
| These are weird questions |
| When you title "Sex Education" at the elementary level, it brings a lot of confusion to parents. It should be titled something like "Hormones and Puberty," by doing this, parents will have a more direct idea of what topics teachers would be covering. |
| N/a |
| The video that talks about HIV in 4th grade (i believe) is really dated and is so confusing (starts off taking about allergies, then cancer... understand it is discussing immune system, but is not good). Better info would be best |
| Manly of these topics should start in 5/6 grade and build upon them/expand as the kids get older. |
| Very important initiative! |
| Good touch,bad touch and name calling should include children's education from grade K. |
| I am so pleased to see this happening. This topic was recently brought up at the new Pride & Joy meeting as one of great importance. I agree, and for additional reasons, as well. All 3 of my kids will still be benefiting from the program for some time. I would love to be able contribute to the changes. Thanks, Amy Chase |
| Kids should know how to protect themselves with properly sexual education but not too much. |
| The topic is real, needs to be discussed but so hard to decide the best timing. |
| I'm concerned about the statement out of wedlock. It's problematic in various house holds for, example some state still don't recognize same sex marriages. Also wedlock is a religious and caucasion value system that forces several non white people to into some other cultures standards. I selected younger ages because some young ladies start their periods as young as thirrd grade but don't get any mention of periods until 9th grade , 5 years later. Its too late to start then conversation about the body. Then studies also show children are partaking in sexual activities and have curiosity as young at 9 years old and up. And last the sexual Identify work should began early atb3rd grade. Many children have questions at that age that should be addressed. Last the conversations around sex should make the patents a shared partner as often as possie in the process. |
| Glad other options are being considered as abstinence only does not seem like a realistic thing to be teaching without talking about birth control. |
| 4th grade seems too young. |
| I would like to see a more well-rounded curriculum and plan for elementary students in regards to family make-up and learning about family types that might be different from their own. We need to stop the stigma of what is perceived as "normal" at a young age. Kids are much more open-minded than adults but would love for these conversations to happen in a safe, nurturing way with picture books and support for teachers. |
| There should be a permission form available to parents regarding sexual orientation conversations! I do not want my children to be forced to hear about same sex relationships without my consent. |
| This sensitive topic should go hand in hand with moral and value based education.Students should be taught to become more respectful towards their teachers,parents,elders and friends and classmates. |

all this information needs to start young, and each year bring in additional information to build upon it. They need this awareness to understand what is normal and what isn't so they recognize when to speak up or when to ask questions.

I answer many at a younger age than I would of in the past but with social media and the internet the kids are learning way to early on their own. I would rather it be taught by parents with the support of the school to guide/teach our children.

The slider regarding provide information on responsibility for children born in and out of wedlock sounds a lot like using being unwed or single as a scare tactic to stop sex and a negative way to look all family dynamics. We are including all family dynamics, there are single moms by choice, and many kids in single parent homes. To imply they are a greater burden or that there is something wrong with their family dynamics, then a child born to married parents is inappropriate and incorrect.

Fear and shame should not be used as birth control method.

Using the birth process itself as a scare tactic to prevent sex just further stigmatizes birth and imprints ideas that birthing is gross, ruins a women's body, scary or something men shouldn't witness when in fact birth an amazing process.

While I placed many of these topics on the 1-13 spectrum as requested, I believe that most of these should be taught in an age appropriate manner and with age appropriate depth every year. Waiting to long to provide age appropriate information or only teaching these concepts a single time can lead to deleterious consequences for many individuals. Especially as it pertains to sexual abuse, providing information to children early and letting them know they are not alone can literally save lives by preventing suicide.

Thank you for providing this survey. It will help a lot!

I would allow my children to attend reproductive health class only after first reviewing the curriculum for their grade each year. In the past there has sometimes been very short notice and not easy access to review the materials. There have been years when I've been told I'm the only parent who has asked!

Current curriculum seems confusing in part- for example, in 7th grade the term sexual intercourse is used but not explained to students.

I'm okay with all topics as long as I have a chance to opt out if I think something is being introduced to my children at too early an age.

My answers were based on how I interpreted some of the questions. I believe it is important to teach children of all ages basic anatomy, consent, who to go to in case they feel uncomfortable, gender identity, and romantic love in an age appropriate way.

As a parent growing up in Continental Europe, I do personally think the sex education in the EU schools which starts 2-3 years earlier than my experience here with the US schools, is very helpful for children to have a Natural and neutral understanding of the topic of sex, as well as to help them to know both the positive and negative aspects around this topic, the ways to protect themselves and friends in critical cases,

Not every aspect of sexuality needs to be covered in schools and some controversial ones should be left to the discretion of parents specifically please do not teach my child: 1)that there are more than 2 genders-that is not following any kind of biological science, 2) that if a boy feels like a girl he in fact is a girl, 3)that it is normal for a same sex couple to have a child. If I or other parents hold those views, I/they can discuss them at home. Keep it out of the classroom and stick to science, safety, and abuse prevention. Sex education tennets should not be instilled to meet/encourage/normalize a far left agenda.

Please also ask for input from teachers of those grade levels. What do the K-4 teachers think is appropriate for their students? What do the 5-6 teachers think, and so on.

Some of these topics cannot be taught as early as I think it would be beneficial, just because students may not be emotionally ready or mature enough to fully process them in the time allotted. But, it would be helpful to introduce topics as early as possible, with as much information as possible, so the students can use it as a learning opportunity and ask parents or teachers for more information if they need it. Knowing exactly what was being taught would also help parents to provide a consistent message based on science and common sense, and not on rumors the children hear from other kids who may be getting information from less than accurate sources (i.e. older siblings, religious sources, etc.).

I believe most of these topics need repeated instruction. I think early introduction is necessary, but revisiting these topics as our kids mature physically and emotionally, will be vital. Layering information year after year to match the maturity level of our students, seems like the best way to provide them with age appropriate, meaningful, and relevant information for their continued development and understanding of these important topics...ie. introducing the topic of "positive friendships" in k-6 seems very appropriate,

but will need continuous reinforcement as navigation of friendships continues to get complicated with age.

Not mentioned in any of the survey questions was social media responsibility or pornography...if these are not covered in the details of lessons you mentioned, they should be.

While I recognize that many members of our district are Christian, it is important that all aspects of Public education remain secular. Children are more observant than a lot of people give them credit for and should be educated honestly.

The child's privacy, good touch-bad touch and boundaries are more important to be taught at a younger age. The Sexual education depends on who and when it is taught.

Reproductive/Sexual Health I feel is something that should be taught age appropriately, but the sooner the better so that your children can identify if things are happening to them how to reach out for help, and also to prepare them for the changes their bodies will go through.

I'd rather these topics be raised earlier and proactively, of course age-appropriately, than for these topics to be "figured out" by kids under the radar and with questionable sources of information.

I think it is better to teach students correct information in appropriate manner earlier before they reach incorrect and inappropriate information out of curiosity.

I grew up in the UK where sex education is taught from 5 years old. By six we all knew how babies were made and what the anatomical names for body parts were. It takes away the mystery and arms children with the knowledge to make sensible choices. Better to hear facts from school than older siblings or the internet. In my opinion the younger the better.

8th grade ELA teacher Ms. Bornowski assigned a Book called why I learned to cook that include details about a lesbian relationship. Id totally unacceptable that She didn't ask the parents to get authorization or simply get other book choice. The 8th graders could be confused with this topic.

I think kids should be taught sex Ed either at the end of 6th grade or very early in the 7th grade.

I just want my Child to be taught mild sex- education.. really

I am very concerned about the mental health of children who believe they are trans...this should be addressed as a mental health disorder and our school district should not be encouraging this new phenomenon. Leading pediatricians have described this as a mental health disorder and are 100% discouraging gender reassignment surgery and schools should not be promoting this lifestyle but offering mental health assistance

I believe that an age-appropriate course at all grade levels is needed, especially given the highly-digitized nature of our society and the amount of misinformation that our children are potentially exposed to in regards to sex. Question: Is this proposed curriculum serving as new or a replacement to an already existent curriculum?

Please let science and factual risks (at which age do these begin) guide school's decisions, not religious or personal preferences, concerns of parents.

For topics related to physical/sexual abuse or assault I think the earlier the better. I think learning to respect and take ownership your body early is extremely valuable. My younger child is 3, and I am already trying to communicate these lessons to her in an age appropriate way. I also think a course on anti-bullying as well as diversity would be good earlier vs later.

We need to move this information to be taught even younger than some topics students are engaging with at the high school level currently. I think middle school is a great place for all of the serious topics and prepares them instead of letting students live unpreparedly for whenever a situation would arise. We owe it to them to be informed decision makers.

I answered based on my first instinct as far as what is appropriate at each grade level. However, I think the district should rely on what reputable scientists, psychologist, and health professionals think is best. If the decisions made by the district are based on evidence and facts, I will be comfortable with their decision. If it is based on a small group of opinionated parents, I would be reluctant to trust the district's decision.

I am a huge advocate of starting some of these conversations as early as possible, especially about how to talk to adults if the child feels that something is wrong. I believe this type of education should start in Kindergarten and build throughout the years.

There are some great national resources for reproductive health education. Novi may already be using them but some include CDC "sexual health" resources and "Physicians for Reproductive Health". I work in women's health care and am happy to be a resource. I would also note that the education probably needs to happen earlier than many parents think.... or the first educator ends up being classmates and the internet.

It seems like NCSD should also address online / virtual risks and dangers as well.

Can NCSD provide at home materials / videos / kits for discussing at home as well?

Train parents on how to communicate & what to communicate at every age level- this has to be a parallel communication to the children.

Thank you for asking for input in such a thorough and positive way.

This should be completed before entering HS.

The topics around sexual educations are topics should be taught first and foremost by the parents, at home- not at school. I have never liked or approved of teachers and the school system educating children (in earlier and earlier grades) on the topic of sexual education. I especially do not care for teachers that I do not know, nor do I know or agree with their belief and value systems about anything- teaching my children about the definitions of anything, other than the FACTS of human anatomy.

Given the over-exposure of sexually charged material over Social Media, younger kids are exposed to more mature content than we can ever imagine. Kids see more than they will reveal to a parent or guardian or even a trusted teacher. But they do not have all the data or facts. We have to consider the hyper-sexual environment our kids are living in and address uncomfortable topics earlier.

It is the family's responsibility to teach about sexual identity, etc. it is a highly personal subject and parents should be discussing it with their children, based on their beliefs and not others who may share different views from their own

I think that there should be a health class in 8th grade because a lot can help between MS & HS, and I think the HS health class should be offered again in 10th grade and the school should make students take it at school like other districts do. N

Forms of sexual diversity should not be shared. Share the basics of anatomy and pro creation but avoid topics of sexual preference those are best left for the family

We feel very strongly that abstinence should not be the only form of birth control taught.

In my opinion, transgender issues should be only minimally discussed and at an older age. It seems that rapid onset gender dysphoria could be a social phenomenon, so these (likely very few) cases should be discussed on a case-by-case basis.

What We Know So Far: Community Data

Process: Use **YELLOW** post-it note

- ☐ What are you seeing that surprises you?
- ☐ What are you seeing that doesn't surprise you?

Be sure to get on the post-it note:

- ☐ What questions do you have?

Expecting Youth

| Females age 15-19 | | | |
|-------------------|-------------------------|-------------|----------------|
| Location | Total Female Population | Pregnancies | Rate per 1,000 |
| Oakland County | 37,319 | 560 | 15.0 |

Pregnancies are estimated pregnancies are the sum of live births, induced abortions and estimated miscarriages

Source: 2018 Michigan Abortion File. Division for Vital Records & Health Statistics, Michigan Department of Health & Human Services

Unintended Pregnancies 2015-2017

| State of Michigan | |
|-------------------|---------------|
| All Ages (15-44) | Youth (15-19) |
| 52.1% | 48.6% |

Source: 2012-2017 Induced Abortions Files. Division for Vital Records & Health Statistics, Michigan Department of Health & Human Services. Unintended births were estimated from the Pregnancy Risk Assessment Monitoring System ([PRAMS](#)) Survey.

Sexual Orientation

Students identified as gay, lesbian, or bisexual:

- 7.2% of 7th graders
- 9.4% of 9th and 11th graders

Process: Use PINK post-it note

- ☐ What are you seeing that surprises you?
- ☐ What are you seeing that doesn't surprise you?

Be sure to get on the post-it note:

- ☐ What questions do you have?

Adverse Childhood Experiences (ACEs)

ABUSE



Physical



Emotional



Sexual

NEGLECT



Physical



Emotional

HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently

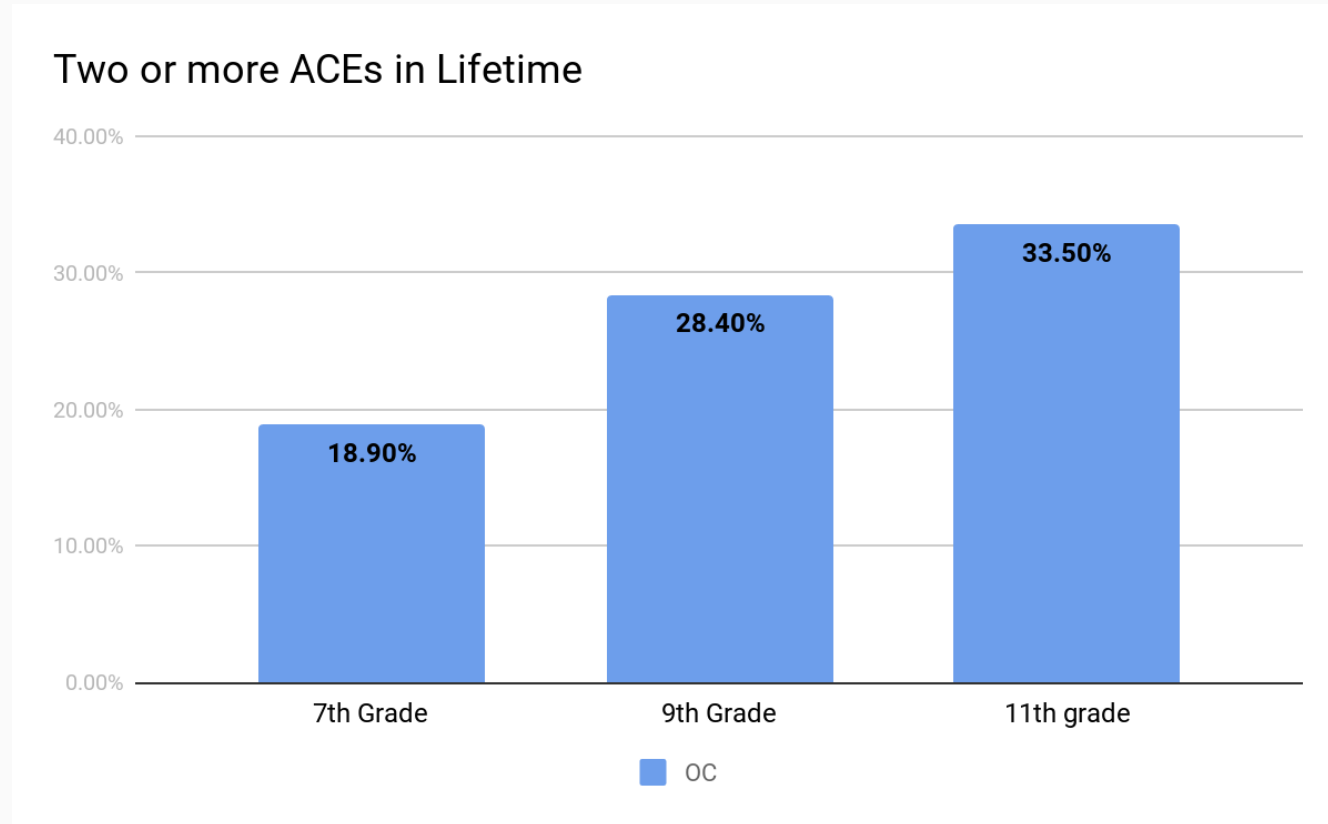


Substance Abuse



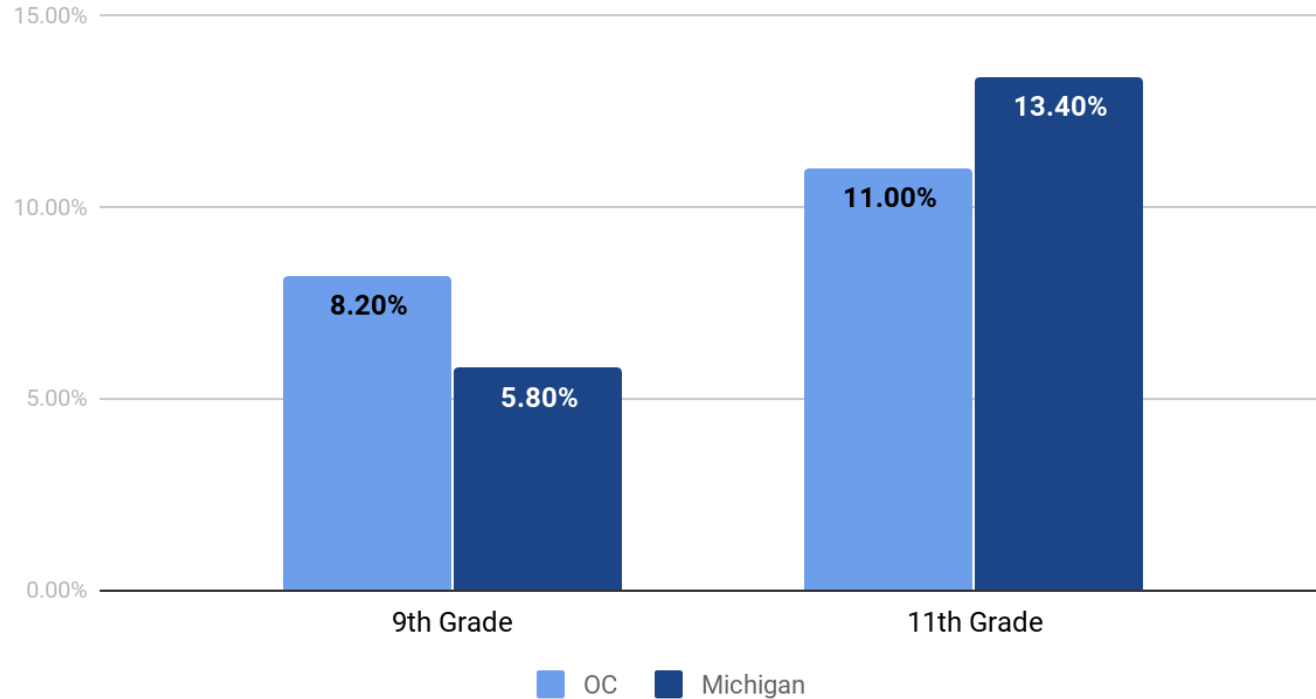
Divorce

Adverse Childhood Experiences



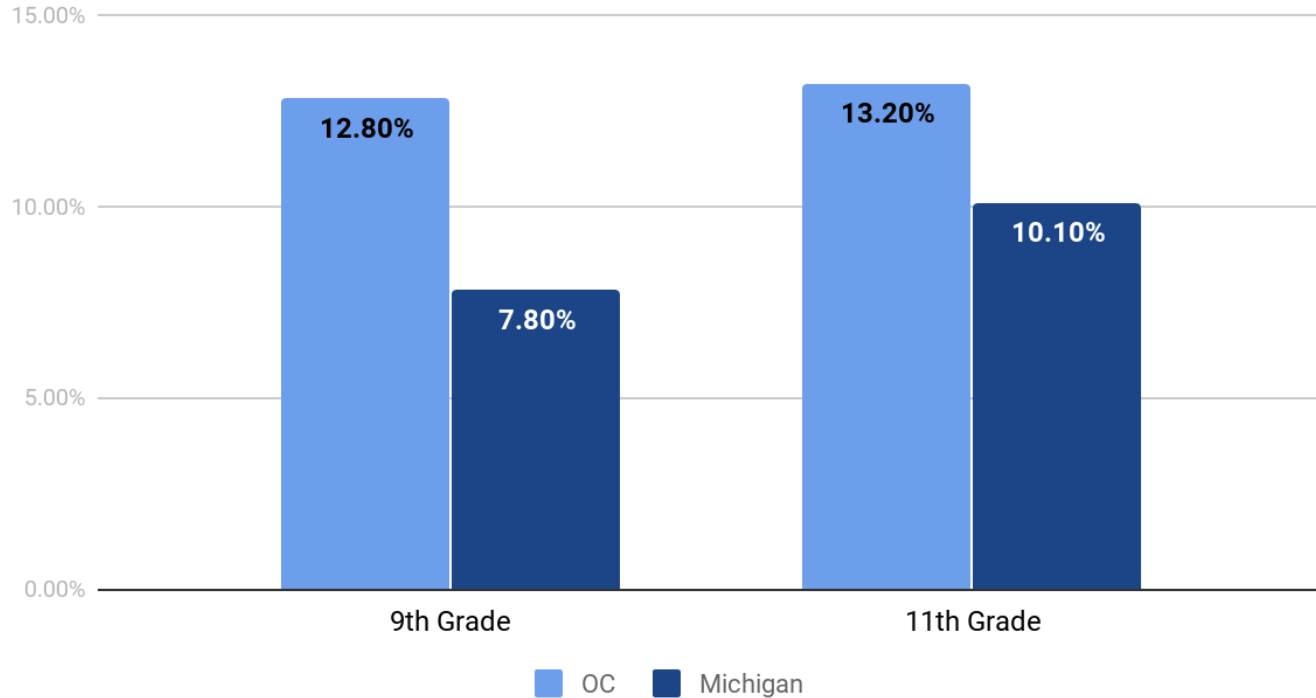
Dating Violence

Physical Violence



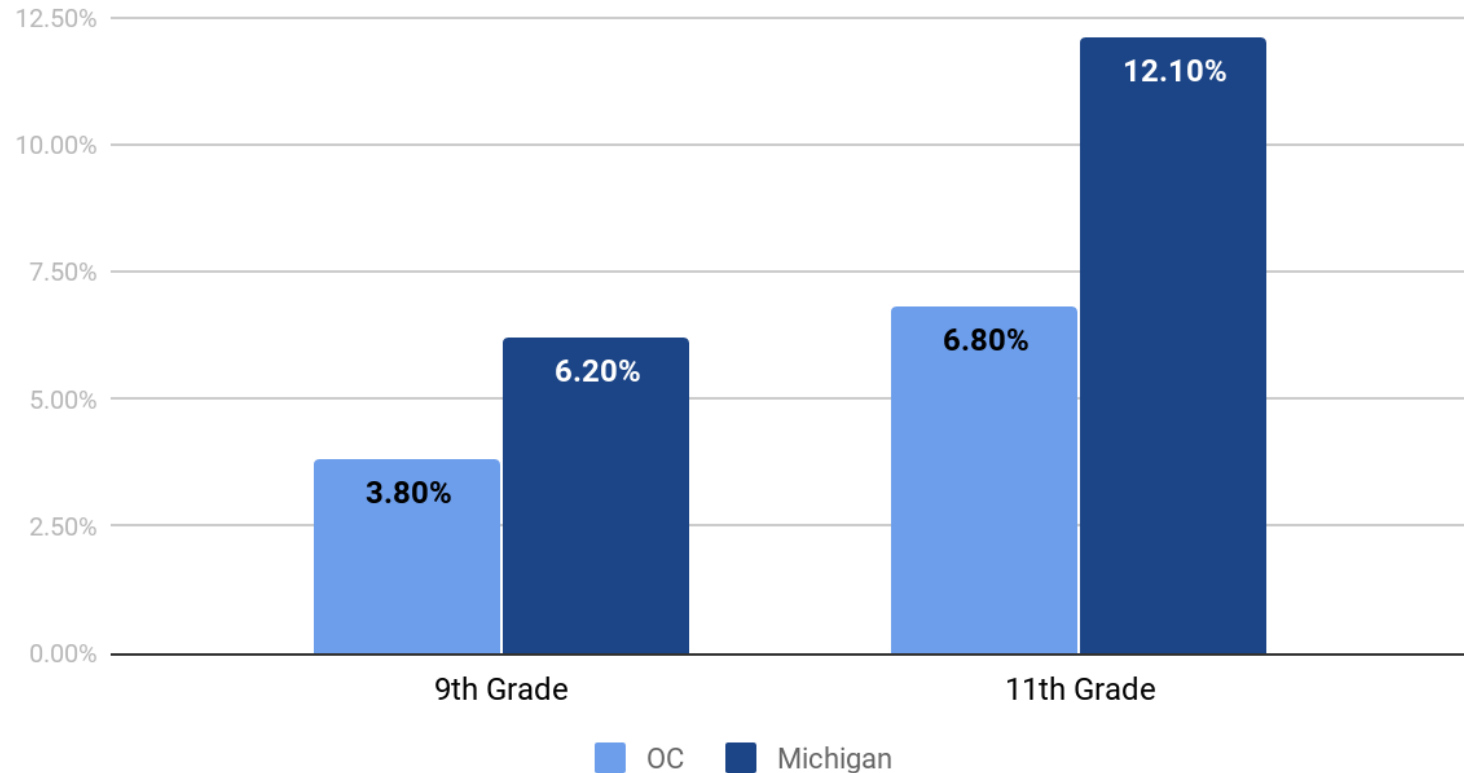
Dating Violence

Sexual Violence



Sexual Violence

Physically Forced to have Sexual Intercourse



Process Data: Use **BLUE** post-it note

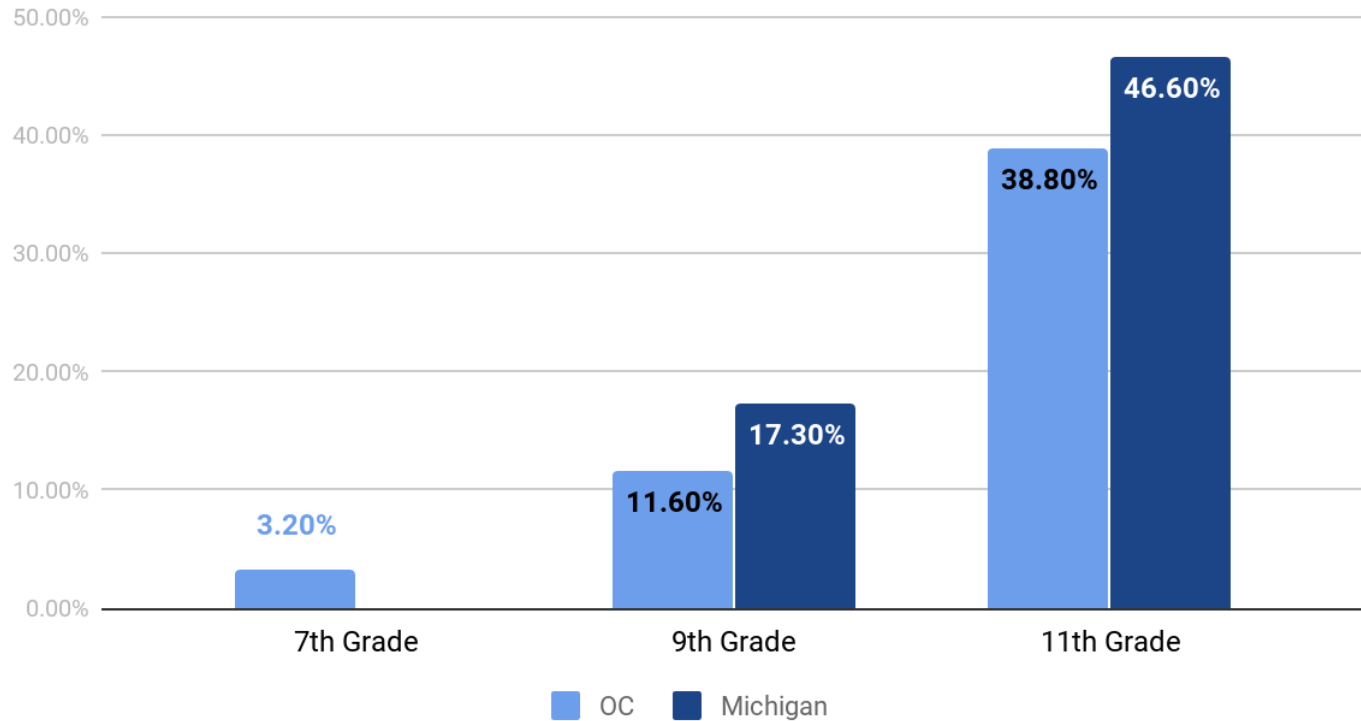
- What are you seeing that surprises you?
- What are you seeing that doesn't surprise you?

Be sure to get on the post-it note:

- What questions do you have?

Sexual Behaviors

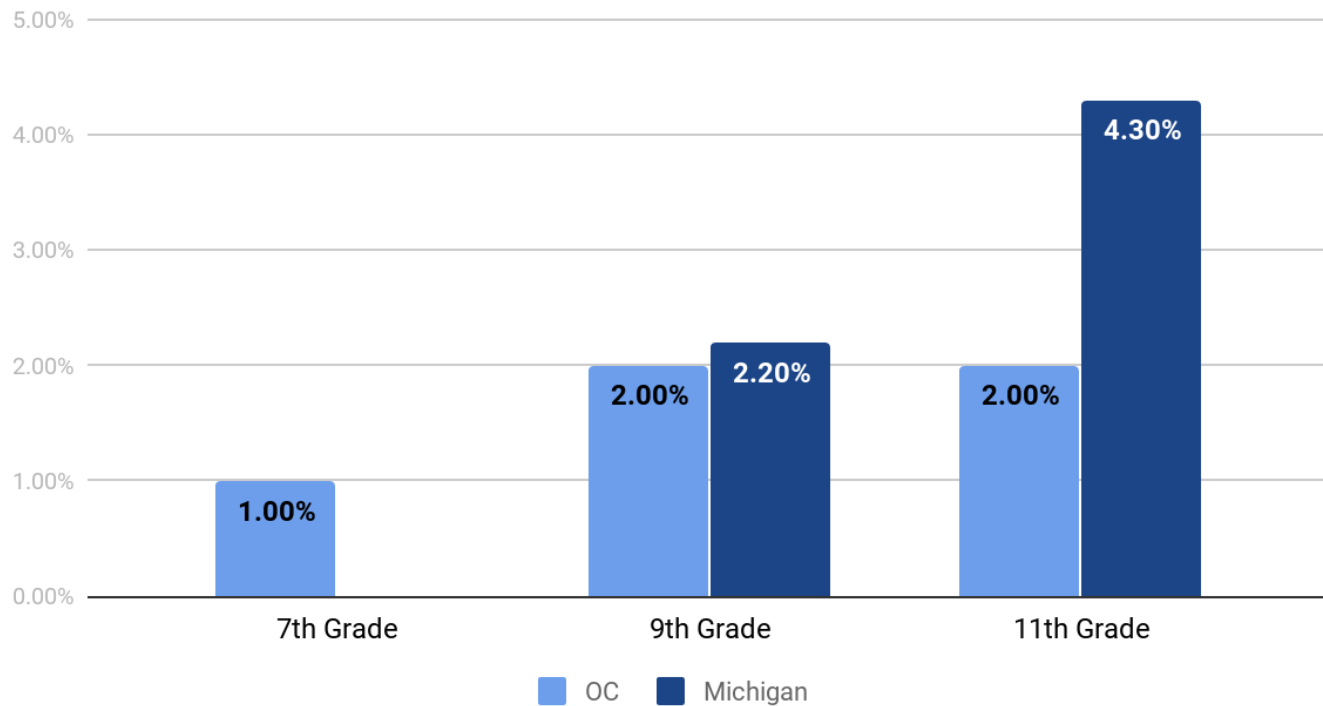
Ever had Sexual Intercourse



The following slides are based on the
responses of those students who
reported they have ever had sex

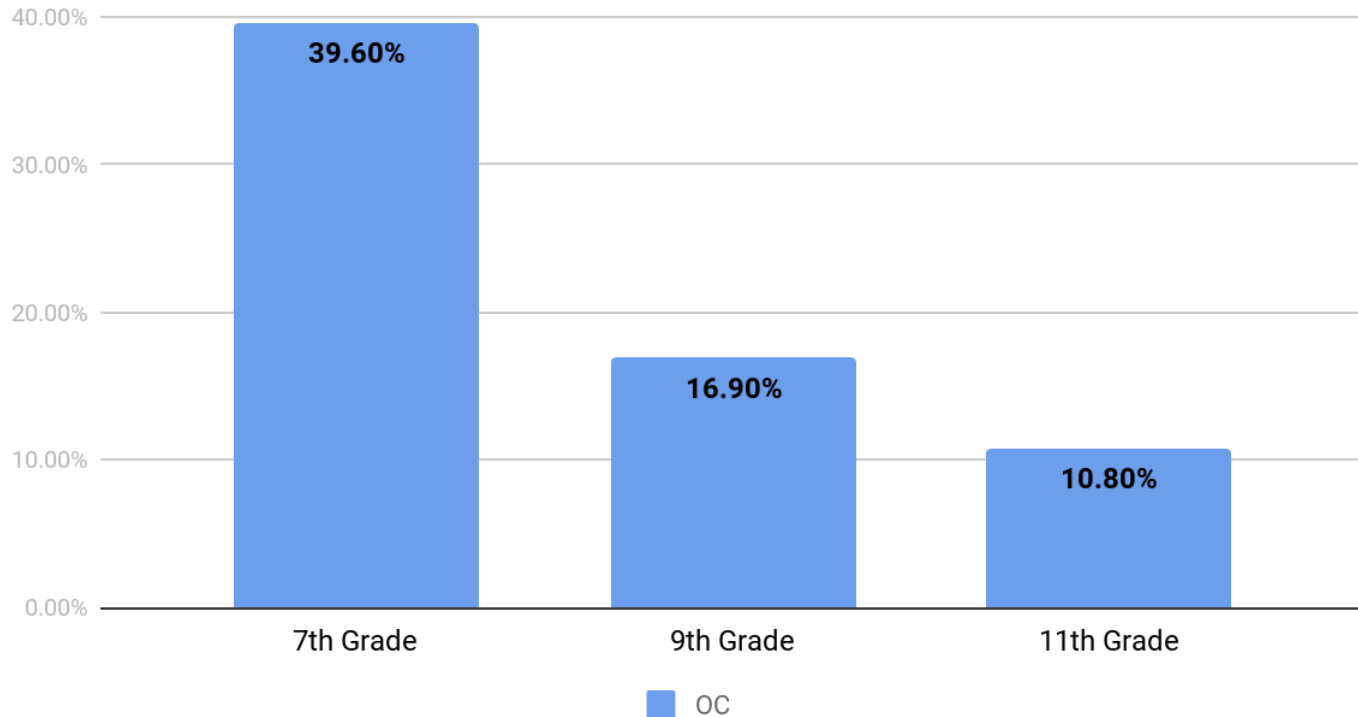
Sexual Behaviors

First Intercourse before age 11/13



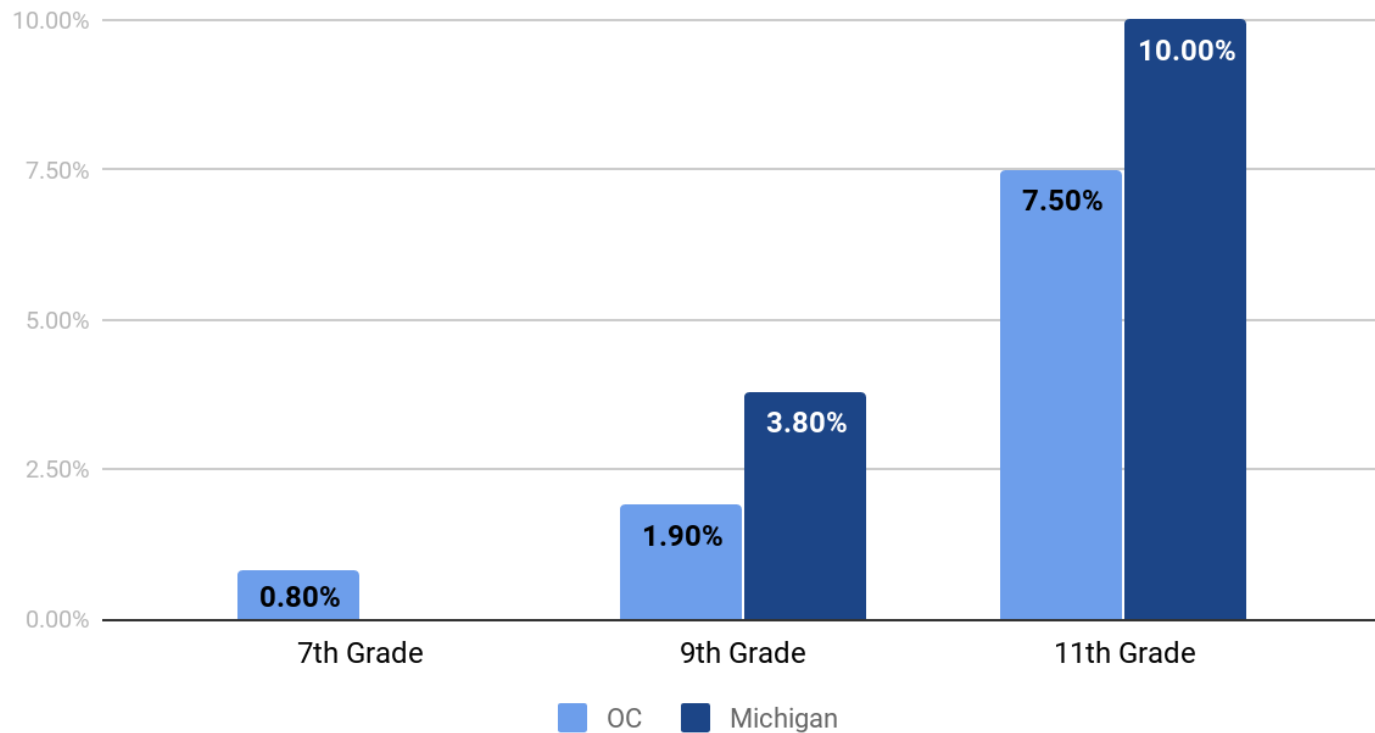
Sexual Behaviors

First partner was 3+ years older



Sexual Behaviors

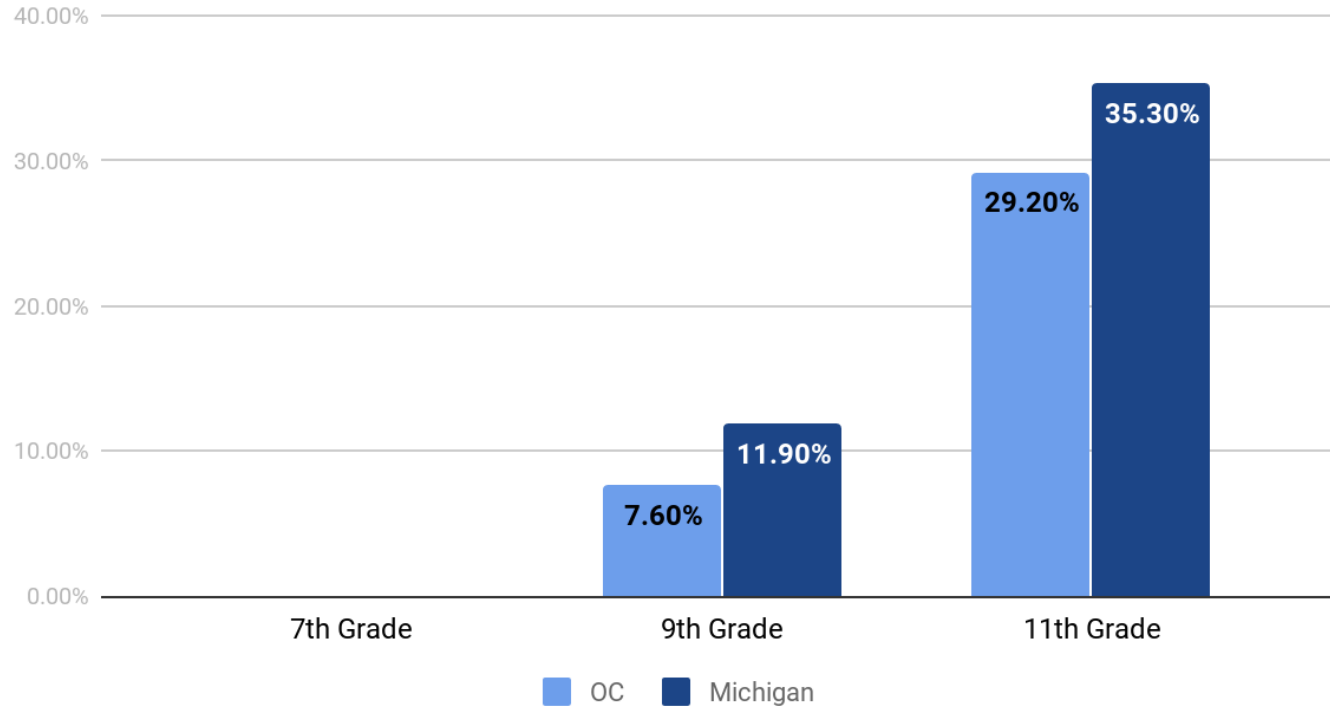
3+/4+ Partners



Sources: OC [MiPHY](#) 2018; [MI YRBS](#) 2017

Sexual Behaviors

Currently Sexually Active

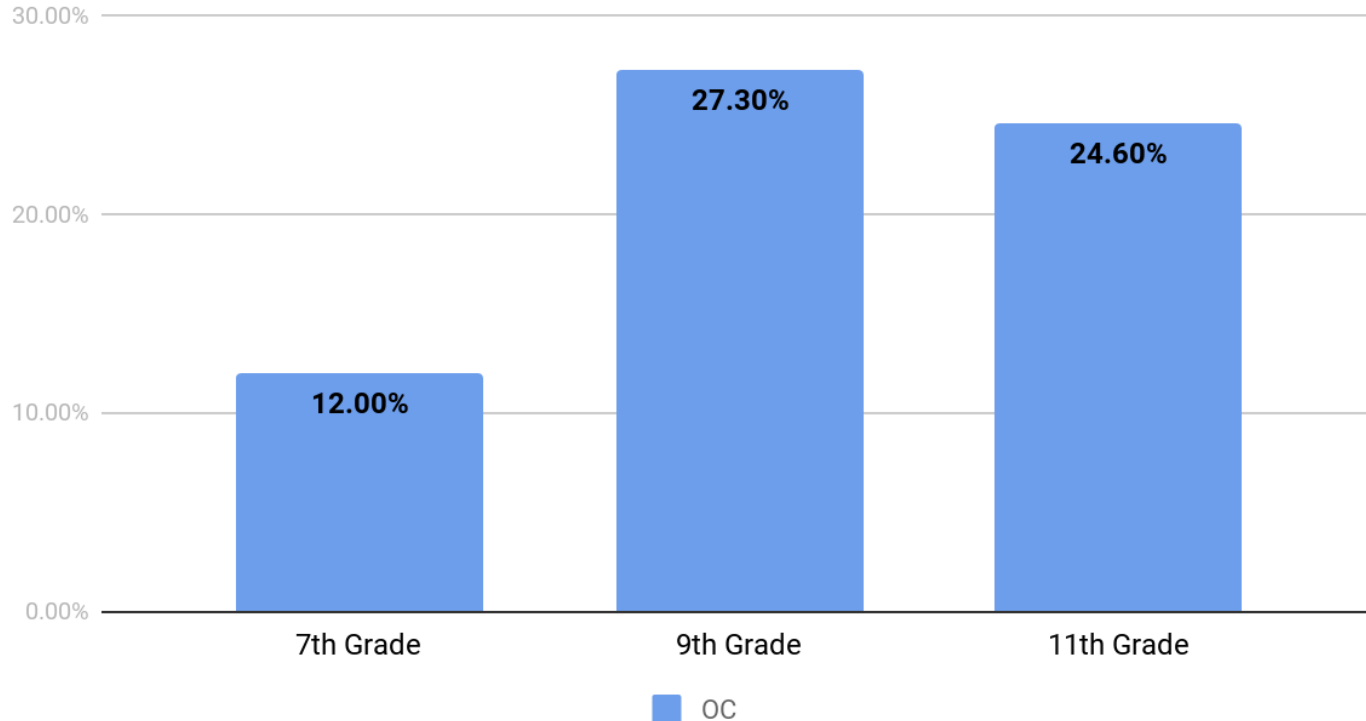


Following slides:

7th grade students that have EVER had
sex; 9th and 11th grade students
CURRENTLY sexually active

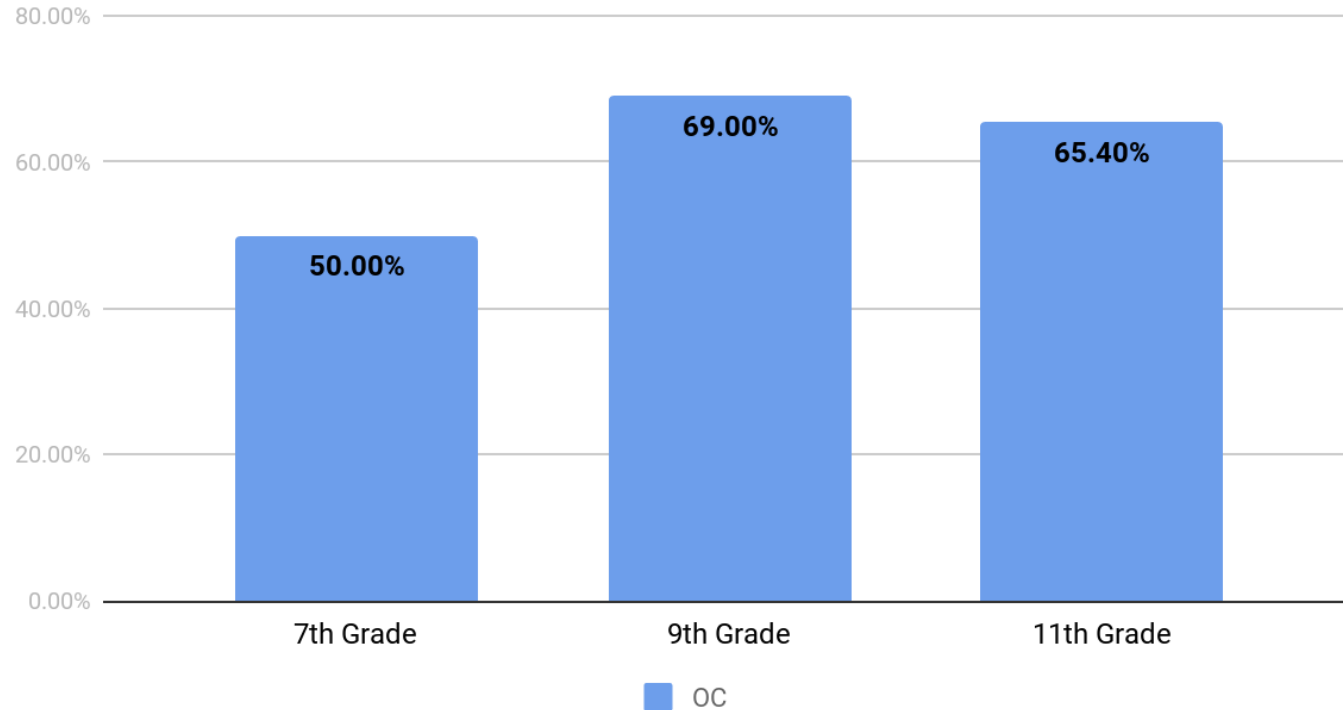
Sexual Behaviors

Drank Alcohol or Used Drugs Before Last Intercourse



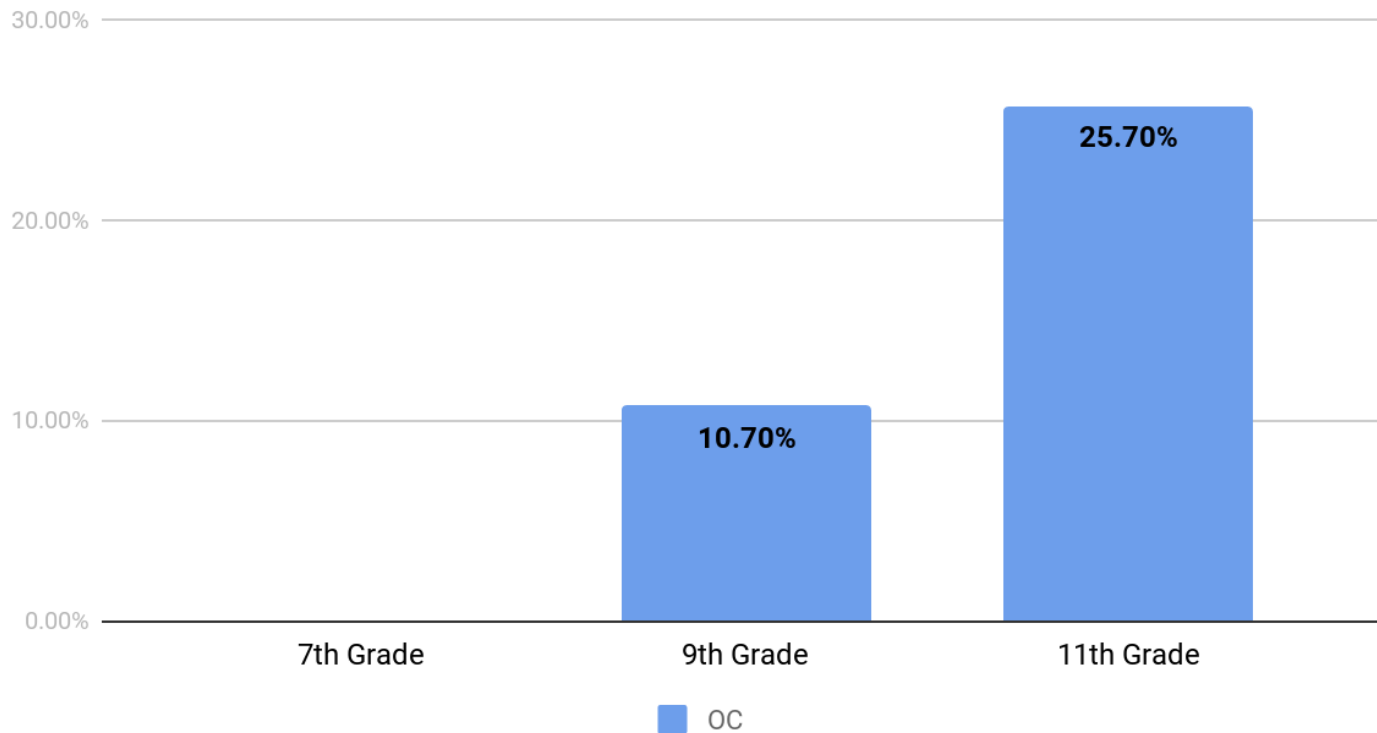
Sexual Behaviors

Used a Condom during Last Intercourse



Sexual Behaviors

Used Birth Control Pills to Prevent Pregnancy before Last Intercourse



What We Know So Far:
Parent Survey
Next Meeting Review

COVID-19 & Well-Being

Evaluating, Measuring, and Assessing Needs

Purpose Statement: To provide guidance for districts to consider how to evaluate, measure, and assess well-being within their school communities. Information in this guidance document may also be helpful as districts complete their comprehensive needs assessments and continuous improvement plans.

How to Use This Document

In this document, we have provided a curated list of resources (linked below) to assist you.

| | | | |
|------------------------|---|--|---|
| Well-being Assessment | Understanding Student & Family Needs | Check-ins (daily/weekly) | Survey Tools |
| Universal Screeners | Social Emotional Learning (SEL) Assessments | Michigan Profile for Healthy Youth (MiPhy) | Age Appropriate Educational Information On COVID-19 |
| Continuous Improvement | | Student Progress Monitoring (Coming Soon!) | |

Well-being describes a state of overall mental and physical health, strength, resilience, regulation of emotions, and the ability to develop relationships with self and others. A student’s positive well-being has a direct connection to positive educational outcomes. Understanding the well-being of students and creating a systematic approach to well-being supports the whole child and person, educational excellence, and equity. The current COVID-19 pandemic has been a traumatic and stressful experience for many people impacting well-being due to on-going health concerns, social isolation, and the abrupt end of their normal routines. For students, the potential negative impact of this experience is greater because the child or adolescent brain has a harder time adjusting to high stress situations. The negative impact may be greater for students who are from historically marginalized communities. Thus, an equitable lens must be developed when working with all forms of evaluation, measurement, and assessment. In choosing your tools the [lens of equity](#) must be part of the process of selecting tools, developing protocols, technology usage, and ensuring all students are provided appropriate support. Further, in selecting, adopting, implementing and monitoring, consider the familial household and dynamics, challenges for students in poverty, special populations, and student home languages.

If additional creation of data collection tools, dialogue, planning, implementation, continuous improvement, monitoring, data management, or other support/guidance is needed please contact:

- Elizabeth Paré, PhD Research, Evaluation, and Assessment Consultant: School Culture & Climate elizabeth.pare@oakland.k12.mi.us

Well-Being Needs Assessment

Systematically collecting and using data to target needs allows organizations to determine what might be helpful to adjust, adopt, or abandon as a program, practice or support. Further, it also provides information on inequities or disparities in well-being within the school community. Well-being needs assessments are completed across an organization to provide a systematic response to well-being needs similar to general comprehensive needs assessment. The main difference is the focus is on well-being. When conducting a needs assessment there are four main data points to consider: 1) student, staff, & community demographics; 2) student learning; 3) perception data (e.g., surveys, interviews, assessments); and 4) school processes.

Using 3-4 data points provides a more well-rounded narrative on well-being needs. Each data point helps to create the story of your students, staff, and school community's needs. Data also needs to be viewed and understood through an equity lens.

Ideally completing the full well-being needs assessment provides the most information. If a full needs assessment is not possible any of the following resources within this document can be used on its own.

Resources and Tools:

- [What is Student Well-Being](#)
- [The Collaborative for Academic, Social, and Emotional Learning \(CASEL\): Leveraging SEL as You Prepare to Reopen and Renew](#)
- [Example of Well-Being, Social, and Emotional Needs Assessment Tools and Results](#)
- Thriving Schools [Social Emotional Well-being](#); [Resilience in Schools](#); [RISE School Wide Index/Needs Assessment Guide](#); [RISE District Wide Index/Needs Assessment Guide](#)

Understanding Student & Family Needs

Children are unable to learn if their basic needs are not met. As COVID-19 has created both public health and economic uncertainty, districts must ensure that students and their families have access to the necessary health, food, and financial resources in their communities. Gathering data (or key information) to create a needs assessment and/or offering appropriate school, community, and/or targeted resources for a student or their family well-being checks are important tools. Be prepared with a plan to connect students and families to needed [community and health resources](#).

Resources and Tools:

- [School Wellness Checklist](#)
- [Google Form for School Wellness Check & translation directions modified by Oakland Schools ESL](#) *(prompts to make copy for edit)*
- [Family Well-Being Guide COVID-19 Specific](#)
- [Oakland Schools: Supporting Well-Being Page](#)

Check-ins (daily/weekly)

Remote learning creates a unique challenge in supporting students, particularly because educators are not able to see and talk with students on a regular basis. While video meetings provide some opportunity to connect, it is hard to make the same connections one would in the classroom. Connections help us to know how students are doing and what help they may need. Daily or weekly check-ins allow for a deeper connection to happen, daily/weekly check-ins are also beneficial during in-person classroom instruction. Daily/weekly check-ins also allow for schools or districts to know if students or parents need more support to navigate the current situation. Similar to doing a well-being check in, daily/weekly check-ins need to have a plan on how to assist a student who may express they're not doing well or are in distress.

Resources and Tools:

Muskegon ISD created a series of age appropriate remote check-in examples.

- MAISD Remote Learning Toolkit: [Wellness](#)
- These are simple, shorter, and have some light-heartedness to them while adhering to best practice. They also have modeling examples for teachers to learn how this is done in an online setting.

- The check-ins have images but are consistent in style & vary for ages
- [Free Daily Check-in Forms](#)
- [Class Catalyst](#)
- [Mood meter](#)
- Potential questions when in conversation: How is everyone doing? Is anyone having a hard time? Who is taking care of you?

Survey Tools: Remote Learning & Well-Being

Surveys are one method of data collection providing perception data in a highly structured format. Surveys are cost effective, scalable, and allow for a large sampling of students, staff, and families. These resources provide examples and templates to create a more in-depth understanding of specific needs in a remote learning environment. Further, these tools can assist in collecting information for the return to a traditional building setting for school. Examples of COVID-19 and general surveys, assessments, and other data collection tools are listed below.

Resources and Tools:

Remote Learning & Well-Being COVID-19 Data Collection

- [Panorama Ed Distance Learning: Student, Parent, Staff & Community Surveys](#)
- [SEL through Distance Learning: Teacher Self-Assessment](#)
- Survey Recommendations from National Association of Social Workers (NASW):
 - [Student Questionnaire Template](#)
 - [Educator Questionnaire Template](#)
 - [Educator Questionnaire Example](#)
 - [Parent Questionnaire Template](#)
 - [Parent Questionnaire Example](#)

COVID-19 Specific: HEALTH AND WELL-BEING

- [COVID-19 OBSSR Research Tools.pdf](#)
- [National Center for School Mental Health \(NCSMH\)](#)

General Well-Being, SEL, and Culture & Climate Data Collection

- [School Culture and Climate Survey Compendium: The National Center on Safe Supportive Learning Environments \(NCSSLE\)](#)
- [Panorama Ed's Surveys and Guides](#)
- CASEL [School-Wide Plan](#) and [District-Wide Plan](#)
- [School Connect Teacher & Student Surveys](#)

Universal Screeners

During the return back to school, districts may want to implement universal social, emotional, and behavioral screening. Universal screeners provide an opportunity to consider all children for risk factors against identified criteria. Using a research and evidence based best practice approach, universal screening allows for schools to proactively identify students who may need additional support. Screening may be completed from PreK-12th grade, depending on the selected screening tool. Screening should occur after students have adjusted to the new school year and routines (6-8 weeks). Prior to that [daily check-ins](#) are beneficial to building relationships with students and orienting them to the new school year. Universal screening is not the same as a social-emotional learning (SEL) assessment. [SEL assessments](#) focus on mastery within the five main SEL competencies assessed in accordance with SEL academic standards, which are discussed in the next section.

Resources and Tools:

- [Chart: Comparison of evidence-based universal screeners](#)
- [Strengths & Difficulties Questionnaire \(can be used remotely\)](#)
- [Best Practices In Universal Social, Emotional, And Behavioral Screening: An Implementation Guide](#)
- [Ohio PBIS Network: School-Wide Universal Screening for Behavioral and Mental Health Issues: Implementation Guidance](#)
- [SAMHSA: Screening for Behavioral Health Risk in Schools](#)
- [Student Risk Screening Scale, SRSS-IE a universal screener](#)
- **Ages & Stages Questionnaires** (<https://www.sdqinfo.org/a0.html>early childhood) **for more information please contact:** karen.anthony@oakland.k12.mi.us

Social-Emotional Learning (SEL) Assessments

CASEL defines social-emotional learning (SEL) as “the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” Social-emotional learning assessments look to assess a student's ability and development in key SEL competencies. Assessments can look at social-emotional learning via instruction, skill development, school-wide or district-wide, and may provide information that is helpful in understanding intervention needs. Assessments for SEL competencies may be completed using:

- Self-report survey questionnaires and rating scales
- Direct assessments
- Observation Protocols
- Rating Scales
- Interview protocols
- Performance-based
 - Technology assisted
 - Paper instruments
 - Coding
- Other: Peer nominations, report cards, standards based, admin records.

The resources and tools below assist in developing a SEL framework, theory of change, process of how to assess and what to assess in SEL.

Resources and Tools:

- [CASEL: Measuring SEL](#)
- CASEL [School Wide](#) and [District Wide](#)
- ACSD: [SEL Evaluation](#)
- [SEL: Why It Matters and How to Foster It](#)
- [RAND Education Assessment Finder: Measuring social, emotional, and academic competencies](#) *(also includes screening tools)*
- [Michigan Department of Education Early Childhood to Grade 12 SEL Competencies and Indicators](#)

Continuous Improvement

In adopting any screeners or assessments one needs to think about these within a holistic framework. Continuous improvement provides this through an ongoing commitment to evidence-based, quality improvement efforts that are integrated into the daily work of individuals, system-based, iterative and formative (Park et al., 2013). Continuous school improvement is a cyclical process that includes goal setting, actions for improvement, and change evaluation. It involves short cycle and long cycle data reflection and is formative in practice. Development of a continuous improvement plan is bolstered when used in conjunction with a [well-being needs assessment](#) (completed in full or in part). CASEL states schools, districts, or other educational

communities “establish processes to continuously improve academic, social, and emotional learning through inquiry and data collection.” Key recommendations for SEL continuous improvement include:

- Align your SEL goals and practices to state standards
- Be clear what your goals intend to accomplish (e.g., skill development, instructional, school-wide).
- Embed SEL throughout practices, policies, and procedures
- Select evidence-based SEL screeners and assessments
- Monitor implementation, assess how it’s going, and adjust as needed
- Remember data is simply information to help us make decisions!

Resources and Tools:

- [CASEL Continuous Improvement Guidance](#)
- [American Institutes for Research SEL Guide on Continuous Improvement](#)

Student Progress Monitoring

COMING SOON!

Michigan Profile for Healthy Youth (MiPHY)

Student health behavior and risk and protective factor data for school-based, data-driven decision making. The MiPHY is an online anonymous student survey available every other year to all Michigan schools for grades 7, 9, and 11. Schools register and self manage the process through the MiPHY administration website. Data is collected through a secure survey website in school computer labs. This MiPHY administration system and reports are provided at no cost to districts. Parental notification procedures are followed. Student privacy is maintained through confidentiality and voluntary participation.

Multiple Benefits:

The MiPHY allows schools to compare local data to county, state, and national data, providing information that is required for competitive federal grants. Data can also be used for the continuous improvement process, tailoring health curriculum, and school well-being initiatives. In Oakland County the data has assisted school districts and Oakland Schools ISD in applying and receiving grants that support nutrition and physical activity, mental health, interpersonal violence prevention and substance misuse prevention while working with community partners.

Updated Pandemic Scheduling:

Due to the unexpected school closures due to COVID-19 MDE has decided to open a MiPHY administration this school year in an off MiPHY year. This survey cycle will be available to any eligible building, any building with any grade 7, 9 or 11. The 2020-2021 MiPHY cycle will open October 1st and will close in June 2021. The data from 2019-2020 will not be combined with 2020-2021.

Resources and Tools:

- [MDE MiPHY Resource page](#)

More Information:

- Elizabeth Paré, Research, Evaluation, and Assessment Consultant: School Culture & Climate elizabeth.Pare@oakland.k12.mi.us
- Christina Harvey, Health Consultant, Christina.Harvey@oakland.k12.mi.us

Age appropriate educational information on COVID-19

Accurate, age appropriate COVID-19 information is helpful to include in your communications and data collection efforts. Providing this information increases the ability for students, staff, families, and communities to tend to their well-being by reducing misinformation and increasing health literacy. Material listed below offers age appropriate information.

Resources and Tools:

- [Oakland Schools: Supporting Well-Being](#)
- [National Association of School Psychologists: Helping Children Cope with Changes Resulting From COVID-19](#)
- [Health Education Standards K-12](#)
- [CDC COVID-19 Information and Guidance](#)