



**APRIL 21, 2010 – DISTRICT LIBRARY
REGULAR MEETING, 5:30 PM
TENTATIVE EXECUTIVE SESSION
RESUME REGULAR MEETING, 7:00 PM**

MISSION

The mission of the Ann Arbor Public Schools, a world-class system of innovative teaching and learning, is to ensure each student realizes his or her aspirations while advancing the common good through a community dynamic distinguished by:

- Personalized learning that is curiosity driven, student directed, teacher inspired
- Challenging and provocative curriculum
- Individualized and group creative expression
- The nurturing of the human spirit
- Culturally congruent instruction
- Forging alliances with families and communities

We believe that...

- ...heritage shapes individual identity.
- ...all people have the right to learn without limits.
- ...a person's achievement can not be predetermined.
- ...we are strongest when working together.
- ...everyone can make a valuable contribution to society.
- ...environmental stewardship is our moral obligation.
- ...the dignity of each person deserves respect.
- ...racism is destructive.
- ...communication leads to understanding, understanding fosters relationships, and community is built on those relationships.
- ...we first create in ourselves what we seek to create in the world.
- ...all people deserve to live in a healthy, safe environment.
- ...diversity enriches a community.
- ...individual potential deserves fulfillment.
- ...all people have the innate desire for creative expression

STRATEGIC GOALS

- We will create a complete educational program featuring personalized learning that realizes student aspirations and meets international standards.
- We will develop and implement a personalized learning plan for each student.
- We will actualize the potential for excellence in all students through inspiration and support.
- We will ensure meaningful learning through effective teaching.
- We will implement a system to ensure continuous development of staff capacity.
- We will inform and engender trust and support from our constituents to accomplish our mission and objectives.
- We will create and maintain physical learning environments that enable us to fulfill our mission.
- We will ensure resources adequate to accomplish our mission and objectives.

2009/10 BOARD OF EDUCATION

Susan Baskett 330-0682 – baskett@aaps.k12.mi.us
 Simone Lightfoot 313-585-1052 – lightfos@aaps.k12.mi.us
 Deb Mexicotte 677-1587 – mexicott@aaps.k12.mi.us

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 Irene Patalan 668-6246 – patalan@aaps.k12.mi.us
 Christine Stead 734-717-2493 – steadc@aaps.k12.mi.us

OFFICERS

Deb Mexicotte, President
 Glenn Nelson, Secretary

Irene Patalan, Vice President
 Christine Stead, Treasurer

SUPERINTENDENT'S STAFF

Todd Roberts	<i>Superintendent</i>	994-2230	robertst@aaps.k12.mi.us
Robert Allen	<i>Deputy Superintendent for Operations</i>	994-2250	allenr@aaps.k12.mi.us
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Larry Simpson	<i>Administrator for Student Intervention & Support Services</i>	994-2318	simpson@aaps.k12.mi.us
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Lee Ann Dickinson-Kelley	<i>Administrator for Elementary Education</i>	994-2252	dickinsos@aaps.k12.mi.us

SCHEDULE FOR MEETINGS OF THE BOARD OF EDUCATION

<p>JULY 8 Organizational Meeting</p> <p>AUGUST 19 Regular Meeting</p> <p>SEPTEMBER 2 Board Retreat 9 Regular Meeting 23 Regular Meeting</p> <p>OCTOBER 14 Regular Meeting 28 Regular Meeting</p> <p>NOVEMBER 11 Regular Meeting</p> <p>DECEMBER 2 Regular Meeting 3 Study Session 8 Study Session 16 Regular Meeting</p> <p>JANUARY 6 Regular Meeting 20 Regular Meeting 27 Study Session</p>	<p>FEBRUARY 3 Regular Meeting 24 Regular Meeting</p> <p>MARCH 8 Study Session 10 Regular Meeting 24 Regular Meeting</p> <p>APRIL 14 Regular Meeting 21 Regular Meeting 27 Study Session 28 Regular Meeting</p> <p>MAY 6 Study Session 12 Regular Meeting 19 Study Session 26 Regular Meeting</p> <p>JUNE 9 Regular Meeting 23 Regular Meeting</p>
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The Ann Arbor Board of Education will provide necessary reasonable aids and services to individuals with disabilities who desire information regarding board meetings upon 72 hours notice. Individuals with disabilities requiring aids or services should contact the Ann Arbor Board of Education by writing or calling the following: Ann Arbor Board of Education, 2555 S. State Street, P.O. Box 1188, Ann Arbor, MI 48106 (734) 994-2232.

NON-DISCRIMINATION POLICY (2050): No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any educational program or activity available in any school on the basis of race, color, sex, religion, creed, political belief, age, national origin, linguistic and language differences, sexual orientation, gender identity, gender expression, socioeconomic status, height, weight, marital or familial status, or disability.



APRIL 21, 2010 – DISTRICT LIBRARY

REGULAR MEETING, 5:30 PM

**TENTATIVE EXECUTIVE SESSION – For the Purpose of Negotiations and Attorney/Client Privilege,
p. 1**

RESUME REGULAR MEETING, 7:00 PM

CALL TO ORDER

PLEDGE OF ALLEGIANCE

ROLL CALL

INTRODUCTION OF NON-VOTING MEMBER AT THE TABLE

APPROVAL OF AGENDA

PUBLIC COMMENTARY

FIRST BRIEFING

Sexual Health Education Advisory Committee Recommendations, pp. 2-31

**PUBLIC HEARING ON SEXUAL HEALTH EDUCATION ADVISORY COMMITTEE
RECOMMENDATIONS**

ACTION – BOARD ITEMS

Personnel Action

ITEMS FOR AGENDA PLANNING, pp. 32-35

ITEMS FROM THE BOARD

ADJOURNMENT

THIS MEETING WILL BE BROADCAST LIVE ON CTN CH. 18
Replays: Thurs., 4/22 @ 1:30 PM, Sat., 4/24 @ 9:00 AM, Sun 4/25 @ 2:00 PM



Ann Arbor Public Schools

2555 South State Street
Ann Arbor, MI 48104
734.994.2230

Dr. Todd Roberts

Superintendent of Schools
robertst@aaps.k12.mi.us

MEMORANDUM

To: President Deb Mexicotte
Board of Education Trustees

From: Todd Roberts

Date: April 16, 2010

Subject: Motion to Hold an Executive Session for The Purpose of
Negotiations and Personnel Action

RESOLUTION OF THE BOARD OF EDUCATION OF THE ANN ARBOR PUBLIC SCHOOLS

*For Consideration At a Public Meeting of the Board of Education of the Ann Arbor
Public Schools On April 21, 2010*

WHEREAS, the Board seeks to hold an Executive session on April 21, 2010 pursuant to Michigan Open Meetings Act, MCL 15.268, Section 8(a) of the to consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, one or more employees of the Ann Arbor Public Schools; and Section 8(c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement.

NOW THEREFORE, BE IT RESOLVED THAT:

The Board, by roll call vote of 2/3 of the members elected or appointed and serving, approves an Executive Session of the Board to occur immediately on April 21, 2010 at 5:30 p.m., Ann Arbor District Library, 343 S. Fifth Ave., Ann Arbor pursuant to Michigan Open Meetings Act, MCL 15.268, Section 8(a) of the to consider the dismissal, suspension, or disciplining of, or to hear complaints or charges brought against, or to consider a periodic personnel evaluation of, one or more employees of the Ann Arbor Public Schools; and Section 8(c) for strategy and negotiation sessions connected with the negotiation of a collective bargaining agreement as requested by the School District as a party to such collective bargaining agreement

Motion

Moved by _____, seconded by _____, to approve the
aforementioned resolution.



2555 S. State Street
Ann Arbor, MI 48104

Coordinator Mathematics & Science
Instructional Services Division

Michele Madden
(734) 994-1686
madden@aaps.k12.mi.us

MEMORANDUM

TO: Dr. Todd Roberts
FROM: Michele Madden
DATE: April 16, 2010
SUBJECT: Sexual Health Education Curriculum Recommendations

Attached are recommendations for instructional materials to be used as part of our Sexual Health Education curriculum. This has been reviewed by the Sexual Health Education Advisory Committee (SHEAC) and recommended for use in Grades K-5. We are required to hold two Public Hearings when briefing and approving instructional materials for use in our Sexual Health Education program.

A member of SHEAC will present for both briefings/hearings on April 21 and April 28. The actual instructional materials are available for review at the Board office.

Also enclosed for your reference are Middle and High School Sexual Health Education approved goals and objectives.

Please let me know if you have any questions.

**Ann Arbor Public Schools
Sexual Health Education Goals and Objectives
Middle and High School**

1. Information: To provide accurate information about human sexuality. Goals include, but are not limited to, students having knowledge of:

- the structure and function of male and female reproductive anatomy;
- the benefits and challenges of choosing abstinence;
- behaviors that put one at risk for HIV and other sexually transmitted infections (STIs), methods of prevention, testing, and treatment;
- behaviors that put one at risk for pregnancy;
- all FDA approved methods of contraception, how to use them, and their effectiveness;
- other methods commonly used to prevent pregnancy and their effectiveness, including withdrawal and the rhythm method;
- possible physical, emotional, social and legal consequences of sexual activity; and
- community resources available related to sexual and reproductive health.

2. Attitudes, Values, and Insights: To provide an opportunity for young people to examine and understand their values, attitudes and insights about sexuality. Goals include, but are not limited to, exploration, analysis and discussion aimed at increasing students' understanding of the following issues:

- teen pregnancy as it relates to the emotional, physical, and social health of prospective parents, child, and community;
- gender and sexuality issues, such as sexual orientation, gender identity, and gender expression;
- sexual violence, sexual harassment, and intimate partner violence;
- the roles of self-esteem and self-efficacy in influencing personal choices; and
- the roles of family, community, cultural, and religious values in forming personal values and making personal choices.

3. Relationships and Interpersonal Skills: To help young people develop healthy relationships and interpersonal skills. Goals include, but are not limited to, assisting students in the developing the following skills:

- communication and listening;
- decision-making;
- interpersonal problem solving and conflict resolution;
- recognizing and navigating peer pressure;
- understanding and creating healthy relationships; and
- recognizing and exiting unhealthy relationships.

4. Responsibility: To help young people exercise responsibility regarding sexual behaviors, which includes addressing abstinence, pressures to become prematurely involved in sexual activity, and the use of contraception and other sexual health measures (e.g. prevention of HIV and other STIs). Goals include, but are not limited to, assisting students in increasing their ability to:

- understand the benefits and challenges of choosing abstinence;
- analyze the possible short-term and long-term consequences of engaging in risky sexual behaviors;
- identify ways in which personal behavior can be modified to reduce risks of pregnancy, HIV, and other STIs;
- understand how to access sexual and reproductive health services provided by community agencies;
- evaluate the influence of peer and social pressure in personal decision-making; and
- engage in critical thinking and utilize decision-making, problem-solving, and refusal skills in order to avoid involvement in unwanted or early sexual intercourse and/or effectively use identified prevention or risk reduction methods.

All goals and objectives should be implemented in a manner that is age appropriate and consistent with the requirements of State of Michigan Public Acts 165 and 166 of 2004 (most relevantly, requirements a-k of Sec.1507b (2) of Public Act 165).

**PROPOSAL FOR INSTRUCTIONAL MATERIALS TO BE REVIEWED BY THE
ANN ARBOR PUBLIC SCHOOLS SEXUAL HEALTH EDUCATION ADVISORY COMMITTEE**

Submitted By: Michele Madden

Date: December 14, 2009

School/Organization: Ann Arbor Public Schools

TITLE: What Tadoo

AUTHOR:

Discovery Education VideoStreaming (Michigan Model)

PUBLISHER: J. Gary Mitchell Film Co

COPYRIGHT DATE: 1986

EDITION:

ISBN#

PROPOSED GRADE LEVEL/LEVELS AND MEDIA FORMAT

	K-5	6-8	9-12	For Teacher Use Only
VIDEO	K			
SUPPLEMENTAL BOOK PAMPHLET				
TEXTBOOK				
MISCELLANEOUS MATERIAL				
CLASSROOM PRESENTATION SPEAKER				

Write a brief description of the proposed materials (50 words or less):

A young boy takes a fantasy trip to the "Land of Lessons," where Professor Sir Hillary Von Carp and two frogs named What and Tadoo teach him how to protect himself from strangers with four basic rules: Say No, Get Away, Tell Someone and Sometimes, Yell. Combining live action and puppets, the program is a humorous, but straight-forward look at the lures strangers use to entice children and the "uh-oh feeling" they experience with certain touches.

Identify specific course objectives proposed materials would support:

1. Describe the characteristics of appropriate and inappropriate touch.
2. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
3. Apply strategies to avoid personally unsafe situations.
4. Demonstrate how to ask trusted adults for help
5. Apply strategies to get away in cases of inappropriate touching or abduction.

Write a clear description of how materials would be used with the students (50 words or less):

Used with the personal safety lesson within the Kindergarten Safety unit.

Introductory letter goes home to families two weeks before lesson is taught, inviting families to preview materials if they wish.

Second letter goes home to families the day the lesson is taught; two Family Resource Sheets also sent then.

Conclude with four-part rule: Say "no." Get away. Tell someone. Yell.

DATE:

COMMITTEE RECOMMENDATIONS

_____ Approved for use as described Comments:

_____ Approved for use with the following restrictions:

_____ Not approved for use Comments:

Teacher Reference**Family Letter Introducing the Personal Safety Lesson 5**

- NOTE:**
1. Send home about two weeks before teaching this lesson.
 2. *Do not provide the exact date you will teach this lesson*
(See Safety, p. 2)

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Our district health program gives families and schools opportunities to work as a team to help youth stay healthy.

The kindergarten program includes a lesson on personal safety. The lesson teaches students how to protect themselves from inappropriate touch. Sadly, sexual abuse of children takes place more often than we think. We need to work together to stop this problem.

Children need to know the possible dangers and the rules for staying as safe as possible. The lesson in the kindergarten health program present material on the children's level. The skills are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Whom to go to for help

We will be teaching the personal safety lesson in the next few weeks. If you wish to look over the materials used in this lesson, please contact the school at [phone number].

Sincerely,

[Principal's Name]

Teacher Reference

Family Letter Following the Personal Safety Lesson

- NOTE:**
1. Send this letter home the day Lesson 5 is taught.
 2. Send home with the Family Resource Sheets about abuse that accompany this lesson.

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Today your child learned about personal safety. This lesson is part of our district's kindergarten health program.

Sadly, sexual abuse of children takes place more often than we would like to believe. School programs help children learn to stay safe from abuse. The lessons present material on the children's level. The skills needed to prevent abuse are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Who to go to for help

We hope you will take a minute to read the materials sent home today. Please discuss personal safety with your child.

Sincerely,

[Principal's Name]

Child Sexual Abuse: What Every Family Should Know



Basic Information Helps Prevent Abuse

Child sexual abuse is any act of a sexual nature done to or with a child. Most of these harmful acts are committed by someone the child knows. This could be a family member, a friend, a neighbor, or a babysitter. Very few children are molested by strangers.



Sexual touches often confuse young children. They may have trouble telling the difference between sexual abuse and healthy touch. Abusers may confuse children more by saying what they're doing is okay but secret. Today, your child learned to tell the difference between good touch and bad touch, as shown in this list.

Good Touch	Bad Touch
<ul style="list-style-type: none"> • Hugs that feel warm and safe 	<ul style="list-style-type: none"> • Hugs that are too tight
<ul style="list-style-type: none"> • Gentle tickling 	<ul style="list-style-type: none"> • Tickling that won't stop
<ul style="list-style-type: none"> • Kisses from caring adults at bedtime and for hellos and good-byes 	<ul style="list-style-type: none"> • Kisses from someone a child doesn't like or doesn't feel comfortable with
<ul style="list-style-type: none"> • Playful and soft touches from pets 	<ul style="list-style-type: none"> • Slaps, kicks, punches, pinches, and other hurts
<ul style="list-style-type: none"> • Handshakes 	<ul style="list-style-type: none"> • Hard squeezing or grabbing
<ul style="list-style-type: none"> • Pats on the head, arm, shoulder, or back when someone does a good job or wants comfort 	<ul style="list-style-type: none"> • Touches on the private parts of a child or someone else in a child's presence

In class, we defined "private parts" as the parts of the body covered by a bathing suit. Students learned they have the right to decide if someone can touch them. No one should touch a child's private parts, except as needed for health care in the presence of a parent or trusted adult.

Children who are taught to protect themselves are less likely to be abused. In class, students learned these safety rules.

- Avoid being alone with someone you don't trust. If you feel bad or sick around someone, trust your instincts. Get away. Make an excuse if needed.
- If you can't get away from someone touching you in a bad way, loudly say, "No! I don't like that!" Tell him or her you don't want to be touched. Keep saying, "No!" and trying to get away.
- If someone touches you in a way that feels bad, tell a trusted adult right away. Keep telling until you find an adult who can help you.
- If someone tries to grab you or get you into a car, yell, "No! I don't trust you! Let me go!" Kick or punch as hard as you can. Run toward where other people will be, such as a house, a store, an office building, or the side of a road.



Child Abuse Causes Many Problems

Sexual abuse causes both physical and emotional problems. Children often feel guilty and responsible for the abuse. They often think the abuse happened because they are "bad" or "dirty," partly because abusers may say this. *Sexual abuse is never the fault of the child being abused.*

Abused children show a wide range of symptoms. The signs of abuse vary with age. However, most abused children complain of various physical problems and show mistrust of adults. Other signs may include depression, suicidal actions, withdrawal, or self-destructive or delinquent acts. Any sudden, unexplained change in behavior may be a sign of sexual abuse.

Even when children have learned that sexual abuse is not their fault and should not be kept secret, they may hesitate to get help. A child may fear the results of reporting abuse, especially if the abuser is a family member. Children need to know that abusers have a serious problem and need to get help to prevent harming children. Children's safety is more important.



Children Need Adults to Help Resolve These Problems

Sexual abuse affects everyone, even if our own children are not assaulted. All of us can help deal with this social problem.

- Provide understanding and care to those who have been hurt.
- Know that offenders do not change without outside help.
- Organize neighborhood programs to help protect children.
- Ask schools to provide information about sexual assault.
- Form community groups to support education, treatment, and law enforcement programs.

If a child tells you about sexual abuse, take it seriously. Find help for him or her.



For more information, visit the National Center for Missing and Exploited Children's website: www.missingkids.com

**PROPOSAL FOR INSTRUCTIONAL MATERIALS TO BE REVIEWED BY THE
ANN ARBOR PUBLIC SCHOOLS SEXUAL HEALTH EDUCATION ADVISORY COMMITTEE**

Submitted By: Michele Madden

Date: December 14, 2009

School/Organization: Ann Arbor Public Schools

TITLE: What Tadoo with Secrets

AUTHOR:

Discovery Education VideoStreaming (Michigan Model)

PUBLISHER: J. Gary Mitchell Film Co

COPYRIGHT DATE: 1990

EDITION:

Video

ISBN#

PROPOSED GRADE LEVEL/LEVELS AND MEDIA FORMAT

	K-5	6-8	9-12	For Teacher Use Only
VIDEO	1			
SUPPLEMENTAL BOOK PAMPHLET				
TEXTBOOK				
MISCELLANEOUS MATERIAL				
CLASSROOM PRESENTATION SPEAKER				

Write a brief description of the proposed materials (50 words or less):

There's only one thing scarier than telling a bad secret — keeping it. In this mix of live action, puppetry and animation, seven-year-old Juliette learns that secrets can be good or bad, and that telling bad secrets to a caring adult is the right thing to do. Professor Sir Hillary Von Carp and his wise frog friends, What and Tadoo, team up to teach important lessons in making choices, distinguishing "good" secrets from bad, and following basic rules for getting help or helping oneself: Say No, Get Away, Tell Someone, and sometimes, Yell.

Identify specific course objectives proposed materials would support:

1. Describe the characteristics of appropriate and inappropriate touch.
2. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
3. Apply strategies to avoid personally unsafe situations.
4. Demonstrate how to ask trusted adults for help
5. Apply strategies to get away in cases of inappropriate touching or abduction.

Write a clear description of how materials would be used with the students (50 words or less):

Used with the personal safety lesson within the First Grade Safety unit.

Introductory letter goes home to families two weeks before lesson is taught, inviting families to preview materials if they wish.

Second letter goes home to families the day the lesson is taught; two Family Resource Sheets also sent then.

Conclude with four-part rule: Say "no." Get away. Tell someone. Yell.

DATE:COMMITTEE RECOMMENDATIONS

_____ Approved for use as described Comments:

_____ Approved for use with the following restrictions:

_____ Not approved for use Comments:

Teacher Reference

Family Letter Introducing the Personal Safety Lesson 7

- NOTE:**
1. Send home about two weeks before teaching this lesson.
 2. *Do not provide the exact date you will teach this lesson*
(See *Safety*, p. 2)

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Our district health program gives families and schools opportunities to work as a team to help youth stay healthy.

The first grade program includes a lesson on personal safety. The lesson teaches students how to protect themselves from inappropriate touch. Sadly, sexual abuse of children takes place more often than we think. We need to work together to stop this problem.

Children need to know the possible dangers and the rules for staying as safe as possible. The lesson in the first grade program present material on the children's level. The skills are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Who to go to for help

We will be teaching the personal safety lesson in the next few weeks. If you wish to look over the materials used in this lesson, please contact the school at [phone number].

Sincerely,

[Principal's Name]

Teacher Reference**Family Letter Following the Personal Safety Lesson**

- NOTE:**
1. Send this letter home the day Lesson 7 is taught.
 2. Send home with the Family Resource Sheets about abuse that accompany this lesson.

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Today your child learned about personal safety. This lesson is part of our district's first grade health program.

Sadly, sexual abuse of children takes place more often than we would like to believe. School programs help children learn to stay safe from abuse. The lessons present material on the children's level. The skills needed to prevent abuse are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Who to go to for help

We hope you will take a minute to read the materials sent home today. Please discuss personal safety with your child.

Sincerely,

[Principal's Name]

Child Sexual Abuse: What Every Family Should Know



Basic Information Helps Prevent Abuse

Child sexual abuse is any act of a sexual nature done to or with a child. Most of these harmful acts are committed by someone the child knows. This could be a family member, a friend, a neighbor, or a babysitter. Very few children are molested by strangers.



Sexual touches often confuse young children. They may have trouble telling the difference between sexual abuse and healthy touch. Abusers may confuse children more by saying what they're doing is okay but secret. Today, your child learned to tell the difference between good touch and bad touch, as shown in this list.

Good Touch	Bad Touch
<ul style="list-style-type: none"> • Hugs that feel warm and safe 	<ul style="list-style-type: none"> • Hugs that are too tight
<ul style="list-style-type: none"> • Gentle tickling 	<ul style="list-style-type: none"> • Tickling that won't stop
<ul style="list-style-type: none"> • Kisses from caring adults at bedtime and for hellos and good-byes 	<ul style="list-style-type: none"> • Kisses from someone a child doesn't like or doesn't feel comfortable with
<ul style="list-style-type: none"> • Playful and soft touches from pets 	<ul style="list-style-type: none"> • Slaps, kicks, punches, pinches, and other hurts
<ul style="list-style-type: none"> • Handshakes 	<ul style="list-style-type: none"> • Hard squeezing or grabbing
<ul style="list-style-type: none"> • Pats on the head, arm, shoulder, or back when someone does a good job or wants comfort 	<ul style="list-style-type: none"> • Touches on the private parts of a child or someone else in a child's presence

In class, we defined "private parts" as the parts of the body covered by a bathing suit. Students learned they have the right to decide if someone can touch them. No one should touch a child's private parts, except as needed for health care in the presence of a parent or trusted adult.

Children who are taught to protect themselves are less likely to be abused. In class, students learned these safety rules.

- Avoid being alone with someone you don't trust. If you feel bad or sick around someone, trust your instincts. Get away. Make an excuse if needed.
- If you can't get away from someone touching you in a bad way, loudly say, "No! I don't like that!" Tell him or her you don't want to be touched. Keep saying, "No!" and trying to get away.
- If someone touches you in a way that feels bad, tell a trusted adult right away. Keep telling until you find an adult who can help you.
- If someone tries to grab you or get you into a car, yell, "No! I don't trust you! Let me go!" Kick or punch as hard as you can. Run toward where other people will be, such as a house, a store, an office building, or the side of a road.

Child Abuse Causes Many Problems

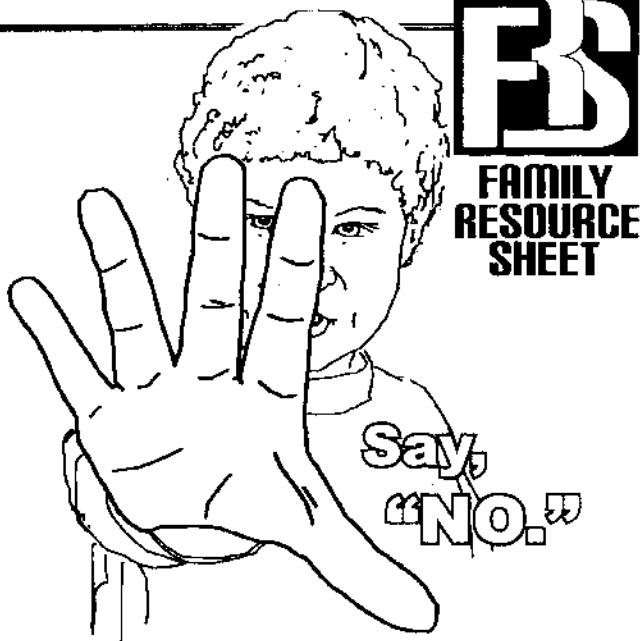
Sexual abuse causes both physical and emotional problems. Children often feel guilty and responsible for the abuse. They often think the abuse happened because they are "bad" or "dirty," partly because abusers may say this. *Sexual abuse is never the fault of the child being abused.*

Abused children show a wide range of symptoms. The signs of abuse vary with age. However, most abused children complain of various physical problems and show mistrust of adults. Other signs may include depression, suicidal actions, withdrawal, or self-destructive or delinquent acts. Any sudden, unexplained change in behavior may be a sign of sexual abuse.

Even when children have learned that sexual abuse is not their fault and should not be kept secret, they may hesitate to get help. A child may fear the results of reporting abuse, especially if the abuser is a family member. Children need to know that abusers have a serious problem and need to get help to prevent harming children. Children's safety is more important.



For more information, visit the National Center for Missing and Exploited Children's website: www.missingkids.com



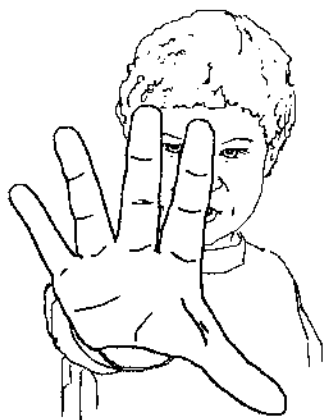
Children Need Adults to Help Resolve These Problems

Sexual abuse affects everyone, even if our own children are not assaulted. All of us can help deal with this social problem.

- Provide understanding and care to those who have been hurt.
- Know that offenders do not change without outside help.
- Organize neighborhood programs to help protect children.
- Ask schools to provide information about sexual assault.
- Form community groups to support education, treatment, and law enforcement programs.

If a child tells you about sexual abuse, take it seriously. Find help for him or her.

What You Can Do to Protect Your Child From Sexual Abuse



To help prevent child sexual abuse, we can prepare children for what they might face if someone tries to abuse them. We can protect them from dangerous situations. And if a child says he or she has been abused, there are ways we can help.

Preparing Children for the Possibility of Abuse

- Children need lots of loving words and physical affection. Help your child feel secure in your love so he or she will be less likely to accept the unhealthy attention of an abuser.
- Remind your child that most people protect children and would never hurt them. However, some people seem nice but may do mean things. Encourage your child not to keep any secrets about someone like this.
- Help your child understand he or she should disobey anyone, even an adult, who tells him or her to do something wrong. Staying safe is more important than concerns about rudeness or authority.
- Teach your child how to say "no" in words and body language. Help him or her learn to get away and tell you if anyone tries to touch him or her in a bad way.
- Make it easy for your child to talk with you. Spend time listening and observing. Take what your child says seriously.
- Give your child specific definitions and examples of sexual abuse.
- Prepare your child to deal with bribes, threats, and physical force. Play "What if?" or "Let's pretend" games to help your child learn how to react to different situations.

Protecting Children From Dangerous Situations

- Be aware of who spends time with your child. Unwanted touch may come from someone you like and trust. Get to know the adults and older children who are close to your child.
- Take care when choosing babysitters and day care providers.
- Refuse to leave your child in the company of anyone you do not trust. Pay attention to what your child says and does around people, especially if he or she talks about feeling uncomfortable or unsafe.
- Make sure your child can identify signs of trouble and get away before something happens.
- Set up a "password" for you and your child to use as a secret clue. If it is safe for your child to go with someone, tell that person the password. Tell your child to ask for the password before he or she agrees to ride with someone. Instruct your child not to go with any stranger or friend who doesn't know the password.
- Know where your child is at all times. If you allow him or her to go some places in public without you, ask him or her to stay with a buddy.
- Teach your child to never play in deserted areas.
- Talk with your child about safe Internet behaviors. Children should never give out information about themselves in chat rooms or e-mail. Tell your child to let you know right away if someone he or she "met" online asks to see him or her in person.

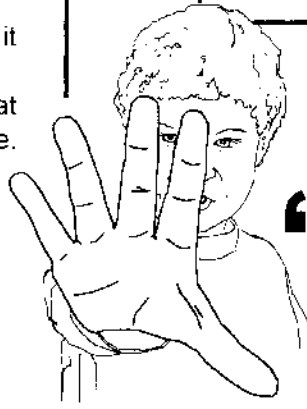
Helping Children Who Have Been Harmed

- Children seldom lie about sexual abuse. They find it very hard to tell someone. If a child tells you about abuse, you need to listen carefully and believe what he or she says. Talk about it in a safe, private place.
- Reassure the child that the abuse isn't his or her fault and that telling you was the right thing to do.
- Don't blame the child for what happened.
- Don't over-react or minimize the incident. The effects of sexual abuse are different for each child.
- Understand that it may take time to figure out the problem.
- Know local resources, and choose help carefully.
- Let the child talk about the assault whenever he or she needs to express feelings.
- If you learn that your child has been abused, be willing to talk with experts or counselors as a family.
- Report any abuse to the authorities immediately.

Children's Protective Services Can Help!

Call Protective Services if you have questions or concerns about child abuse. You can find the phone number of your Children's Protective Services agency in the government section of your phone book. For example in Michigan, look under Michigan State of, Department of Human Services.

**FAMILY
RESOURCE
SHEET**



**Say,
"NO."**



**Get
Away.**



Yell.



**Tell
Someone.**

**PROPOSAL FOR INSTRUCTIONAL MATERIALS TO BE REVIEWED BY THE
ANN ARBOR PUBLIC SCHOOLS SEXUAL HEALTH EDUCATION ADVISORY COMMITTEE**

Submitted By: Michele Madden

Date: December 14, 2009

School/Organization: Ann Arbor Public Schools

TITLE: If You Feel Danger
Discovery Education VideoStreaming (Michigan Model)

AUTHOR:

PUBLISHER: Marsh Media

COPYRIGHT DATE: 2002

EDITION:

ISBN#

PROPOSED GRADE LEVEL/LEVELS AND MEDIA FORMAT

	K-5	6-8	9-12	For Teacher Use Only
VIDEO	2			
SUPPLEMENTAL BOOK PAMPHLET				
TEXTBOOK				
MISCELLANEOUS MATERIAL				
CLASSROOM PRESENTATION SPEAKER				

Write a brief description of the proposed materials (50 words or less):

Arms children with a simple yet effective strategy for staying out of danger: stop, get away, and tell an adult. Prepares young students to respond quickly and confidently when faced with a threatening situation.

Identify specific course objectives proposed materials would support:

Describe strategies to avoid personally unsafe situations.
(non-sexual situations)

Write a clear description of how materials would be used with the students (50 words or less):

Video would be used and discussed as a follow-up to the "Believe Me" video.
Unsafe scenarios are described. Students practice responding.

DATE:

COMMITTEE RECOMMENDATIONS

_____ Approved for use as described Comments:

_____ Approved for use with the following restrictions:

_____ Not approved for use Comments:

**PROPOSAL FOR INSTRUCTIONAL MATERIALS TO BE REVIEWED BY THE
ANN ARBOR PUBLIC SCHOOLS SEXUAL HEALTH EDUCATION ADVISORY COMMITTEE**

Submitted By: Michele Madden

Date: December 14, 2009

School/Organization: Ann Arbor Public Schools

TITLE: Believe Me

AUTHOR: J. Gary Mitchell

Discovery Education VideoStreaming (Michigan Model)

PUBLISHER:

COPYRIGHT DATE: 1992

EDITION:

ISBN#

PROPOSED GRADE LEVEL/LEVELS AND MEDIA FORMAT

	K-5	6-8	9-12	For Teacher Use Only
VIDEO	2			
SUPPLEMENTAL BOOK PAMPHLET				
TEXTBOOK				
MISCELLANEOUS MATERIAL				
CLASSROOM PRESENTATION SPEAKER				

Write a brief description of the proposed materials (50 words or less):

Story of Todd, a young boy who struggles to tell about a secret involving bad touch. Talks about what to do if you tell an adult and they don't believe you.

Identify specific course objectives proposed materials would support:

1. Identify appropriate and inappropriate touch.
2. Explain that a child is not at fault if someone touches him or her in an inappropriate way.
3. Describe strategies to avoid personally unsafe situations.
4. Describe how to ask trusted adults for help
5. Demonstrate strategies to get away in cases of inappropriate touching or abduction.

Write a clear description of how materials would be used with the students (50 words or less):

Used with the personal safety lesson within the Second Grade Safety unit.

Introductory letter goes home to families two weeks before lesson is taught, inviting families to preview materials if they wish.

Second letter goes home to families the day the lesson is taught; two Family Resource Sheets also sent then.

Concludes with practice following the four-part rule (Say "no." Get away. Tell someone. Yell.) in hypothetical situations.

DATE:COMMITTEE RECOMMENDATIONS

_____ Approved for use as described Comments:

_____ Approved for use with the following restrictions:

_____ Not approved for use Comments:

Teacher Reference

Family Letter Introducing the Personal Safety Lesson 4

- NOTE:**
1. Send home about two weeks before teaching this lesson.
 2. *Do not provide the exact date you will teach this lesson*
(See *Safety*, p. 2)

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Our district health program gives families and schools opportunities to work as a team to help youth stay healthy.

The second grade program includes two lessons on personal safety. The lessons teach students how to protect themselves from inappropriate touch. Sadly, sexual abuse of children takes place more often than we think. We need to work together to stop this problem.

Children need to know the possible dangers and the rules for staying as safe as possible. The lessons in the second grade program present material on the children's level. The skills are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Who to go to for help

We will be teaching the personal safety lessons in the next few weeks. If you wish to look over the materials used in these lessons, please contact the school at [phone number].

Sincerely,

[Principal's Name]

Teacher Reference

Family Letter Following the Personal Safety Lesson

- NOTE:** 1. Send this letter home the day Lesson 4 is taught.
2. Send home with the Family Resource Sheets about abuse that accompany this lesson.

[ON SCHOOL LETTERHEAD]

[DATE]

Dear Parent:

Today your child learned about personal safety. This lesson is part of our district's second grade health program.

Sadly, sexual abuse of children takes place more often than we would like to believe. School programs help children learn to stay safe from abuse. The lessons in second grade present material on the children's level. The skills needed to prevent abuse are taught in a safe and simple way. Through these lessons, students will learn:

- How to judge between safe and unsafe touch
- How to protect themselves
- Who to go to for help

We hope you will take a minute to read the materials sent home today. Please discuss personal safety with your child.

Sincerely,

[Principal's Name]

Child Sexual Abuse: What Every Family Should Know

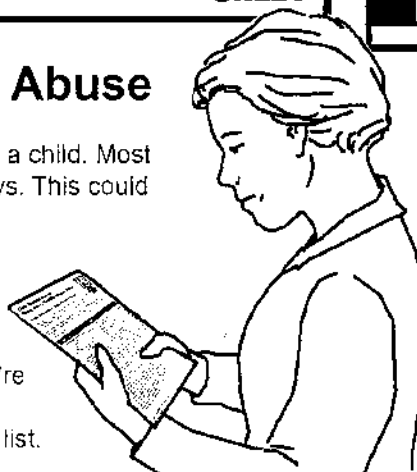
**FAMILY
RESOURCE
SHEET**



Basic Information Helps Prevent Abuse

Child sexual abuse is any act of a sexual nature done to or with a child. Most of these harmful acts are committed by someone the child knows. This could be a family member, a friend, a neighbor, or a babysitter. Very few children are molested by strangers.

Sexual touches often confuse young children. They may have trouble telling the difference between sexual abuse and healthy touch. Abusers may confuse children more by saying what they're doing is okay but secret. Today, your child learned to tell the difference between good touch and bad touch, as shown in this list.



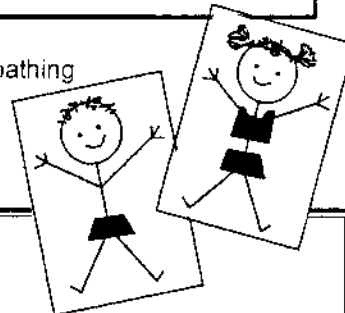
Good Touch

- Hugs that feel warm and safe
- Gentle tickling
- Kisses from caring adults at bedtime and for hellos and good-byes
- Playful and soft touches from pets
- Handshakes
- Pats on the head, arm, shoulder, or back when someone does a good job or wants comfort

Bad Touch

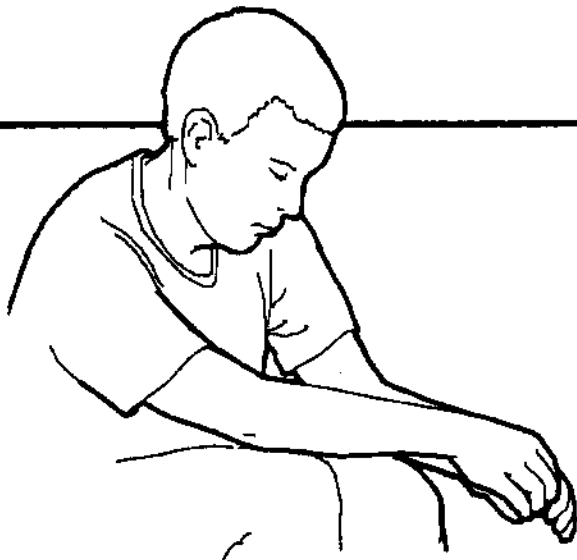
- Hugs that are too tight
- Tickling that won't stop
- Kisses from someone a child doesn't like or doesn't feel comfortable with
- Slaps, kicks, punches, pinches, and other hurts
- Hard squeezing or grabbing
- Touches on the private parts of a child or someone else in a child's presence

In class, we defined "private parts" as the parts of the body covered by a bathing suit. Students learned they have the right to decide if someone can touch them. No one should touch a child's private parts, except as needed for health care in the presence of a parent or trusted adult.



Children who are taught to protect themselves are less likely to be abused. In class, students learned these safety rules.

- Avoid being alone with someone you don't trust. If you feel bad or sick around someone, trust your instincts. Get away. Make an excuse if needed.
- If you can't get away from someone touching you in a bad way, loudly say, "No! I don't like that!" Tell him or her you don't want to be touched. Keep saying, "No!" and trying to get away.
- If someone touches you in a way that feels bad, tell a trusted adult right away. Keep telling until you find an adult who can help you.
- If someone tries to grab you or get you into a car, yell, "No! I don't trust you! Let me go!" Kick or punch as hard as you can. Run toward where other people will be, such as a house, a store, an office building, or the side of a road.



Child Abuse Causes Many Problems

Sexual abuse causes both physical and emotional problems. Children often feel guilty and responsible for the abuse. They often think the abuse happened because they are “bad” or “dirty,” partly because abusers may say this. *Sexual abuse is never the fault of the child being abused.*

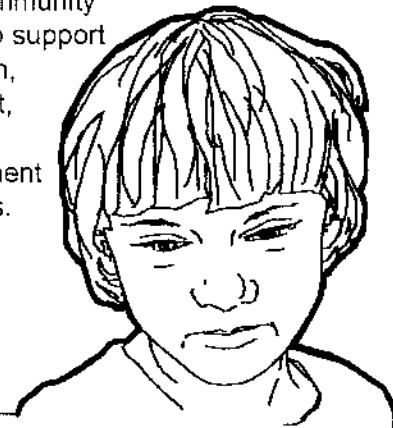
Abused children show a wide range of symptoms. The signs of abuse vary with age. However, most abused children complain of various physical problems and show mistrust of adults. Other signs may include depression, suicidal actions, withdrawal, or self-destructive or delinquent acts. Any sudden, unexplained change in behavior may be a sign of sexual abuse.

Even when children have learned that sexual abuse is not their fault and should not be kept secret, they may hesitate to get help. A child may fear the results of reporting abuse, especially if the abuser is a family member. Children need to know that abusers have a serious problem and need to get help to prevent harming children. Children’s safety is more important.

Children Need Adults to Help Resolve These Problems

Sexual abuse affects everyone, even if our own children are not assaulted. All of us can help deal with this social problem.

- Provide understanding and care to those who have been hurt.
- Know that offenders do not change without outside help.
- Organize neighborhood programs to help protect children.
- Ask schools to provide information about sexual assault.
- Form community groups to support education, treatment, and law enforcement programs.



If a child tells you about sexual abuse, take it seriously. Find help for him or her.

For more information, visit the National Center for Missing and Exploited Children’s website: www.missingkids.com

What You Can Do to Protect Your Child From Sexual Abuse

To help prevent child sexual abuse, we can prepare children for what they might face if someone tries to abuse them. We can protect them from dangerous situations. And if a child says he or she has been abused, there are ways we can help.



Preparing Children for the Possibility of Abuse

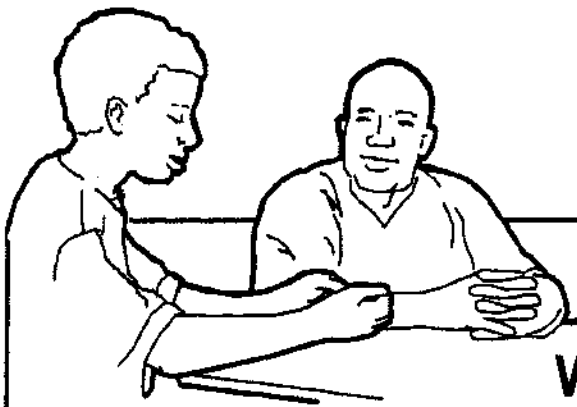
- Children need lots of loving words and physical affection. Help your child feel secure in your love so he or she will be less likely to accept the unhealthy attention of an abuser.
- Remind your child that most people protect children and would never hurt them. However, some people seem nice, but may do mean things. Encourage your child not to keep any secrets about someone like this.
- Help your child understand he or she should disobey anyone, even an adult, who tells him or her to do something wrong. Staying safe is more important than concerns about rudeness or authority.
- Teach your child how to say "no" in words and body language. Help him or her learn to get away and tell you if anyone tries to touch him or her in a bad way.
- Make it easy for your child to talk with you. Spend time listening and observing. Take what your child says seriously.
- Give your child specific definitions and examples of sexual abuse.
- Prepare your child to deal with bribes, threats, and physical force. Play "What if?" or "Let's pretend" games to help your child learn how to react to different situations.

NO!



Protecting Children From Dangerous Situations

- Be aware of who spends time with your child. Unwanted touch may come from someone you like and trust. Get to know the adults and older children who are close to your child.
- Take care when choosing babysitters and day care providers.
- Refuse to leave your child in the company of anyone you do not trust. Pay attention to what your child says and does around people, especially if he or she talks about feeling uncomfortable or unsafe.
- Make sure your child can identify signs of trouble and get away before something happens.
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- Talk with your child about safe Internet behaviors. Children should never give out information about themselves in chat rooms or e-mail. Tell your child to let you know right away if someone he or she "met" online asks to see him or her in person.



Helping Children Who Have Been Harmed

- Children seldom lie about sexual abuse. They find it very hard to tell someone. If a child tells you about abuse, you need to listen carefully and believe what he or she says. Talk about it in a safe, private place.
- Reassure the child that the abuse isn't his or her fault and that telling you was the right thing to do.
- Don't blame the child for what happened.
- Don't over-react or minimize the incident. The effects of sexual abuse are different for each child.
- Understand that it may take time to figure out the problem.
- Know local resources, and choose help carefully.
- Let the child talk about the assault whenever he or she needs to express feelings.
- If you learn that your child has been abused, be willing to talk with experts or counselors as a family.
- Report any abuse to the authorities immediately.

Children's Protective Services Can Help!

Call Protective Services if you have questions or concerns about child abuse. You can find the phone number of your Children's Protective Services agency in the government section of your phone book. For example, in Michigan, look under "Michigan State of, Department of Human Services."



**PROPOSAL FOR INSTRUCTIONAL MATERIALS TO BE REVIEWED BY THE
ANN ARBOR PUBLIC SCHOOLS SEXUAL HEALTH EDUCATION ADVISORY COMMITTEE**

Submitted By: Michele Madden

Date: December 14, 2009

School/Organization: Ann Arbor Public Schools

TITLE: Puberty: The Wonder Years – Tier B

AUTHOR: Wendy Sellers, RN, CPS, MA

PUBLISHER: Educational Materials Center

COPYRIGHT DATE: 2007

EDITION:

ISBN#

PROPOSED GRADE LEVEL/LEVELS AND MEDIA FORMAT

	K-5	6-8	9-12	For Teacher Use Only
VIDEO				
SUPPLEMENTAL BOOK PAMPHLET				
TEXTBOOK				
MISCELLANEOUS MATERIAL	5			
CLASSROOM PRESENTATION SPEAKER				

Write a brief description of the proposed materials (50 words or less):

This resource contains six lessons which address life/body changes, puberty, the male and female reproductive systems, human reproduction, personal hygiene, healthy habits, media messages and postponing sexual intercourse.

Identify specific course objectives proposed materials would support:

1. Students will communicate with parents and other trusted adults about puberty and postponing parenthood.
2. Students will review the natural changes that occur during puberty.
3. Students will explain the anatomy and functions of the male and female reproductive systems.
4. Students will recognize the importance of safeguarding the health of their reproductive system.
5. Students will develop their media literacy skills for analyzing messages about sexuality.

Write a clear description of how materials would be used with the students (50 words or less):

This resource provides the lessons and student material for addressing the objectives listed above.

DATE:

COMMITTEE RECOMMENDATIONS

_____ Approved for use as described Comments:

_____ Approved for use with the following restrictions:

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Child Sexual Abuse: What Every Family Should Know

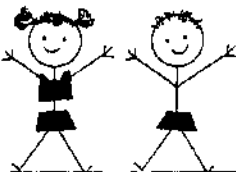


Basic Information Helps Prevent Abuse

Child sexual abuse is any act of a sexual nature done to or with a child. Most of these harmful acts are committed by someone the child knows. This could be a family member, a friend, a neighbor, or a babysitter. Very few children are molested by strangers.

Sexual touches often confuse young children. They may have trouble telling the difference between sexual abuse and healthy touch. Abusers may confuse children more by saying what they're doing is okay but secret. Today, your child learned to tell the difference between good touch and bad touch, as shown in this list.

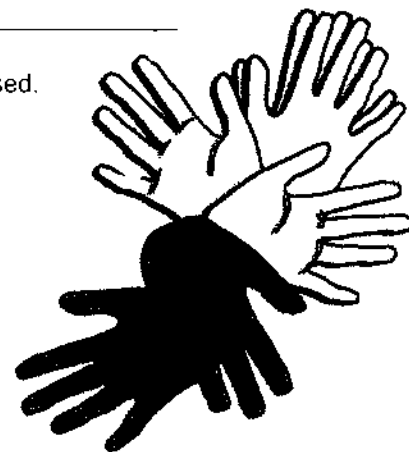
Good Touch	Bad Touch
<ul style="list-style-type: none"> • Hugs that feel warm and safe 	<ul style="list-style-type: none"> • Hugs that are too tight
<ul style="list-style-type: none"> • Gentle tickling 	<ul style="list-style-type: none"> • Tickling that won't stop
<ul style="list-style-type: none"> • Kisses from caring adults at bedtime and for hellos and good-byes 	<ul style="list-style-type: none"> • Kisses from someone a child doesn't like or doesn't feel comfortable with
<ul style="list-style-type: none"> • Playful and soft touches from pets 	<ul style="list-style-type: none"> • Slaps, kicks, punches, pinches, and other hurts
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In class, we defined "private parts" as the parts of the body covered by a bathing suit. Students learned they have the right to decide if someone can touch them. No one should touch a child's private parts, except as needed for health care in the presence of a parent or trusted adult.

Children who are taught to protect themselves are less likely to be abused. In class, students learned these safety rules.

- Avoid being alone with someone you don't trust. If you feel bad or sick around someone, trust your instincts. Get away. Make an excuse if needed.
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- If someone touches you in a way that feels bad, tell a trusted adult right away. Keep telling until you find an adult who can help you.
- If someone tries to grab you or get you into a car, yell, "No! I don't trust you! Let me go!" Kick or punch as hard as you can. Run toward where other people will be, such as a house, a store, an office building, or the side of a road.



Safety Rules

Child Abuse Causes Many Problems

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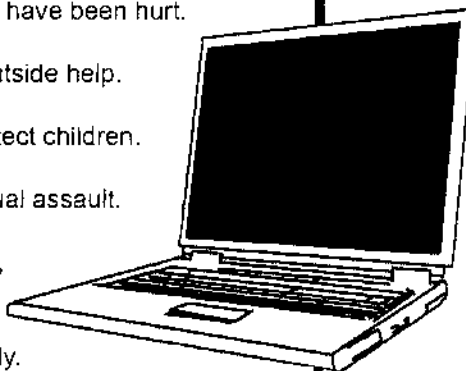
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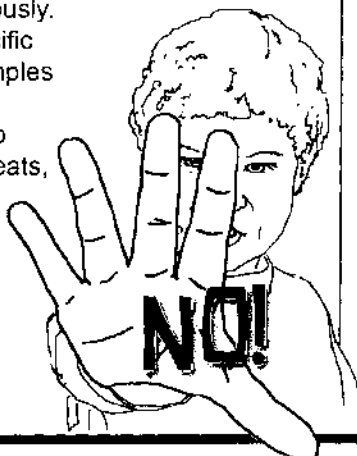
What You Can Do to Protect Your Child From Sexual Abuse



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- Be aware of who spends time with your child. Unwanted touch may come from someone you like and trust. Get to know the adults and older children who are close to your child.
- Check references, talk with other parents, and trust your feelings when choosing babysitters and day care providers.
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Say "no!" Yell. Get Away. Tell an adult.

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AGENDA PLANNER

April 21, 2010 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**

PUBLIC HEARING – Sexual Health Education Advisory Committee Recommendations

Board Action:
Personnel Action

April 21, 2010 **~~Performance Committee Meeting, 6:30 PM - CANCELLED~~**

April 27, 2010 **Study Session – PEG Update, 5:30 PM @ Balas**

April 28, 2010 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**
SPECIAL RECOGNITION – Volunteer Appreciation – McCuiston

State Champion Team Recognitions – Cartwright/Davis

CELEBRATION OF EXCELLENCE

Information:
Read 180 Update
Student Achievement Update

First Briefing:
SHEAC Recommendations
Approve Notice Calling for Public Hearing of the Budget
Policy Updates
09/10 Spring Grant Awards

PUBLIC HEARING – Sexual Health Education Advisory Committee Recommendations

Second Briefing/Action:
Pioneer Summer Construction bids
Roofing Supplier Recommendation
Pioneer Easement
Custodial/Maintenance Recommendation
Personal Curriculum
Policy 5050 Graduation Requirements Update
Other Policy Updates

May 4, 2010 **Executive Committee, 8:00 AM**

AGENDA PLANNER

May 5, 2010	Planning Committee, 7:00 PM - TENTATIVE
May 6, 2010	Performance Committee, 5:00 PM @ Balas Superintendent's Conf Rm
May 6, 2010	Study Session, 6:30 PM @ Balas Main Conf Rm Candidate Interviews
May 12, 2010	<p>REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM SPECIAL PRESENTATION – Vision Michigan Scholarship (Rebekah Warren)-TENTATIVE CELEBRATION OF EXCELLENCE</p> <p>Information: HR Update</p> <p>First Briefing: Roof & Parking Lot Project Energy Bid REMS Grant Evaluation Interior ADA Signage ADA Site Improvements Textbook Adoptions 3rd Quarter Financial Report WISD Budget</p> <p>Second Briefing/Action: Policy Reviews/Updates 09/10 Spring Grant Awards County-wide Transportation Consolidation</p>
May 18, 2010	Retirement Dinner, 6pm @ Campus Inn (TBD)
May 19, 2010	Study Session – Climate Assessment, 5:30 PM @ Balas

AGENDA PLANNER

May 26, 2010 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**
STUDENT PERFORMANCE – Clague Orchestra – Abby Alwin
SPECIAL PRESENTATION – Vision Michigan Scholarship (Rebekah Warren)-TENTATIVE
CELEBRATION OF EXCELLENCE – FINAL

Information:

First Briefing:
 2010/11 Budget

PUBLIC HEARING ON THE 2010/11 BUDGET

Second Briefing/Action:
 Roof & Parking Lot Project
 Energy Bid
 REMS Grant Evaluation
 Interior ADA Signage
 ADA Site Improvements
 Textbook Adoptions
 3rd Quarter Financial Report
 WISD Budget

June 1, 2010 **CHS Graduation, 7PM Rackham**

June 2, 2010 **Huron Graduation, 6PM @ EMU Convocation Center**

June 3, 2010 **Pioneer Graduation, 7PM @ EMU Convocation Center**

June 7, 2010 **Stone Graduation - TBD**

June 8, 2010 **Executive Committee, 8:00 AM**

June 9, 2010 **REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM**
CELEBRATION OF EXCELLENCE
STUDENT PERFORMANCE
SPECIAL RECOGNITIONS

Information:
 High School Update

First Briefing:

Second Briefing/Action:
 2010/11 Budget

AGENDA PLANNER

June 10, 2010	Performance Committee, 6:00 PM
June 15, 2010	Planning Committee, 6:30 PM
June 18, 2010	<i>LAST DAY OF SCHOOL (HALF-DAY)</i>
June 23, 2010	Executive Session – Formal Superintendent Evaluation, 5:30 PM REGULAR MEETING – DOWNTOWN LIBRARY, 7:00 PM

Information:

First Briefing:

Second Briefing/Action:

ITEMS FOR AGENDA PLANNING

INFORMATION ITEMS REQUESTED

<i>Item</i>	<i>Date Requested</i>	<i>Anticipated Completion Date</i>	<i>Date Completed</i>

POLICIES PENDING

Title	Person / Dept. Responsible	Next Step	Committee Assigned	Anticipated Completion Date	Date Completed
Textbook Adoption	Hunter	Department Review	Perf		
Middle School Tardy & Attendance	Hunter	Committee Recommendation	Perf	5/6	
6120 Pilot Projects/Innovation	Instruction	Department Review	Plan	4/14	
7220 Parent & Booster Organizations	Margolis/ Cartwright	Department Review	Perf	5/6	
3000 Series	BOE	Committee Review	Plan	4/14 & 5/26	
4000 Series	BOE	Committee Review	Perf	5/6	
5550 Chronic Health Conditions	Admin	Sunset Review	Plan	5/6	
7800 Parental Involvement	Admin	Sunset Review	Plan	4/14	

2011

2010

January							February							March						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
						1			1	2	3	4	5			1	2	3	4	5
2	3	4	5	6	7	8	6	7	8	9	10	11	12	6	7	8	9	10	11	12
9	10	11	12	13	14	15	13	14	15	16	17	18	19	13	14	15	16	17	18	19
16	17	18	19	20	21	22	20	21	22	23	24	25	26	20	21	22	23	24	25	26
23	24	25	26	27	28	29	27	28						27	28	29	30	31		
30	31																			

January							February							March							
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	
						1						1	2			1	2	3	4	5	6
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13	
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20	
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27	
24	25	26	27	28	29	30	28							28	29	30	31				
31																					

April							May							June						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
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3	4	5	6	7	8	9	8	9	10	11	12	13	14	5	6	7	8	9	10	11
10	11	12	13	14	15	16	15	16	17	18	19	20	21	12	13	14	15	16	17	18
17	18	19	20	21	22	23	22	23	24	25	26	27	28	19	20	21	22	23	24	25
24	25	26	27	28	29	30	29	30	31					26	27	28	29	30		

April							May							June						
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					1	2	3						1			1	2	3	4	5
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30	23	24	25	26	27	28	29	27	28	29	30				
							30	31												

July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6			1	2	3			
3	4	5	6	7	8	9	7	8	9	10	11	12	13	4	5	6	7	8	9	10
10	11	12	13	14	15	16	14	15	16	17	18	19	20	11	12	13	14	15	16	17
17	18	19	20	21	22	23	21	22	23	24	25	26	27	18	19	20	21	22	23	24
24	25	26	27	28	29	30	28	29	30	31				25	26	27	28	29	30	
31																				

July							August							September						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	3	1	2	3	4	5	6	7			1	2	3	4
4	5	6	7	8	9	10	8	9	10	11	12	13	14	5	6	7	8	9	10	11
11	12	13	14	15	16	17	15	16	17	18	19	20	21	12	13	14	15	16	17	18
18	19	20	21	22	23	24	22	23	24	25	26	27	28	19	20	21	22	23	24	25
25	26	27	28	29	30	31	29	30	31					26	27	28	29	30		

October							November							December						
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						1	1	2	3	4	5			1	2	3				
2	3	4	5	6	7	8	6	7	8	9	10	11	12	4	5	6	7	8	9	10
9	10	11	12	13	14	15	13	14	15	16	17	18	19	11	12	13	14	15	16	17
16	17	18	19	20	21	22	20	21	22	23	24	25	26	18	19	20	21	22	23	24
23	24	25	26	27	28	29	27	28	29	30				25	26	27	28	29	30	31
30	31																			

October							November							December						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2	1	2	3	4	5	6			1	2	3	4		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31	
31																				