



# CPS Assessment & Data-Related Resources for Families (K-8)



Fall 2024



# CPS' Approach to Assessment & Family Assessment Calendars

CPS aims to use multiple assessments with different purposes over the course of the year to provide educators with data to inform their ongoing work, as well as to identify targeted supports and enrichment opportunities for students.

## Family Assessment Calendars:

Kindergarten

Grades 1 & 2

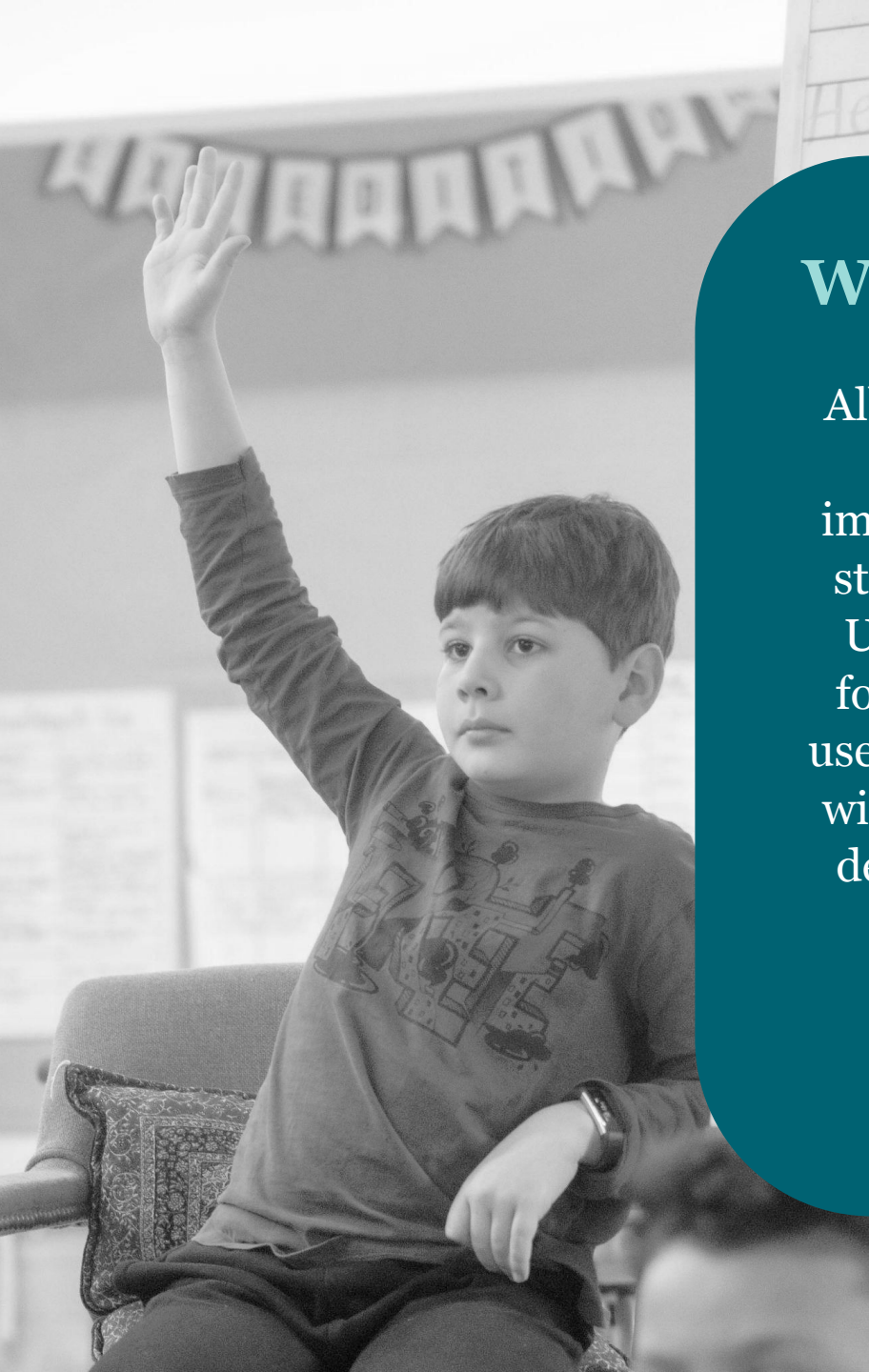
Grade 3 - 5

Grade 6 - 8

# What data reports are shared with families and when?

Current Grade	English Language Arts	Math	Science
Kindergarten-Grade 2	mClass (fall/winter/spring)	Forefront (fall/winter/spring)	–
Grade 3	i-Ready (fall/winter/spring)	i-Ready (fall/winter/spring)	–
Grades 4-8	i-Ready (fall/winter/spring)  MCAS (reports from spring MCAS are sent in fall)	i-Ready (fall/winter/spring)  MCAS ((reports from spring MCAS are sent in fall)	MCAS (reports from spring MCAS are sent in fall; current 6th graders only)

All reports are sent through Parent Square's secure documents; MCAS reports are also mailed home in the fall.



## What is universal screening?

All students complete screeners annually to provide educators and caregivers with important information about each student's strengths and areas for continued support. Universal screeners are brief assessments focused on targeted skills and are typically used with all children three times a year (fall, winter and spring) to measure progress and determine an appropriate level of support.

A universal screening tool answers the question, "Is the child performing at benchmark levels on key skills?"

# What screener is used in K-2 Literacy? *mClass*

## CPS Literacy Site for Families/Caregivers

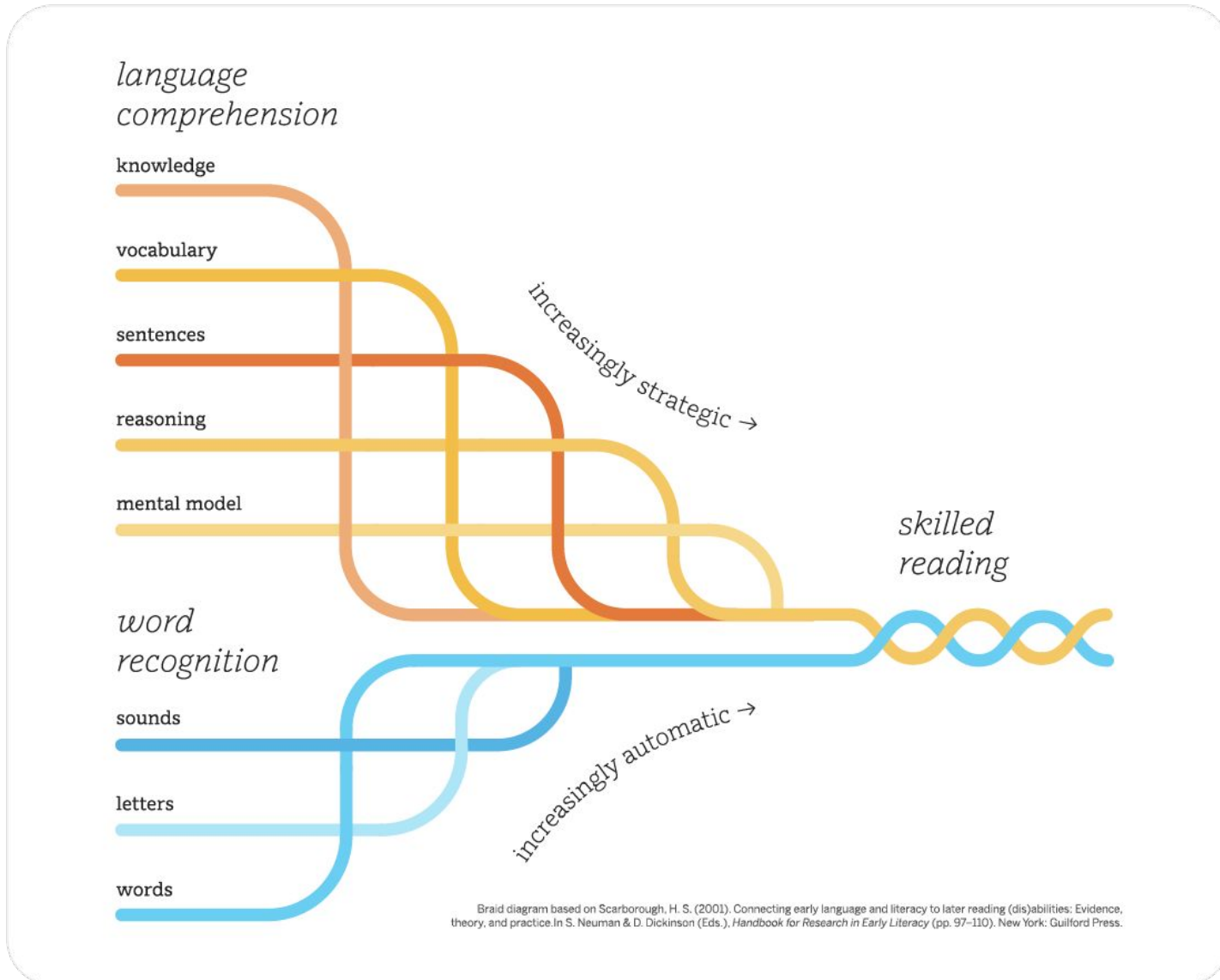
mCLASS is a research-proven, state approved literacy screener that includes timed, 1-minute measures of critical literacy skills. mCLASS typically takes 10-15 minutes per-student to complete.

mCLASS connects to a personalized learning program called "Boost Reading" that students can access inside and outside of school. This fun, adaptive online program provides each student with a unique sequence of lessons to address their specific literacy needs based on screener and diagnostic data. Learn more here.

Learn more about the mCLASS assessment here.

Visit the mCLASS Home Connect® website to find literacy resources for caregivers, including at-home lessons organized by skill to support students.

# mClass continued: *What are the skills your child should learn to become a successful reader?*



# mClass continued: *What are the skills your child should learn to become a successful reader?*

## What are the skills your child should learn to become a successful reader?

Skill name (and assessment name)	What is my child asked to do during this assessment?	How can my child show this skill?	Grade levels when these skills are assessed
<b>Letter Names</b> <i>Letter Naming Fluency (LNF)</i>	Name uppercase and lowercase letters.	Can they name both uppercase and lowercase letters?	K-1
<b>Phonemic Awareness</b> <i>Phonemic Segmentation Fluency (PSF)</i>	Segment words into their phonemes, e.g., say all the sounds in the word "cat" (/c/ /a/ /t/).	Can they identify the first, middle, and last sound in the word "sun" (sss...uh...nn)?	K-1
<b>Phonics/Decoding</b> <i>Nonsense Word Fluency – Correct Letter Sounds (NWF-CLS)</i>  <i>Nonsense Word Fluency – Words Recoded Correctly (NWF-WRC)</i>	Know the sounds of letters and sound out written words.  Read or sound out the letters of make-believe words, e.g., say all the sounds of and read the word "hap".	Can they sound out simple words like "van"? (vvv...aah...nnn)  Can they easily read a list of two- and three-letter words?  Can they easily read more complicated words over time?	K-3
<b>Word Reading</b> <i>Word Reading Fluency (WRF)</i>	Read common words easily, quickly, and correctly.	Can they recognize familiar words without sounding them out?  Can they recognize common words such as "there," "one," "color"?	K-3
<b>Accurate and Fluent Reading</b> <i>Oral Reading Fluency (ORF)</i>  <i>Oral Reading Fluency-Accuracy (ORF-Accu)</i>	Read stories easily and correctly.	Can they read aloud smoothly and accurately?  Can they read words and sentences in short stories easily?	1-6
<b>Reading Comprehension</b> <i>(Maze)</i>	Understand and gain meaning from texts.	Can they fill in the blank in this sentence: "Before you eat, be sure to ____ your hands!"  Can they tell you about the story they just read?	2-6

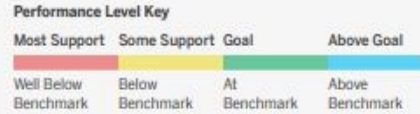
**Why is Denny being assessed?**

The teachers and administrators at our school want [REDACTED] to read successfully. As part of this commitment, we use DIBELS® 8th Edition (Dynamic Indicators of Basic Early Literacy Skills), which evaluates [REDACTED]'s performance on the literacy skills necessary to become a successful reader.

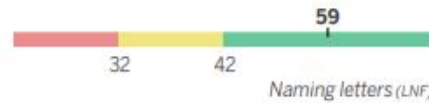
**361** **DIBELS Composite Score**  
Has Surpassed Goal

**What do the below assessments mean?**

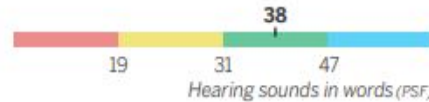
[REDACTED] has surpassed grade-level expectations in DIBELS. The DIBELS composite score reflects performance on the skills shown below.



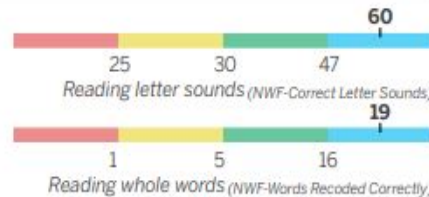
**Letter Names**  
Naming letters from print, measured by DIBELS Letter Naming Fluency (LNF). Can your child...  
*...name both uppercase and lowercase letters?*



**Phonemic Awareness**  
Hearing and using the smallest units of sound in spoken words, measured by DIBELS Phoneme Segmentation Fluency (PSF). Can your child...  
*...identify the first, middle and last sound in "sun"? (sss...uh...nnn)*



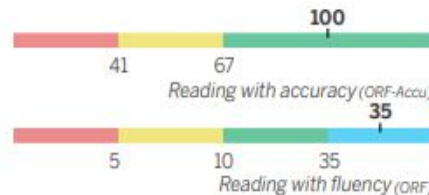
**Decoding**  
Knowing the sounds of letters and sounding out written words, measured by DIBELS Nonsense Word Fluency (NWF). Can your child...  
*...sound out simple words like "van"? (vvv...aah...nnn)*  
*...easily read a list of two- and three-letter words?*  
*...easily read more complicated words over time?*



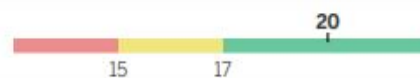
**Accurate and Fluent Reading**  
Reading common words easily, quickly and correctly, measured by DIBELS Word Reading Fluency (WRF). Can your child...  
*...recognize familiar words without sounding them out?*  
*...recognize common words such as: "there", "one", "color"?*



Reading words in stories easily, quickly, and correctly, measured by DIBELS Oral Reading Fluency (ORF). Can your child...  
*...read stories quickly and easily?*  
*...read aloud smoothly and accurately?*  
*...read words and sentences in short stories easily?*



**Oral Language**  
Repeating spoken sentences with increasingly complex sentence structures, which is an indicator of language comprehension. Can your child...




Note: Specific areas will differ for each student.

Home Connect Key in [English](#)  
Home Connect Key in [Spanish](#)  
Home Connect Key in [Haitian Creole](#)  
Home Connect Key in [Bengali](#)  
Home Connect Key in [Arabic](#)  
Home Connect Key in [Amharic](#)



# What screener is used in K-2 Math?

*Forefront*



The **Forefront Number Sense** screener consists of interviews and written work. They provide an opportunity for educators to sit with each child in grades K-2 as they count, read numbers, and solve addition and subtraction problems.

During each interview, educators listen carefully to learn more about how the child makes sense of mathematics.

This helps educators to consider how we can best support all children's learning.

# What does the Forefront Family Report tell me?



To the family of \_\_\_\_\_,

We recently completed our Fall Number Sense interviews. These interviews are an opportunity for us to sit with each child as they count, read numbers, and solve addition and subtraction problems. During each interview, we listen carefully to learn more about how the child makes sense of mathematics. This helps us consider how we can best support all children's learning.

The skills and concepts below are key elements of what we call "number sense." Generally speaking, number sense refers to a person's understanding of and intuition regarding the meaning of—and relationships among—numbers. Number sense is critical for students' long-term success in mathematics. People with a strong number sense are able to make reasonable estimates, solve problems in different ways, and use relationships among numbers to work with both creativity and precision. We look forward to working together with you this year to support your child's growth in mathematics.

## During the assessment your student demonstrated the ability to:

- Count by 1s starting from any number under 100 (for example: Count by 1s starting at 27.)
- Count by 1s starting at any number within 120 (for example: Count starting at 96 (count to 120 at least)).
- Count backward by 1s from the twenties.
- Mentally subtract numbers like 15 take away 3.
- Identify pairs of numbers that add to 10.
- Add ten to a teen number.

## Your student could benefit from additional support with:

- Counting by 1s starting at any number within 100.
- Counting by 1s starting at any number within 100.

What did your student demonstrate the ability to do?

What might your student need additional support with?

# What screener is used in Grades 3-8 Literacy & Math? *i-Ready*

i-Ready is a computer adaptive screener. This means that as students are assessed, questions are adjusted (made easier or harder) based on their responses, capturing information related to grade-specific standards, in addition to foundational literacy skills. Because of its adaptive nature, i-Ready typically takes 45-90 minutes to complete. Visit the i-Ready caregiver hub [here](#).

**i-Ready connects to personalized learning opportunities** that students can access inside and outside of school. These adaptive online programs (Boost Reading / i-Ready Personalized Instruction) provide each student with an engaging sequence of unique lessons to address their *specific* needs based on diagnostic data. Learn more about i-Ready Personalized Instruction [here](#).



[Video for Families](#)

## How is my student doing overall?

The goal is for your student to be performing at or above grade level, which means they have mastered the skills students at that grade level are expected to master and are prepared to learn more advanced skills.

On the *i-Ready* For Families report, the **1** blue bar(s) on the graph and the corresponding **2** placement level(s) indicate how your student performed on each test in relation to their grade level, which is indicated by the **3** green shading. The **4** National Norm percentile below the graph indicates how your student performed in relation to students in the same grade level nationwide.

### For Families



Subject: Math  
Student: Elijah Powell  
Student ID: EJPowellGr5S1\_PDria  
Student Grade: 5

What is i-Ready? i-Ready is an online learning program focused on reading and math. Elijah has recently taken an i-Ready assessment at school. This report gives you a snapshot of your child's performance. For more information about i-Ready, visit [www.i-ready.com/FamilyCenter](http://www.i-ready.com/FamilyCenter).

#### Elijah's Overall Math Performance



**5**

Domain	Test (07/06/23)	Test (06/15/24)
Overall	Approaching Grade 5	At Grade 5
Number and Operations	Approaching Grade 5	At Grade 5
Algebra and Algebraic Thinking	Approaching Grade 5	At Grade 5
Measurement and Data	Approaching Grade 5	At Grade 5
Geometry	Needs Improvement	At Grade 5

## How is my student doing in specific learning areas?

Students have different areas of strengths and opportunities for growth. It is important to understand how your student did in more specific learning areas, which are called domains. The **5** domain table shows how your student did in specific domains and helps teachers know where to build on strengths and focus their support.

## How is my student progressing over time?

The goal is also for your student to be making progress in their learning. After your student has taken more than one Diagnostic in the school year, you will see results for each Diagnostic, allowing you to see the progress your student is making both overall and in each domain.

# What is MCAS?

The state requires that students in grades 3-10 participate in the **Massachusetts Comprehensive Assessment System (MCAS)** each spring. Learn more about MCAS [here](#).

Explore the test by clicking [here](#).

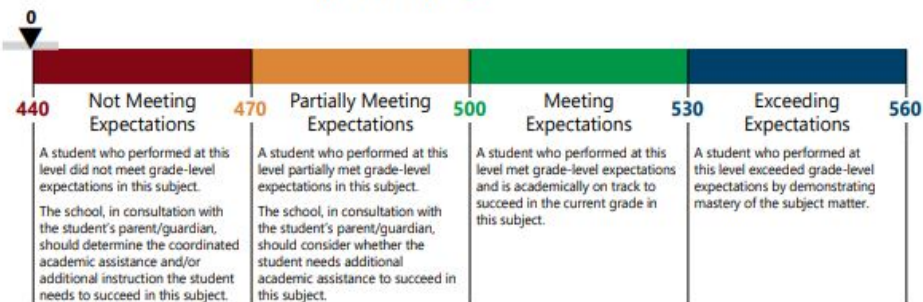


Name:  
SASID:

Grade  
Spring 2024

## English Language Arts

Your Child's Achievement Level: **Meeting Expectations**  
Your Child's Score: **X**



The horizontal gray bars in the graphics above and below show the range of likely scores your child would receive if they took the test multiple times.

### Achievement

This table shows how your child performed compared to students in their school, district, and state.

Your Child's Grade	Score	Year	Average Score		
			School	District	State
		<b>2024</b>			
		<b>2023</b>			
		<b>2022</b>			

### 2024 Student Growth Percentiles

The student growth percentile (1–99) compares your child's progress to the progress of other students with similar prior MCAS scores.

Lower Growth	Your Child	Higher Growth
	<b>School</b>	
	<b>District</b>	

1 20 40 60 80 99

### How your child performed in each reporting category and on each individual test question

Reporting Category	Points Earned by Your Child	Average Points in School	Average Points in District	Average Points in State	Total Possible Points	Average Points at Meeting Expectations*
Language (LA) <sup>†</sup>						
Reading (RE)						
Writing (WR) <sup>‡</sup>						

<sup>†</sup> The Language reporting category includes the standard English conventions scores from essays.  
<sup>‡</sup> The Writing reporting category is based on the idea development scores from essays.

\* Average number of points earned statewide by students at or near a score of 500, at the low end of the Meeting Expectations level.

### Individual Test Questions

Information about the test questions is available at [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html).

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	
Reporting Category																																	
Points Earned																																	

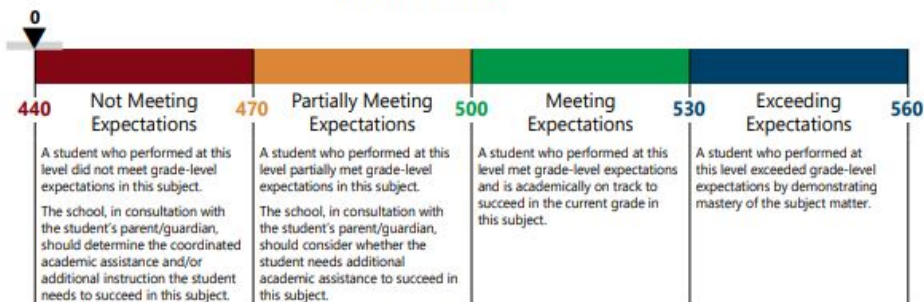
**Key** Points Earned: x/y = x points earned out of y possible points; Blank space = no answer; ID = Essay idea development score; CV = Essay conventions score

Name:  
SASID:

Grade  
Spring 2024

## Mathematics

Your Child's Achievement Level: **Meeting Expectations**  
Your Child's Score: **X**



The horizontal gray bars in the graphics above and below show the range of likely scores your child would receive if they took the test multiple times.

### Achievement

This table shows how your child performed compared to students in their school, district, and state.

Your Child's Grade	Score	Year	Average Score		
			School	District	State
		<b>2024</b>			
		<b>2023</b>			
		<b>2022</b>			

### 2024 Student Growth Percentiles

The student growth percentile (1–99) compares your child's progress to the progress of other students with similar prior MCAS scores.

Lower Growth	Your Child	Higher Growth
	<b>School</b>	
	<b>District</b>	

1 20 40 60 80 99

### How your child performed in each reporting category and on each individual test question

Reporting Category	Points Earned by Your Child	Average Points in School	Average Points in District	Average Points in State	Total Possible Points	Average Points at Meeting Expectations*
Geometry (GE)						
Measurement and Data (MD)						
Number and Operations-Fractions (NF)						
Number and Operations in Base Ten (NT)						
Operations and Algebraic Thinking (OA)						

\* Average number of points earned statewide by students at or near a score of 500, at the low end of the Meeting Expectations level.

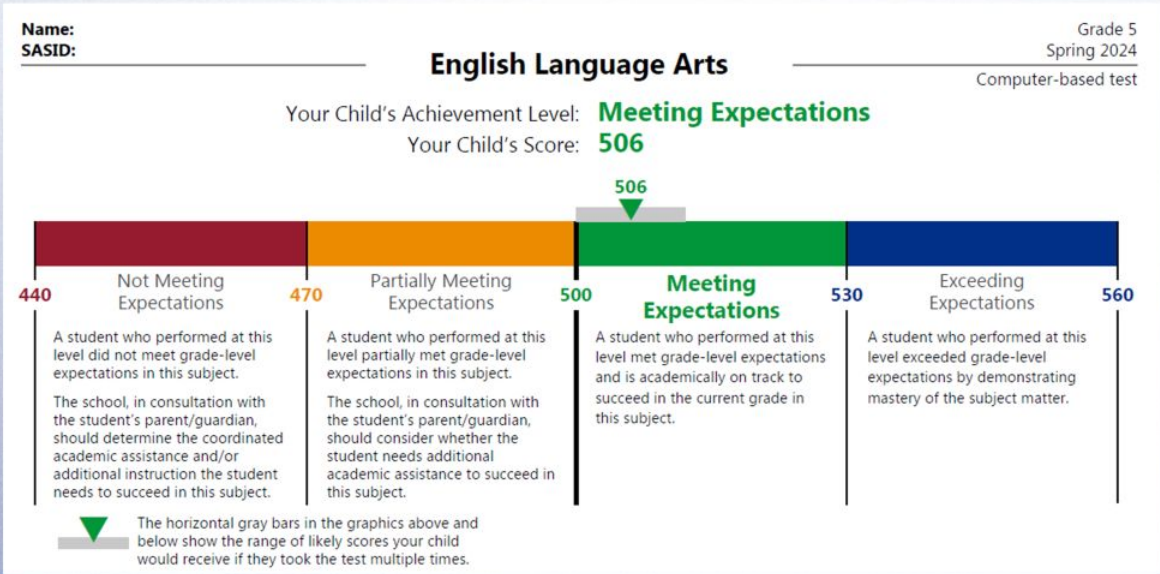
### Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Reporting Category																																										
Points Earned																																										

**Key** Points Earned: x/y = x points earned out of y possible points; Blank space = no answer

Information about the test questions is available at [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html).

# Results for Each Subject Test: Pages 2–4 of Report



- This section shows your child's score and achievement level in each subject and explains what each achievement level means.
- The colored bar shows the score range for each achievement level and where your child's score falls, which indicates how close your child is to the next level.
- The gray bar shows the range your child would likely score if they took the test many times.

# Achievement and Growth Percentiles: Pages 2 and 3 of Report

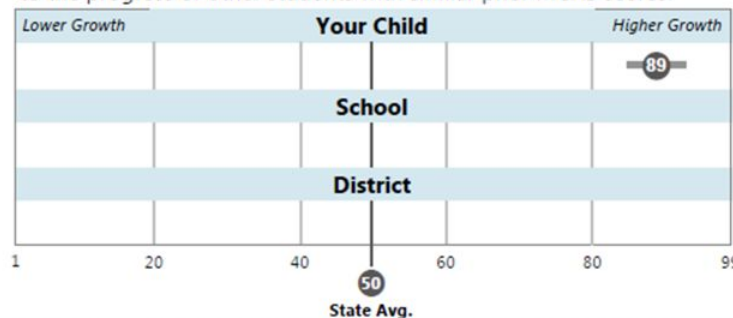
## Achievement

This table shows how your child performed compared to students in their school, district, and state.

Your Child's		Year	Average Score		
Grade	Score		School	District	State
5	506	2024	494	494	494
4	497	2023			
3	488	2022			

## 2024 Student Growth Percentiles

The student growth percentile (1-99) compares your child's progress to the progress of other students with similar prior MCAS scores.



## Achievement

- Your child's score this year
- Your child's score from previous years in the same subject
- School, district, and state averages for comparison

## Growth

- Your child's Student Growth Percentile (1-99)
- An SGP of 89 means your child scored higher than 89% of the students with similar prior MCAS scores.
- Scores from at least two consecutive-year tests are used to calculate SGPs.
- School, district, and state averages for comparison







# ELA and Mathematics Reporting Categories and Item Results: Pages 2 and 3

A table for each subject area shows the following information:

- the reporting categories for that subject
- the number of points your child earned out of the total possible points
- the average points earned by students in your child’s school and district
- the average points earned statewide by students who performed at or near a score of 500 (the low end of the Meeting Expectations achievement level)

**How your child performed in each reporting category and on each individual test question**

Reporting Category	Points Earned by Your Child	Average Points in School	Average Points in District	Average Points in State	Total Possible Points	Average Points at Meeting Expectations*
Number System & Expressions/Equations (NE) 	6	8.7	7.8	10.7	21	13.0
Functions (FN) 	1	4.6	4.0	5.3	11	6.3
Geometry (GE) 	5	7.4	6.5	8.3	16	10.1
Statistics and Probability (SP) 	2	2.0	1.6	2.3	6	2.6

\* Average number of points earned statewide by students at or near a score of 500, at the low end of the Meeting Expectations level.

# ELA and Mathematics Reporting Categories and Item Results: Pages 2 and 3 (cont'd)

## Individual Test Questions

Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40
Reporting Category	NE	NE	NE	SP	NE	NE	GE	FN	NE	NE	NE	GE	FN	GE	GE	FN	NE	FN	FN	GE	FN	GE	FN	NE	FN	NE	NE	NE	NE	NE	GE	SP	GE	GE	GE	GE	NE	GE	NE	SP
Points Earned	0/1	1/1	0/1	1/4	0/1	1/1	1/2	0/1	0/1	0/1	0/1	0/4	0/1	1/1	0/1	0/1	0/1	1/1	0/1	1/1	0/1	1/1	0/4	0/1	0/1	1/1	0/1	0/1	1/1	0/1	0/1	0/1	0/1	0/1	0/1	1/1	2/4	0/1	0/2	1/1

**Key** Points Earned: x/y = x points earned out of y possible points; Blank space = no answer

Go online to access released test questions at [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html).

- The **reporting category** (middle row) can be used to identify areas where your child is succeeding and areas where they may need additional support.
- The **points earned** (bottom row) shows how many points your child earned on each question of the test.



# What can I do to help my child at home?



## Personalized Instruction



# What can I do to support my child at home?

## Personalized instruction:

Research based acceleration and remediation program for Literacy and Mathematics.

Use adaptive technology to deliver personalized learning instruction. Adapts to each unique reader; children can use the program independently at home.

We recommend that caregivers assist their child by helping them log in at home. Students log in via [Classlink](#). Your child's teacher may also download and print a QR code or unique username and password that students can use to log in. Reach out to your child's teacher if you're unsure or did not receive login information.

# What personalized learning platforms exist for my child to work on skills at home?

Caregivers can access the following links:

Current Grade	English Language Arts	Math
K-Grade 5	<a href="#"><u>Boost Reading</u></a>	<a href="#"><u>STMath</u></a>
Grade 3-8	<a href="#"><u>i-Ready Personalized Instruction</u></a>	<a href="#"><u>i-Ready Personalized Instruction</u></a>

Students log-in via [Classlink](#).



# Tips for Supporting Personalized Instruction at Home

**Practice logging in with your student consistently until they can log in independently.**

Keep their login information in a single place so they know where to go if they forget it!

**Make sure your child has a set of headphones and a quiet place to work online.** Boost Reading is personalized to your child's needs, so you don't need to (and shouldn't!) assist them with their learning. Once they can log in, they're ready to start using the program.

If your child is having trouble with the content, Boost Reading will adapt to provide them with additional support and instructions within the game. For this reason, **it is not recommended that caregivers provide assistance.** While it can be hard not to offer your child help, the program is carefully designed to provide the level of support each student needs to move forward.

# How do I access these platforms?

1 Requesting a loaner chromebook and hotspot

2 Log in through CPS ClassLink using your child's CPS Google credentials:

3 Enter Your Child's CPS Google Username:  
[YOGFirstInitialLastname@cpsd.us (ex. 23asmith@cpsd.us)]

4 Enter Your Child's CPS Google Password:  
(grades 3-5): MM DD YYYY (student birthdate)



**Questions**





# Register for ParentSquare to Receive Your Child's Math & Reading Reports

ParentSquare is Cambridge Public Schools' main communication tool. **You will need a ParentSquare account to view reports sent through secure documents.**

## How to Register for ParentSquare

- 1** Activate your account at [www.parentsquare.com/signin](http://www.parentsquare.com/signin) with the cell phone number or email address that you have on file with the school. *ParentSquare will ask you to confirm that your contact information is correct. You can do this on your phone or computer.*
- 2** Choose how you would like to be notified (text, email, and/or app) and your preferred language.
- 3** Get the **FREE ParentSquare app for iOS or Android**. Use the camera on your phone to scan these QR codes – it takes you directly to the App Store or Google Play Store. *You will receive an email, text, or app notification with a secure link to your child's report.*



## How to Access Reports in ParentSquare: Website

1. Log in to your ParentSquare account with your email address or phone number.
2. From the **Home** page, select **Alerts and Notices** on the left, then select the **Document** tab.
3. Locate the document you want to view and click **View Document** to open the file.
4. Sign in again to verify your identity and view the document.

## How to Access Reports in ParentSquare: Mobile App

1. Log in to your ParentSquare account with your email address or phone number.
2. On the bottom section of the page, select **Alerts**.
3. Select the document you want to view and click **View Document**. Secure document notices are marked by a page with a lock icon.
4. Sign in again to verify your identity and view the document.



# Register for ParentSquare to Receive Your Child's Assessment Reports

## How to Register for ParentSquare:

1. Activate your account at [www.parentsquare.com/signin](http://www.parentsquare.com/signin) with the cell phone number or email address that you have on file with the school.
  - ParentSquare will ask you to confirm that your contact information is correct. You can do this on your phone or computer.
2. Choose how you would like to be notified (text, email, and/or app) and your preferred language.
3. Get the FREE ParentSquare app for iOS or Android. Download the free ParentSquare mobile app on the [Apple Store](#) or [Google Play Store](#).
  - You will receive an email, text, or app notification with a secure link to your child's report.

## Accessing Data Reports in ParentSquare:

Grade 4 - 11 families will receive 2023-2024 MCAS reports through ParentSquare on Wednesday, October 23. **An active ParentSquare account is needed to view reports sent through ParentSquare.**

Need to register for ParentSquare? Check out our resources: [How to Get Started](#) ([አማርኛ](#) | [عربي](#) | [বাংলা](#) | [Kreyòl Ayisyen](#) | [Español](#))

### How to Access Reports in ParentSquare (Mobile Application):

1. On the bottom section of the page, select **Alerts**.
2. Select the document you want to view and click **View Document**. Secure document notices are marked by a page with a lock icon.\*

### How to Access Reports in ParentSquare (Website):

1. From the **Home** page, select **Alerts and Notices** on the left, then select the **Document** tab.
2. Locate the document you want to view and click **View Document** to open the file.\*

**\*Families must sign in again to verify their identity before viewing the document.**

# What are additional family resources we want you to know about?

## Cartwheel Family Webinars



**'24-25 Webinars**  
For Parents and Caregivers



Sign up to receive webinar invites: [tinyurl.com/4xkjj95p](https://tinyurl.com/4xkjj95p)

**About Cartwheel's webinars:** Our free webinars are designed to empower caregivers, family members, and school staff in the districts we serve with practical and actionable information on mental health topics affecting youth and families today. Our hope is that every person leaves our webinars feeling more confident in how to connect with a child in their life. We hope you'll join us.



**Aug 14 at 7pm ET**

Helping Youth Cope with Back-to-School Anxiety

[bit.ly/Cartwheel\\_Anxiety\\_Webinar](https://bit.ly/Cartwheel_Anxiety_Webinar)

**Sep 10 at 7pm ET**

The Relationship Between ADHD & Learning Disorders

[bit.ly/Cartwheel\\_ADHD\\_Webinar](https://bit.ly/Cartwheel_ADHD_Webinar)

**Sep 17 at 7pm ET**

Social Media & Youth Mental Health: What to know, what to do

[bit.ly/4dqQz5H](https://bit.ly/4dqQz5H)

**Oct 16 at 7pm ET**

(En español): Redes Sociales y Salud Mental Juvenil: Qué Saber y Qué Hacer

[tinyurl.com/mtrf73m2](https://tinyurl.com/mtrf73m2)

**Nov 13 at 7pm ET**

Can We Talk? How to Have Conversations with Kids about Mental Health

[bit.ly/3MyX6jn](https://bit.ly/3MyX6jn)

**Dec 4 at 7pm ET**

Raising Resilient and Confident Kids in the Age of Achievement Culture

[bit.ly/4e7r1u0](https://bit.ly/4e7r1u0)

**Jan 14 at 12pm ET**

What is Nonsuicidal Self-Injury (NSSI)? How caregivers can help youth engaging in NSSI

[bit.ly/3XxtZn5](https://bit.ly/3XxtZn5)

**Feb 5 at 7pm ET**

Recognizing and Treating Disordered Eating in Youth

[bit.ly/3XA632w](https://bit.ly/3XA632w)

**Mar 4 at 7pm ET**

Motivating Kids to Do the "No Fun, Boring, and Tough" Stuff

**Apr 9 at 12pm ET**

Connection, Co-Regulation, and Coping Skills: Helping kids and teens navigate big feelings

**May 6 at 7pm ET**

How Trauma Affects Youth & Family Mental Health and How to Support Yourself and Your Kids

**June TBD**

Supporting LGBTQ+ youth mental health