



REGULAR MONTHLY BOARD MEETING

**February 27, 2007
7:00 P.M.**

**Somers Elementary School
1245 – 72nd Avenue
Somers, Wisconsin**



KENOSHA UNIFIED SCHOOL BOARD

REGULAR SCHOOL BOARD MEETING

Somers Elementary School

February 27, 2007

7:00 P.M.

AGENDA

- I. Pledge of Allegiance – Kenosha Military Academy Color Guard
- II. Roll Call of Members
- III. Awards, Board Correspondence, Meetings and Appointments
 - WFCFA Assistant Football Coach of the Year
 - Wisconsin State Education Convention Student Art Exhibit and Awards
 - Scholastic Art Awards
 - Time Warner “Hang Tough” Video Team Finalists
- IV. Somers Elementary School Presentation
- V. Administrative and Supervisory Appointments
- VI. Introduction and Comments by Student Ambassador
- VII. Legislative Report
- VIII. Views and Comments by the Public
- IX. Response and Comments by the Board of Education
- X. Remarks by the President
- XI. Superintendent’s Report
- XII. Strategic Planning Update
- XIII. Consent Agenda
 - A. Consent/Approve Strategic Planning
Implementation Teams
#1, 5, 6 and 7 Updates..... Pages 1-23
 - B. Consent/Approve Advertisement Sales
Affiliated With WGTD
Sportscasting Pages 24-29
 - C. Consent/Approve Request for Professional
Development Time for
Middle Schools..... Page 30

SCHOOL BOARD AGENDA

Page 2

February 27, 2007

XIII. Consent Agenda – Continued

- D. Consent/Approve Student Ambassador -
Policy 5411 (First Reading)..... Pages 31-32
- E. Consent/Approve Corporal Punishment/
Use of Physical Force -
Policy 5471 (First Reading)..... Pages 33-34
- F. Consent/Approve Donations to the District..... Page 35
- G. Consent/Approve Recommendations
Concerning Appointments,
Leaves of Absence,
Retirements and Resignations Page 36
- H. Consent/Approve Minutes of 1/23/07 and
2/13/07 Special
Meetings and Executive
Sessions, 1/23/07
Regular Meeting and
2/13/07 Special Meeting..... Pages 37-49
- I. Consent/Approve Summary of Receipts, Wire
Transfers and Check Registers..... Pages 50-51

XIV. Old Business

- A. Discussion/Action Durkee/Lincoln Replacement
School Borrowing Pages 52-59

XV. New Business

- A. Discussion/Action Lease Agreement for
Harborside Academy
and KTEC Charter
Schools Pages 60-79
- B. Discussion/Action Proposed Meeting of Electors
To Approve Lease, Sub-Lease
And Designation of School Site..... Page 80
- C. Discussion/Action Suicide Prevention
Initiatives Pages 81-108

SCHOOL BOARD AGENDA

Page 3

February 27, 2007

XVI. Other Business as Permitted by Law

XVII. Tentative Schedule of Reports, Events and Legal
Deadlines For School Board (February-March) Page 109

XVIII. Predetermined Time and Date of Adjourned Meeting, If Necessary

This page intentionally left blank

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 27, 2007

STRATEGIC PLANNING IMPLEMENTATION TEAM Strategy # I UPDATE

Strategy # I

We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff, and the community.

Update on Progress and Timelines

This report includes updates on the four result statements and their action steps for Strategy I that was approved by the Board of Education for implementation. The progress and timeframe are included in the attached chart containing the Action Steps with specific dates and Percent Complete figures.

The Strategy I Implementation Team is meeting on a monthly basis. Dr. Scott Pierce is working with the Board of Education to implement Action Step 1.3.

Action Plan 1.1 Establish standard communication protocols for the District.

Action Step 1.1. I Redefine the role of the Public Information office to manage the District communications and relations.

The role of the Public Information Office, renamed the Public Relations Office, will be realigned and redefined based on the implementation of the Strategic Plan by May 31, 2007. Expectations and responsibilities will coincide with the seven Strategies and the district's communication audit outcomes.

Action Step 1.1.2 Assess the current state of communications within the District.

A district communication audit was conducted December 5-7, 2007 by Dr. Steven Constantino and two staff members of Family Friendly Schools. Seventy-eight focus groups were provided to assess the current state of communication within the District. Participants included district employees, parents, and non-parent taxpayers.

Action Step 1.1.3 Establish minimum internal communication standards (e.g. common format, appropriate English, timelines of response, etc.)

Minimum internal communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, and 2006 District Culture Survey. Completion for this step is scheduled for June 2007.

Action Step 1.1.4 Establish minimum external communication standards.

Minimum external communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, and 2006 District Culture Survey. Completion for this step is scheduled for May 2007.

Action Step 1.1.5 Research best practice communication models.

The District has entered a three-year agreement with Family Friendly Schools. During the 2006-2007 school year, food service, bus drivers, secretaries, educational assistants, and facilities will participate in communication training. Dr. Steve Constantino is scheduled to the Administration, Supervisory, and Technical Group on January 25, 2007. In addition, he will provide the keynote address at the 2007 convocation in August 2007. A separate committee will be established to plan for this presentation.

Action Step 1.1.6 Create level-specific communication models based on best practices (e.g., elementary, middle and high school).

Level-specific communication models will be completed by June 2007.

Action Step 1.1.7 Notify District employees of expected communication standards and required skills.

Dr. Pierce will notify employees of the expected communication standards and required skills by September 30, 2007.

Action Step 1.1.8 Assess the state of communication within the District annually.

The Implementation Team will work with the Office of Educational Accountability to review current survey information, recommend additional survey questions and/or an additional instrument that will assess the state of communication within the District.

Action Step 1.1.9 Review the communication standards based on the results of the ongoing assessment program and revise the standards as appropriate.

The Implementation Team will review the communications standards in the spring of 2008. Based on community/school input, the standards may be adjusted.

Action Plan 1.2 Implement standard communication protocols for all schools and departments.

1.2.1 Assess the current state of communication within each school and District department.

Plans to organize and facilitate the development of standard communication protocols for all schools and departments are scheduled to begin in the fall of 2007.

1.2.2 Establish communication plans based on the District standards and the appropriate model.

1.2.3 Incorporate communication plans in each action plan.

Communication protocols will be incorporated into school site plans.

1.2.4 Notify schools and departments of expected communication standards and required skills.

Dr. Pierce will notify District employees of the expected communication standards and required skills in early 2008.

1.2.5 Make any necessary changes from the District's annual assessment.

Schools and departments will review communication standards and required skills. Any necessary changes will be made.

Action Plan 1.3 Implement standard communication protocols for the Board of Education.

Action Step 1.3.1 Redefine the purpose of the Board of Education's public relations committee to work with the Public Information Office which is now renamed to the Public Relations Office.

An internal Communication Team has been developed that includes the Superintendent, Public Relations Specialist, Web Specialist, Library Media Instructional Technical Specialist, Distance Learning Facilitator, Media Technical Channel 20 Specialist, and Community School Relations Manager. Additional team members may be added. The team is scheduled to meet regularly through 2007.

Action Step 1.3.2 Identify a broad based membership to serve on this committee.

School Board Policy 8850 "School Board Committees" has been approved to broaden the PR/Goals/Legislative Committee. The policy indicates: "The committee chair may seek up to six community members to serve on the PR/Goals/Legislative Committee. Every attempt will be made to have these committees reflect the diversity of the District."

Action Step 1.3.3 Review, assess, and make necessary modifications to the Code of Conduct for the Board of Education to include a minimum Board of Education communication standard.

This action step is complete.

Action Step 1.3.4 Provide training to address the communication standards and skills expected of all Board of Education members.

This Action Step is ongoing.

Action Step 1.3.5 Coordinate the Board of Education information through the Public Information Office.

This Action Step is ongoing.

1.3.6 Assess the state of communication for the Board of Education annually.

This action step is completed annually.

Action Plan 1.4 Improve consistency of communications between the District and taxpayers.

1.4.1 Assess current methods of communication with the taxpayers.

Implementation Team has developed a survey. The team I is working with Educational Accountability to implement the survey.

1.4.2 Establish forums to exchange ideas on issues relevant to public education (e.g., focus groups or public forums).

The selection of locations, topics, and speakers are in the planning process for 2007.

1.4.3 Enhance District communication through media channels (i.e., email, KUSD Website, Cable Channel 20, Kenosha News).

Channel 20 provided time on Inside KUSD for a Strategy I representative to update the community and relate information on the Communication Audit. Dr. Steve Constantino, of Family Friendly Schools, provided insight on the audit and three-year communication-training plan.

1.4.4 Enhance methods of communication for disseminating accurate and positive Information.

1.4.5 Report the "State of the District" annually to the community.

Strategy I will work with the Office of Educational Accountability to provide an annual report.

New members of the committee include:

Horace Staples – Parent
Kelli Cairo – Parent

Link to Attachment

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 27, 2007

STRATEGIC PLANNING IMPLEMENTATION TEAM 5 UPDATE

Strategy 5

We will develop and implement plans to model, reinforce, and recognize responsible, respectful, and ethical behavior by everyone.

Update on Progress and Timelines

V.1. Adopt a set of Core Values

Completed: Board Adoption September 26th, 2006

V.2. Implement curriculum on citizenship education that incorporates the KUSD Core Values

Student Support Staff Development

Dept. Mtgs. Completed (counselors – social workers – psychologists) re: Core Values adoption and process to integrate into guidance curriculum

Pilot project completed:

3rd & 5th grade guidance lessons prepared and conducted by Rich Bonnar, Counselor, Forest Park Elementary School, incorporating Core Values (Citizenship – Compassion – Respect) into classroom presentation. Also includes Service Learning Component (Letters to Veterans & Collection of Items for the WI Veteran's Home), and classroom teacher's evaluation of written writing process and proper grammatical use.

V.3. Utilize research-based “best practice” instructional strategies for all subject areas that mirror the KUSD Core Values

Agreements made: Interdepartmental cooperation established to accomplish action steps beginning in the 2007-2008 School Year, and concluding during the 2010 School Year:

- Cultural Competency Staff Development: orchestrated through HR
- Differentiated Instruction: 3 year plan developed, beginning in 2007 and concluding in 2010
- Website and Evaluation Tools: 3 year plan developed, beginning in 2007 and concluding in 2010

V.4. Create a comprehensive KUSD resource map identifying all policies and programs that promote responsible, respectful, and ethical behavior.

Originally scheduled to begin during the present school year - will not be initiated until July 2007 due to change in leadership.

- V.5. Create a comprehensive framework within each educational setting to be used to develop and promote responsible, respectful, and ethical behavior.

Framework Developed: (attached) Strategy 5.5 facilitator, Bill Haithcock, unveiled the framework for comments/alterations/etc. to Principal groups during the 05-06 School Year, and followed-up with Principal groups during the fall of 06-07. Now recommended to administration for inclusion into site plan requirements throughout the district, with full incorporation by 2010.

- V. 6. Recognize and reinforce responsible, respectful, and ethical behavior within this system

Originally scheduled to begin during the present school year – will not be initiated until July 2007 due to change in leadership.

Budget

During the 2007-2008 School Year, it is anticipated that \$2000.00 will be needed for additional staff hours to complete website development for sharing of best practices site, and to complete resource mapping instrument.

Staff Person Leading This Strategy

Joe Kucak, Team Leader

Bill Haithcock, Strategy V.5. Facilitator

Next Steps

New DPI Information

New School Counseling Program (Guidance Activities) Mandates have been released in draft form, considerably more comprehensive than previous expectations. With immediate connections to Strategy 5 Action Plans, the mandate also includes Health, Physical Ed, Career Ed, and Family Life Ed areas as well.

As the DPI School Counseling mandates are further delineated by DPI, Strategy 5 Team Leader, Joe Kucak, recommends the development of a multi-disciplinary work group (Counselors – Social Workers – Health - Phy Ed – Career and Technical Ed – Family Life Educators – Nurses – Dept. Administrators or designees) to:

- fully examine what is presented - delivered in each curricular area noted above
- define which areas experience delivery overlap and duplication
- define areas needing improvement in order to meet state/district expectations
- make recommendations to administration for additions/modifications

Joseph Kucak

Coordinator of Student Services

Guidance Lesson Plan

Title: Veterans Citizenship Project

Grade Level:

☐ K ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5

Benchmark:

☐ Sets & Achieves Goals ☐ Evaluates Self ☐ Makes Decisions ☒ Works in Groups ☒ Respects Diversity
☒ Solves Problems ☒ Directs Change ☐ Manages Conflict ☐ Connects Family, School, and Work

KUSD Core Values:

Citizenship: Patriotic, sense of pride, actively participating in the community, a sharing of time, talents and resources

Compassion: Consideration and acceptance of others, patience, tolerance and kindness

Respect: Honoring appropriate authority, treating others as you would like to be treated

Social Studies Benchmarks:

- Understand time patterns and relationships among events
- Understanding the importance of individuals and groups across time and place
- Understands the time in which people lived
- Connecting and comparing present with past
- Understanding patriotic identity
- Understanding rights and freedoms of citizens

English/Language Arts Benchmarks:

- Takes basic notes with teacher support
- Uses appropriate listening etiquette
- Obtains information by listening to a speaker's answers to questions
- Identifies and summarizes key points of an oral presentation
- Writes expressive pieces in response to reading, viewing and life experiences
- (e.g., narratives, reflections, letters) and includes an introduction, body, and conclusion
- Writes poetry using simple forms (e.g., limerick, free verse)
- Writes a multiple paragraph persuasive piece supporting a position with reasons and elaborations (e.g., editorial, letter)

Resource(s): For Which It Stands – DVD and teacher’s guide, America’s Veterans - video and teacher’s guide, I Pledge Allegiance comic book, Our Country’s Flag comic book, American Legion Post 21 members

Time Duration: 5th grade: For Which It Stands lesson (1 hour), America’s Veterans lessons (2 – 45min.) Veterans Day Ceremony (1 hour).

3rd grade: I Pledge Allegiance (45min.) and Our Country’s Flag (45 min.)

2 week “Essential Items Drive” for elderly and disabled veterans

Objective: 1) Students will learn the fundamental American ideals symbolized by the flag. 2) Students will learn the meaning of the Pledge of Allegiance. 3) Students will learn specific ways to care for and respect the flag. 4) Students will learn about the evolution of the flag of the United States. 5) Students will learn who veterans are, what they have done, and why they should be honored. 6) Students will appreciate the role played by veterans in a free society. 7) Students will explain why certain rights and responsibilities are important to themselves and to their family, community, state, and nation. 8) Students will learn to write in a variety of genres including poetry and letters. 9) Students will work together to achieve goals. 10) Students will learn about benefit and value of service projects

Assessment: Oral questioning during lessons, evaluation of writing assignments, Venn diagrams, performing at ceremony, level of participation, feedback from students and veterans

Materials: For Which it Stands. The American Legion. (2005) United States. America’s Veterans. Center for Educational Resources. (2000), Indianapolis. I Pledge Allegiance.. Custom Comic Sales. (2001). Doylestown, PA. Our Country’s Flag. Custom Comic Sales. (2002). Doylestown, PA. Postal stamps, stationary, envelopes and four wicker laundry baskets

Activities and Procedures:

Lesson 1: For Which It Stands

Opening the Lesson: Ask students, “What does the flag of the United States mean to you?” Give the students time working in pairs to record their responses to this question. Record their responses on the chalkboard. Tell the students they are about to watch a video that addresses the general question, “What does the United States flag mean to you?” Have students keep track of how their responses compare with the ideas developed in For Which It Stands. (10 min).

Showing the Program: For Which It Stands. (20 min.) **After the Program/Follow-up Activities:** Ask the following questions from teacher’s guide: Opening, Respect for the Flag, Care for the Flag, Flag History, Meaning of the Flag and Closing questions. (Pg. 11-13). (10 min.) Show George Learns the Pledge enhancement activity. Pass out Pledge of Allegiance handout and students will take notes on the back of the handout of what George learns about the Pledge.

Poetry Assignment: Students will use information learned on the key values the Pledge of Allegiance to write related poetry in a form of their choice. Classroom teachers will lead in the poetry writing process and evaluation. Two poems will be selected from each class to be read at the Veterans Day ceremony.

Veterans Day Ceremony Rehearsal: The Youth Leadership Team will meet with the American Legion Youth Chairperson to practice duties for the ceremony. These will include: carrying the flags, reading the President’s Proclamation of Veterans Day, introducing American Legion Veterans and reading selected poetry from the class assignment.

Veterans Day Ceremony: Forest Park Elementary 5th grade class will meet with American Legion Post 21. Students will perform duties as stated in the rehearsal section. A student to veteran question and answer session will bring the ceremony to a close.

Lesson 2: America's Veterans – What is a Veteran?

Opening the Lesson: Ask students, “What does Veterans Day mean to you?” Give the students time working in pairs to record their responses to this question. Record their responses on the chalkboard. Tell the students they are about to watch a video that addresses the general question, “What does Veterans Day mean to you?” As the students watch the video, have them figure out how their responses compare with the ideas developed in the program. (5 min.)

Showing the Program: America's Veterans (23 min.). **After the**

Program/Follow-up Activities: Ask the following questions: Who is a veteran? What are some of the ways in which our nation says “thank you” to veterans?

Venn Diagram Activity: Using the overhead of the Venn diagram (pg.17), ask the class to compare and contrast the stories of Diane and Billie. Next divide the class into groups of three or four. Distribute Venn Diagrams to each group. Show the Joe Frank and Joseph Rodriguez stories again. Have each group identify and record, on a piece of their own paper, the similarities and differences in the paired stories. Have the groups complete their Venn Diagrams. Ask for volunteers to describe their work. Have students save their work for reference during their letter writing assignment.

Lesson 3: America's Veterans – United States Citizenship Rights and Responsibilities

Opening the Lesson: Tell the students, “In the video, Lizzy's grandpa makes the point that we have many freedoms or rights in this country. But we also have a responsibility to help preserve these rights. Today's lesson's explores the ideas of rights and responsibilities.” Ask the students to identify the rights and responsibilities discussed by the veterans in the video.

Showing the Program: America's Veterans (23min.)

After the Program/Follow-up Activities: Using the overhead, show the rights and responsibilities phrases (pg. 7). Also on the chalkboard, write the headings “Individual Rights” and “Responsibilities of Individuals”. Have students work as a class to distinguish rights from responsibilities. Record student responses under the appropriate heading. Ask the students to explain why they placed them where they did. Discuss that one of the primary purposes of America's government is the protection of the rights of individuals. **Brainstorm** additional rights that individuals enjoy in America. Ask, “Why is the right to _____ important?”

Explain that for American democracy to flourish citizens not only must be aware of their rights and exercise them responsibly, they must also fulfill their responsibilities to family, friends, and others in their community and nation. **Brainstorm** additional responsibilities that individuals have in America. Ask, “Why is it a responsibility to _____?”

To end this activity, have students share their answers to what the four veterans say about rights and/or responsibilities. Use the veteran statements (pg. 8/9) to guide the discussion. Joe Frank feels that every citizen in this country should do community service. What kind of community service does he do? Why is it important for people to perform community service? Based on what you saw in the video and learned in these activities, why do you think that veterans should be honored?

Letter Writing Assignment: Each Student will write a Dear Veteran, ... letter using the writing process and proper use of grammar. Classroom teachers will evaluate letters before they are mailed.

Essential Items” Collection Drive: Forest Park Elementary will work with American Legion Post 21 to address care needs of elderly and disabled veterans living at Wisconsin Veterans Home in Union Grove, WI. Our primary goal will be to collect hygiene items, snacks and leisure items such as novels, jigsaw puzzles, and crossword puzzle books.

Third Grade Lessons

Students on the Youth Leadership Team with supervision from the school counselor will teach two lessons.

Lesson 1: I Pledge Allegiance - Show George Learns the Pledge enhancement activity. Discuss video and details of the Pledge. Pass out I Pledge Allegiance comic book. Have the class orally read, answer questions and complete activities in large group.

Lesson 2: Our Country’s Flag – Show Flag Timeline enhancement activity. Ask the class, “What have you learned about the American Flag from creating this timeline?” Read Our Country’s Flag comic book

Draft Only

(Undated 10/31/06)

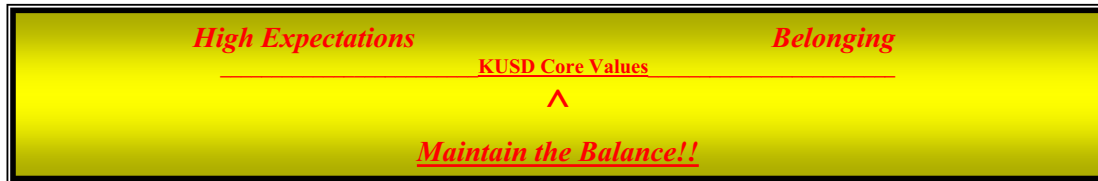


Draft Only

(Undated 10/31/06)

Strategic planning committee (Strategy #5) – The district will develop and implement plans to model, reinforce, and recognize responsible, respectful and ethical behavior by everyone within the system.

Action Plan V.5; Specific Result – Implement a comprehensive framework, within each educational setting, to be used to develop and promote responsible, respectful, and ethical behavior.



Staff/ Community Framework

<u>Action Steps</u>	<u>Rationale</u>	<u>Possible Intervention Examples</u>	<u>Non-Negotiables</u>	<u>Intervention # 1</u>	<u>Intervention # 2</u>	<u>Extension # 1</u>	<u>Evaluation Procedure</u>
Identify Implement effective strategies that sustain a positive culture among all KUSD stakeholders.	Building community within schools is important for all stakeholders. Schools should be an important part of our neighborhoods as a whole.	- Parent Involvement activities/ efforts. - Community events held at school. - Celebrations.	N/A – Site decision				
Identify and implement effective strategies that build student and staff belonging	Staff connectedness and belonging is just as important as it is with the students. How can we help all teachers to feel like an effective part of a team that recognizes their strengths?	- Staff social committees - Recognition programs - Staff events	N/A – Site decision				

- All stakeholders should exhibit consistent modeling of KUSD Core Values.
- All district policies should be consistently enforced for students, staff, and other employees that exhibit inappropriate behaviors.

Student Framework

<u>Action Steps (Discipline Plan)</u>	<u>Rationale</u>	<u>Possible Intervention Examples</u>	<u>Non-Negotiables</u>	<u>Intervention # 1</u>	<u>Intervention # 2</u>	<u>Extension #1</u>	<u>Evaluation Procedure</u>
Identify and implement a school wide behavior management plan consistent with the adopted core values.	Establish consistency within your building. Students need a predictable environment in order to understand and adhere to high behavioral expectations.	- Diana Day Plan - Responsibility Training - Love and Logic - A comprehensive plan created for your individual school.	- Consistent classroom behavioral progression - Consistent language - Consistent support strategies - Consistent expectations - Consistent documentation - Established consequences - Staff development plan/ collaboration opportunities. - Clarified roles for staff.				
Identify and Implement consistency within classroom procedures	Create and teach clear procedures so that students understand how things are supposed to be done. If they make mistakes re-teach it (all year).	- Could be based on Harry Wong's work.	- Entering - leaving the building procedures - Hallway procedures - Forgotten materials procedures - Lunch procedures - Locker room procedures - Starting class procedures				
Identify Implement effective strategies that sustain a positive peer culture among all KUSD stakeholders.	Students must treat one another with respect. Student connectedness and safety are jeopardized when students are not emotionally safe.	- Bullying prevention program - Peer mediation program - Peer court	- Staff development plan - Community effort				
Identify and implement effective strategies that build student and staff belonging	Be pro-active. Create a culture of positivity within the school. A rising tide lifts all ships.	- Spirit week - School picnic. - Additional activities - Pep- assemblies - Mentoring programs	- N/A – Site Decision				
Identify and implement effective strategies that teach appropriate behaviors	Today's students need to learn alternative choices to handle behavioral situations. Sometimes additional skills are necessary.	- Conflict resolution programs - Opportunity Center - Specific Advisory efforts - Goal Setting - Decision making/ problem solving model. - Student data binders	- Important to be researched based.				

- All stakeholders should exhibit consistent modeling of KUSD Core Values.
- All district policies should be consistently enforced for students, staff, and other employees that exhibit inappropriate behaviors.

Notes for vertical team leaders: While explaining this to your levels please remember these thoughts:

1. We hope that schools find this framework to be helpful and well organized so that the process of implementing strategy 5.5 is clear.
2. We wanted to set some researched based criteria, while still allowing some autonomy for the sites. We recognize that “buy in” is critical.
 - We recognize that all schools have done a lot of work in these areas.
 - It is perfectly appropriate for schools to include existing practices that fit. This does not all have to be new work.
3. Through discussion at vertical team last year, decided that there will not be a separate framework for each level. The form will be comprehensive and consistent for all academic levels.
4. It has also been agreed that some of the strategies will take more than one year to accomplish. We agree that it is ok for schools to take a couple years, as long as they have a plan for success and they can tell us where they are at along the plan towards full implementation. Our framework and expectation levels should recognize that schools, when doing these correctly, need time.
5. The adopted core values represent the desired behaviors for all students.

Questions for Principals to consider while reviewing this draft:

1. Is the framework clear? Would you suggest any changes to the layout?
2. Are the non-negotiables realistic/ appropriate? Too much? Too little?
 - a. Remember, the goal of the group was to offer some autonomy while still operating within some research based limits.
3. Do you have any other effective examples to list or suggested changes to the rationale so that the purpose of the action step is clear?
4. Do you have any other suggestions for improvement?

Link to Appendix

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 27, 2007

STRATEGIC PLANNING IMPLEMENTATION TEAM (# 6) UPDATE

Strategy #6

We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

Update on Progress and Timelines

A majority of effort has been placed on implementing and sustaining Cultural Competency learning sessions. Since our last report, schools Administrators have viewed the second scheduled video titled "30 Minute Blue Eyed". This film is designed for the workplace, which bridges off the initial video presented in the Cultural Competency learning sessions. Facilitators are scheduling time within their buildings (during staff meetings) to present this video and are engaging staff in conversations around the video.

Trained Facilitators are currently participating in a book study entitled "Crucial Conversations about Race". This book study also bridges off of the work they have already completed as Facilitators.

Additional Facilitator training is scheduled to begin the end of January. Any staff member interested in being trained as a Facilitator will participate in a 2-day session.

Special Education teachers who were unable to attend the September 1, 2006 Cultural Competency learning session, due to a previous scheduled program, will participate in February.

Follow-up Facilitator sessions titled "Networking for Success" will be conducted during March.

All other employee groups will begin their work in Cultural Competency during their upcoming scheduled In-service sessions.

The success of these learning sessions prompted the development of Facilitator training with students. Approximately 90 Tremper students have been trained as Cultural Competency Facilitators. They will soon begin their work of training students within their building. Further work for training students at other high schools is currently being discussed.

All work related to Cultural Competency is part of the 6.4 and 6.6 strategies.

Budget

To date approximately \$25,000 has been spent on Cultural Competency Training of all staff as well as recruitment and professional development activities. The Office of Human Resources has received a \$55,000 grant to address diversity turnover (retention) of teachers in high need schools.

Staff Persons Leading This Strategy

Norris Jones and Martha Gutierrez

Next Steps

The Action Step teams will continue to meet. Research will also be completed that prepares the District to address Action Steps that possess contractual implications. These forthcoming Action Steps are scheduled to be addressed by this team during the remainder of 2007.

PLEASE NOTE:

Implementation Team Chairs will utilize the Action Steps template in the strategic planning software to provide specific detail regarding progress on the various 2006/07 action plans.

Link to Attachment

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 27, 2007

STRATEGIC PLANNING IMPLEMENTATION REPORT FOR STRATEGY 7

Strategy 7

We will work effectively with our disengaged students and those who are negatively impacted by social influences, which are interfering with learning in order to improve attendance, achievement and the graduation rate.

Update on Progress and Timelines

VII. 1.3 “Develop immediate, systematic and specific interventions in reading and math for students who are not achieving mastery on common grade-level/course-level assessment.” We are presenting the final framework tonight that will guide all interventions at all three levels. It gives guidelines to school staff and allows them to tailor make the interventions to their school situations and student populations. The insistence that we have is that all schools must “provide immediate, systematic, and specific interventions for students who are not achieving mastery on common grade level/course-level assessments” in line with VII. 4. 3. A chart of the structure and an example of how our current interventions that are in place in various schools within the district fit within the pyramid are enclosed. The other recent focus within the committee is to do the work of VII. 1.4, which is a joint effort with Strategy IV. It was decided that the work of developing the Essential Learning Skills mentioned in Strategy VII most logically fit under the work of Strategy IV and the work of the Instructional Services Department. The remaining work of Strategy VII is to “Review draft essential skills to give input on clarity and specificity (input group) and distribute draft to all administrators (Connections). The last part of this was done with the distribution of the draft of the Most Essential Benchmarks to administrators. The first part of presenting them to parents as an input group had not been done. In line with this a meeting was held on January 23, 2007 with a group of parents. They were given a draft copy of the Most Essential Benchmarks in Math and asked to apply a rubric that identified whether or not parents could clearly understand what their child was responsible to learn and be able to do. This also collaterally touches upon the emphasis of Strategy I that seeks to increase the communication between the district and its stakeholders. The results of the rubrics were shared with Instructional Services so that in line with the aforementioned action step of Strategy VII any needed revisions for parent clarity could be undertaken. A meeting will also be held to follow a similar process with the Reading/ Language Arts Most Essential Benchmarks. Instructional Services requested that we wait until late February of early March so that they could develop a more concise edition of the Most Essential Benchmarks for that subject area. The same process will be followed utilizing the same parent group to exam those benchmarks for their understandability and clarity from a parent perspective. When this is done, the results of that rubric will also be turned over to Strategy IV and Instructional Services so that any revision to take into account input from the parent group can be undertaken.

Budget

Grants have been given from Special Education, School Leadership and Title I to facilitate the development of interventions at elementary, middle and high school levels. Schools that are not recipients of any of those funding sources will require support from other district funds in order to develop systematic interventions responses within their buildings.

Staff Persons Leading This Strategy

Ernie Llanas and Milton Thompson.

Next Steps

When the Pyramid of Interventions is presented on February 22nd at Connections, VII. 3.1 – 3.5 will have been implemented. Working with schools to develop forms and to lend assistance in helping them fit interventions into the framework will be the next step. Also, taking the input from the parent group and giving them feedback on how it is incorporated into the work on the Most Essential Benchmarks will be a part of the next steps.

Three Questions

THREE QUESTIONS THAT DRIVE IMPROVEMENT

- 1. What is it we want all students to learn – by grade level, course, and by unit of instruction?**
- 2. How will we know when each student has acquired the intended knowledge and skills?**
- 3. How will we respond when students experience initial difficulty so that we can improve upon current levels of learning?**

Questions to Discuss

- Where are we now?
 - How do we help students who are not succeeding?
 - What interventions are in place?
 - How do we know our interventions are working?



Pyramid of Interventions Framework and Reflection

Resources Designated

Who is involved in delivering intervention support at each level?

Assessment and Monitoring

What is your assessment tool or monitoring system that initiates movement from one level of intervention to another?

Involves specialized help

At this level interventions are implemented as a result of assessments at the previous level and lack of success. Help is given in individualized or small group.

This is what is tried when the regular instructional program or behavioral program is not successful and the student requires an additional level of support. Generally entails working with smaller groups than a whole classroom of students.

RESOURCES

ASSESSMENTS

What is currently In Place for all students within your building? (It can include curriculum programs for all students and behavioral programs for all students)

INTERVENTIONS

Kenosha District and Building Pyramid of Interventions

RESOURCES

ASSESSMENTS

Special Education
Placement
Retention

Summer School

SIT Team

Reuther High for Credit Recovery

Mandatory Guided Study Hall

Fast Math

Extended Courses

Intervention/Extension Period

Additional Pull Out Time with Teacher

Grouping for Math Interventions

Bilingual/ESL/Itinerant

Math Facts Review with Assistant

Before and After School Tutoring

Accelerated Reader/Math

Reading Counts/Math Counts

Grouping for Reading Interventions

Good Friend Program

Reading Recovery

Read 180

Mentor Program

Student Data Folders

Ruby Payne Model

Guided Reading

Lunch Hour Help

Whole Building Services Provided For All Students

Most Essential Benchmarks

Grade Level Common Plan

Reading Specialist Extra Curricular Clubs

Awards Assemblies

Houghton Mifflin Reading

Re-teaching a Lesson

Diana Day

Making Thinking Visible

Parent Workshops

Differentiated Instruction

Character Counts

Direct Instruction

Everyday Math

Nine Powerful Instructional Strategies

Team Common Plan

Math Intervention Specialist

Six Traits Writing

Success For All

Common Assessments

²²
Interventions

**Regular School Board Meeting
February 27, 2007**

Consent Agenda Item XIII-A - Strategic Planning
Implementation Teams #1, 5, 6 and 7 Updates

Link to Appendix

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 27, 2007

ADVERTISEMENT SALES AFFILIATED WITH WGTD SPORTSCASTING

WGTD (Public Radio) is requesting permission to underwrite the airing of Kenosha Unified School District events. The Kenosha Community Media policy that the District uses for rebroadcasting school events over Channels 14 and 20 complies with the current District Policy 1510, Advertising/Promotions and Policy/Rule 1220, Media Coverage. The Wisconsin Association of School Boards was contacted and they are in agreement with this recommendation.

Therefore, it is recommended to apply the underwriting policy of the Kenosha Community Media for the WGTD (Public Radio) broadcast of Kenosha Unified School District events as the Administrative Regulation 1220. Attached is also revised Policy 1220 – Media Coverage – to include local radio programs.

The Curriculum and Program Committee reviewed Advertisement Sales Affiliated with WGTD Sportscasting on February 13, 2007 and are forwarding it to the February 27, 2007 Board meeting.

Administrative Recommendation:

Board approval is requested for the revised Policy and Rule 1220, Media Coverage, on their first reading on February 27, 2007.

Dr. R. Scott Pierce, Ed.D.
Superintendent of Schools

Kathleen M. Barca
Executive Director of School Leadership

Suzanne Chernik
Specialist for Library Media and Instructional Technology

POLICY 1220

MEDIA COVERAGE CABLE TELEVISION

The **media coverage** ~~cable television channels~~ provided by the local cable television **and radio** companies ~~company~~ shall be utilized by the District to provide educational and informational programming to the community and schools. All programs shall be consistent with the mission of the District and supportive of the goals approved by the School Board.

The Specialist for Library Media and Instructional Technology is responsible for the operating and programming of the District's subscriber cable channel.

The Specialist for Library Media and Instructional Technology is also responsible for coordinating all programming on the District access channel distributed to the community on the subscriber network.

LEGAL REF.: Wisconsin Statutes

Sections 120.13 [Board power to do all things reasonable for the cause of education]

120.13(22) [Board power; cable television]

CROSS REF.: 1200, Public Relations Program

1210, Communication - School Sponsored (Including Crisis)

1510, Advertising/Promotions

3220, Funding Proposals and Grants

3643, Emergency Closings (Inclement Weather)

6100, District Vision

6110, Instructional Program Mission and Beliefs

8860, Citizen Advisory Committees

ADMINISTRATIVE REGULATIONS: None

AFFIRMED: December 28, 1990

REVISED: February 9, 1999

February 25, 2003

December 19, 2006

RULE 1220

MEDIA COVERAGE ~~CABLE TELEVISION~~

1. Students may elect to be involved in **media** production of ~~cable television~~ programs under the supervision of qualified staff members.
2. Diverse programming will be provided to avoid overemphasis upon any one portion of the District's curriculum-activities or personnel.
3. No student, staff member or anyone else appearing on a program will be exploited for private commercial purposes. Each individual's right to privacy will be protected at all times. The acquisition of signed release forms, where required, will be the responsibility of the program producer.
4. Obtaining the necessary royalty and/or copyright clearances, prior to scheduling of a broadcast, will be the responsibility of the program producer.
5. Program sponsorships will be permitted, except that no sponsorship promoting the use of alcohol, drugs, tobacco or other harmful substances will be permitted. Any sponsorship inferring or endorsing any other product, process or activity that is inconsistent with the District mission or educational objectives of the District is prohibited. Acknowledgment of acceptable sponsorship will be limited to the "Kenosha Community Television Commission" guidelines, "This program was made possible through funding provided by appropriate sponsors." No slogans or other descriptions of a commercial nature will be used.
6. Funding for District programs may be sought from outside sources, including grants, trusts and funding from governmental and other sources. Acceptance of such funding shall require approval of the Superintendent of Schools.
7. Live **media coverage** ~~cable-casting~~ of District activities that may have an impact upon participation, spectatorship or revenues will require the approval of the Superintendent.
8. Federal, state and local **media** ~~cable~~ regulations will be honored at all times; where District policies are more restrictive, the latter will take precedence.
9. The District will be responsible for the maintenance of all District-owned equipment. All persons using District production equipment will be required to attend training sessions and/or demonstrate competency in its use. All persons using equipment will exercise sound, careful judgment when operating equipment.
10. When working on a **media** ~~cable~~ production, students will be expected to abide by all school rules and are to exercise good judgment in regard to dress and behavior.
11. All program media becomes the property of the Kenosha Unified School District. The District maintains the right to apply for copyright through the U.S. Office of Copyright. Copies of media will not be made for private individual use. Exceptions to these guidelines will require the approval of the Specialist for Library Media and Instructional Technology.

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 1220 MEDIA COVERAGE

Producers may defray the cost of production expenses by seeking assistance from an underwriter. An underwriter is a third party that voluntarily contributes cash or substantial in-kind services to finance, in whole or in part, the production or acquisition of a program, and does not exercise any inappropriate influence over the content of the program it has funded. Underwriters shall not have a close commercial connection between their products and services and the content or focus of program. They may not appear on a program that they have underwritten. Their business location, interior or exterior, may not be shown except in a program's underwriting credits.

An underwriter may provide reimbursement for direct out-of-pocket expenses and the cost of reasonable accommodation as covered under the American Disabilities Act. Direct out-of-pocket expenses may include, but not be limited to, the purchase of recording and playback medium such as tapes or disks, equipment rental fees, props, backdrops, sets, furniture, promotional materials such as brochures or newspaper advertisements, and refreshments for crew persons.

Producers may not solicit or receive personal financial compensation of the production of program(s).

SOLICITING DONATIONS. At least two business days prior to airplay of a program that is being underwritten, the program's producer shall submit an underwriter's agreement form in person to the Media Coordinator. Forms are available at the Media Center. The Coordinator may deny the agreement when underwriting arrangements would violate these rules and procedures or federal law.

Kenosha Unified School District No. 1's (KUSD's) status as a 501(c)(3) non-profit organization does not extend to the independent producers that use its equipment and facility. Therefore, an underwriter's contribution to a program created by an independent producer may not be considered a tax-exempt donation based solely upon KUSD's status as a non-profit.

UNDERWRITING CREDITS. The purpose served by underwriting credits is to identify the underwriter. Credits shall not be used to promote the underwriter or its products or services. Underwriting is not commercial sponsorship. Underwriters shall be identified in a program by their legal corporation name or the legal name of any private person. Credits may use full or partial screen with plain background or over program video with or without voice-over in the following format:

SUPPORT FOR THIS PROGRAM WAS PROVIDED, IN PART, BY
(Business name of underwriter and the name of the city/village/town where underwriter exists)

Logos, slogans, value neutral descriptions of a product line or service, brand and trade names and product or service listings, visual depictions of specific products or business locations, and telephone numbers may be used as long as these items are not designed to be promotional in nature. Subject to advanced approval from the Media Coordinator,

ADMINISTRATIVE REGULATION

ADMINISTRATIVE REGULATION 1220
MEDIA COVERAGE
Page 2

producers may include other information in the credits when this language does not closely imply a commercial interest or editorial participation by the underwriter.

Underwriting credits shall not include any call to action, superlative description or qualitative claim about the company, its products or its services, direct comparison with other companies, or with other companies' products or services, price or value information, inducements to buy, sell, rent, or lease, endorsements or demonstrations of consumer satisfaction.

An underwriter may not be anonymous. A producer of a program may never receive credit as an underwriter even though a producer may have a financial investment in a program.

FREQUENCY OF UNDERWRITING CREDITS. Producers shall provide credit to underwriters at the beginning and end of a program. Producers may provide credit at other times when a program is sixty (60) minutes or longer in duration. For programs of at least sixty (60) minutes, underwriters may receive a credit at each thirty (30) minute intervals in the same format as credits provided at the beginning or end of a program.

Credits for each underwriter shall be announced or displayed for a maximum of ten (10) seconds. Visual depictions of specific products or business locations shall be limited to a single image of the product or location.

Producers may not provide credit, mention or description of the underwriter, its business, products or services at any other time or in any other format unless approved by the Media Coordinator.

No single underwriter may be credited with greater frequency than any other underwriter of the same program, and all underwriters of a particular program must be mentioned in each underwriting credit shown for that program.

POLICY 1510
ADVERTISING/PROMOTIONS

Schools shall not be used for advertising of commercial products or activities, except as approved by the Superintendent of Schools/designee.

Equipment or materials containing advertising of a service, product, or activity may be approved for school use by the Superintendent/designee, if the educational value or savings to District taxpayers warrant such approval. Competing commercial enterprises, upon their request, will be afforded equal opportunity to offer equipment or materials for such approval.

No advertising for alcoholic beverages, tobacco, or other harmful substances or that is inconsistent with the District mission or educational objectives of the District may be accepted for any school or school publication. No paid advertisement shall be construed as or constitute an endorsement by the Board, the District or the school of any product, services or activity or program. The Board and the school reserve the right to reject any paid advertisement for any reason.

Announcements of activities that are cultural or recreational and sponsored by school-related organizations or non-commercial, non-denominational or non-political community organizations may be made on the school public address system, or be posted or disseminated. Building principals will regulate the posting or other dissemination of such announcements by school personnel.

LEGAL REF.: Wisconsin Statutes
Section 118.12(1) [Promotions on school premises]

CROSS REF.: Rule 1220, Cable Television
1330, Use of School Facilities
1400, Gifts, Grants and Bequests
1410, Free Materials
1500, Solicitations/Fundraising
1520, Distribution of Materials and Literature to Students
3422, Exclusivity Agreements with Vendors
5143.1, Access to School Buildings
6750, Student Contests

ADMINISTRATIVE REGULATIONS: 1213A, Web Page Publication Technical Specifications

AFFIRMED: December 28, 1990

REVISED: February 25, 2003
December 19, 2006

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin
February 27, 2007

**REQUEST FOR PROFESSIONAL DEVELOPMENT TIME
FOR ELEMENTARY AND MIDDLE SCHOOLS**

Professional development is essential to the implementation of the district's strategic plan. In order to meet our objectives, additional time for professional development is necessary. Permission is requested to expand the professional development days from half to full days. This is the current high school practice that the school board and State Superintendent have approved for several years.

State statutes require that students are in attendance for 180 school days and a set amount of minutes per day is met at the elementary, middle and high school levels. If each school meets the number of minute requirements a district can request an exception to the number of school days for specific professional development time. In order to meet the minute requirements, a few minutes need to be added at the beginning or ending of the school day. This time would fall within the teachers' contract.

With these slight modifications to the length of the school day each school would meet the required number of minutes and specific professional development activities would be planned and coordinated through the office of professional development. Only activities that directly relate to the district or site strategic plans would be scheduled during this time.

Administrative Recommendation:

School board approval is recommended to submit to the state superintendent and implement, if granted, a professional development schedule that increases the four half days to four full days for elementary, middle and high schools. This requires an exception to the 180 days for student attendance while still meeting the total number of minute's requirement. The Curriculum and Program Committee reviewed this request on February 13, 2007 and recommended approval from the Board on February 27.

Dr. R. Scott Pierce, Ed.D.
Superintendent of Schools

Louise Mattioli
Coordinator of Professional Development

Timothy Miller
Executive Director of School Leadership

Kurt Sinclair
Director of School Leadership

Kathleen Barca
Executive Director of School Leadership

Milton Thompson
Director of School Leadership

Dr. Edie Holcomb
Executive Director of Curriculum and Instructional Services

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
REGULAR SCHOOL BOARD MEETING
Kenosha, Wisconsin

February 27, 2007

STUDENT AMBASSADOR – POLICY 5411

As evidenced by the Search Institute Student Youth Survey, it is important for youth to be valued in the community. The Board of Education believes that it is important to stay current on events occurring in our schools and is requesting student representation at the monthly full Board meeting.

Students have a unique perspective on the problems, issues and needs facing schools and what can be done to address those problems, issues and needs. Involving students in the decision-making process and getting this perspective may be beneficial to both students and the schools. For example, such involvement:

- may be a valuable learning experience for students;
- may help school officials better identify problems, issues and needs in the schools;
- may lead to decisions that better serve the educational or other needs of students;
- may promote positive school spirit and increased pride in the schools;
- may help students realize that issues are often complex and not always easy to resolve;
- may lead to better student acceptance of the decisions that are made;
- may help students develop the citizenship and leadership skills they need to be contributing members of society; and
- may increase student's awareness of the district's democratic process.

Administrative Recommendation:

The Personnel and Policy Committee recommended, at its February 13, 2007 meeting, that the Student Ambassador - Policy 5411 be brought to the full Board for a first reading on February 27, 2007 and a second reading on March 27, 2007.

R. Scott Pierce, Ed.D.
Superintendent of Schools

Kathleen M. Barca
Executive Director of School Leadership

POLICY 5411
STUDENT AMBASSADOR

The purpose of the Kenosha Unified School District is to serve the educational needs of the students who attend their schools. In order to better facilitate communication between the Board and the District's students, to increase awareness of the democratic process within the District and to improve the opportunity for participation in the decision-making process by young people, the Board will include student ambassadors in the Board meeting process.

One of the student council presidents/designees will participate in the regular monthly meetings of the full Board. As student ambassadors, they shall act as a resource to the Board and advise the Board on student-related matters. Specifically, the duties and responsibilities of the student ambassador shall be to:

- Attend regular monthly Board meetings and sit at the Board table in an advisory capacity. The ambassador shall be free to speak during board comments and participate in discussion or answer questions in the same manner as elected Board members. They will not be able to vote on any issues before the Board.
- Communicate to the student body actions or discussions of the Board, which will affect or be of interest to students.

All student council presidents/designees that are the assigned student ambassadors will have access to agenda for the regular monthly meeting of the full board. The student ambassador position will rotate monthly by schools throughout the year.

CROSS REF.: 8710, Regular Board Meetings
8712, Agenda Preparation and Dissemination

ADMINISTRATIVE REGULATIONS: None

AFFIRMED:

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
REGULAR SCHOOL BOARD MEETING
Kenosha, Wisconsin

February 27, 2007

CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE – POLICY 5471

This policy was discussed at the November 14, 2006 Personnel and Policy Committee meeting with direction that it come back to the committee in February. The attached revised Policy 5471, Corporal Punishment/Use of Physical Force, includes wording that was recommended by the Wisconsin Association of School Boards.

Administrative Recommendation:

The Personnel and Policy Committee recommended, at its February 13, 2007 meeting, that the Corporal Punishment/Use of Physical Force – Policy 5471 be brought to the full Board for a first reading on February 27, 2007 and a second reading on March 27, 2007.

Dr. R. Scott Pierce, Ed.D.
Superintendent of Schools

Kathleen M. Barca
Executive Director of School Leadership

POLICY 5471
CORPORAL PUNISHMENT/USE OF PHYSICAL FORCE

Students will not be subjected to the use of corporal punishment in any of its forms. District employees who violate this policy shall be subject to established disciplinary procedures.

Although school officials, employees, or agents are encouraged to use non-forceful control measures, school officials **may, according to state law, use** ~~are not prohibited by the corporal punishment law from using~~ reasonable and necessary force under the following specific circumstances:

1. To quell a disturbance or prevent an act that threatens physical injury to any person;
2. To obtain possession of a weapon or other dangerous object within a student's control;
3. For the purpose of self-defense or the defense of others, or for the protection of property in accordance with state statutes;
4. To remove a disruptive student from school premises, a motor vehicle, or a school-sponsored activity;
5. To prevent a student from inflicting harm on him/herself; and,
6. To protect the safety of others.

Incidental, minor, or reasonable physical contact designed to maintain order and control may be used in the District.

In determining whether or not a person is using reasonable and necessary force, deference shall be given to reasonable, good faith judgments made by an official, employee or agent of the District.

LEGAL REF.: Wisconsin Statutes
Section 118.31 Corporal punishment prohibited; reasonable physical force
authorized, policy required

CROSS REF.: 4362 Employee Discipline
Current Employee Agreements

AFFIRMED: August 13, 1991

REVISED: July 26, 1994
February 10, 1998

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 27, 2007

DONATIONS TO THE DISTRICT

The District has received the following donations:

1. Somers Elementary PTO donated equipment valued at \$4,368.00, including technology updates and area rugs for kindergarten classrooms to Somers Elementary School.
2. Douglas and Jody Pilkington donated \$850.00 to Pleasant Prairie Elementary School for the purchase of reading books for a 1st grade classroom.
3. The Junior Women's Club donated \$200.00 worth of books for the library at Durkee Elementary School.
4. Martin Petersen Company, Inc. donated \$150.00 to Durkee Elementary School to use for bicycles for perfect attendance.
5. Sue Redlin and family donated \$75.00 to Stocker Elementary School.
6. Vernon Lutheran Church donated \$50.00 worth of children's hats and gloves to Durkee Elementary School.
7. Modern Building Materials donated an overhead projector, value unknown, to Somers Elementary School.

Administrative Recommendation

Administration requests the Board of Education approve acceptance of the above listed gift(s), grant(s) or bequest(s) as per Board Policy 3280, to authorize the establishment of appropriate accounts to monitor fiscal activity, to amend the budget to reflect this action and to publish the budget change per Wisconsin Statute 65.90(5)(a).

R. Scott Pierce
Superintendent of Schools

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DIST. NO. 1
FEBRUARY 27, 2007

Action	Board Date	Code	Staff	Employee Last Name	Employee First Name	School/Dept	Position	Effective Date	Salary or Hourly Rate	Reason	Step/Level	Letter or Contract
Appointment	2/27/07		Instructional	Gemig	Kathy	Title I	Reading	01/22/07	26,025.00	New Hire	M30 Step 15	Letter
Appointment	2/27/07		Instructional	Hippert	Norman	LakeView Technology Acader	Technology Education	01/29/07	32,456.00	New Hire	B Step 3	Letter
Appointment	2/27/07		Instructional	Menehan	Michael	Bradford High School	Science Teacher	01/29/07	44,277.00	New Hire	B 12 Step 10	Letter
Appointment	2/27/07		Instructional	Wells	Nathan	Bradford High School	Tech Ed	01/29/07	32,456.00	New Hire	B Step 3	Letter
Appointment	2/27/07		Administration	Willems	Edward	Finance - Purchasing	Interim Purchasing Agent	01/15/07	78,470.00	Interim Hire		
Appointment	2/27/07		Instructional	Zaremba	Tammie	LakeView Technology Acader	Science-General	01/29/07	33,936.00	New Hire	B 18 Step 3	Letter
Early Retirement	2/27/07		Instructional	Schneider	Antoinette	Jefferson Elementary	Grade 3	06/11/07	53,951.00	Retirement	B 24 Step 14	Contract
Early, Early Retirement	2/27/07		Instructional	Beth	Patricia	Somers Elementary	Library Media Specialist	06/30/07	65,063.00	Retirement	M 30 Step 15	Contract
Early, Early Retirement	2/27/07		Instructional	Pooch	Patricia	Bose Elementary	Grade 3 Sage	06/30/07	53,951.00	Retirement	B 24 Step 14	Contract
Resignation	2/27/07		Educ. Assistant	Bowie	Jeremy	Bradford High School	Security	01/11/07	11.32	Resignation		
Resignation	2/27/07		Instructional	Gerth	Shari	DOL Academy	K-8 General Music/Choirs	02/19/07	65,063.00	Resignation	M30 Step 15	Contract
Resignation	2/27/07		Instructional	Strother	Tracy	Indian Trail Academy	Graphic Design/Journalism	01/26/07	58,524.00	Resignation	M Step 15	Contract
Termination	2/27/07		Instructional	Moreno	Arturo	Bullen Middle School	Bilingual Grade 7	12/08/06	49,231.00	Separation	B Step 14	Contract
Resignation	2/27/07		Maintenance	Sorensen	Maureen	Mahone Middle School	Custodian	11/20/06	17.10	Separation		
Appointment	02/27/07	*	Miscellaneous	Baker	Mary	Head Start	Pre-School Associate	02/07/07	14.75	New Hire		
Appointment	02/27/07	*	Instructional	Beals	Julia	Harvey Elementary	Grade 3	01/29/07	38,999.00	New Hire	M Step 5	Letter
Appointment	02/27/07	*	Educ. Assistant	Buban	Jayne	Pleasant Prairie Elementary	Special Education	01/29/07	12.32	New Hire		
Appointment	02/27/07	*	Instructional	Clarke	Holly	Bullen Middle School	Special Education	02/06/07	16,228.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Educ. Assistant	Conley	Timothy	Bradford High School	Security	01/25/07	11.32	New Hire		
Appointment	02/27/07	*	Instructional	Golm	Janet	Frank Elementary	Grade 2	01/25/07	32,456.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Instructional	Goodger	Samantha	Indian Trail Academy	English/Tutorial Teacher HS	01/29/07	32,456.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Educ. Assistant	Howard	Nickloas	Mahone Middle School	Special Education	01/29/07	11.75	New Hire		
Appointment	02/27/07	*	Instructional	Howell	Ivy	Brompton	Spanish	01/29/07	7,149.00	(20%)	M Step 3	Letter
Appointment	02/27/07	*	Instructional	Johnson	Brett	Reuther Central High School	Instructional/Bridges	01/29/07	32,456.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Instructional	Meyen	Daniel	Bradford High School	Spanish	01/29/07	21,420.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Instructional	Miu	Ashley	John Bullen Middle School	Bilingual Grade 7	02/06/07	32,456.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Instructional	Novit	Jerry	Harvey Elementary	Math	02/12/07	10,723.50	New Hire	M Step 3	Letter
Appointment	02/27/07	*	Instructional	Peters	Patricia	Reuther High School	Infant Lab	01/26/07	58,524.00	New Hire	M Step 15	Letter
Appointment	02/27/07	*	Administration	Rogahn	Adam	Public Information	Web Specialist	03/05/07	46,515.00	New Hire	AST 2/1	
Appointment	02/27/07	*	Instructional	Schramm	Jennifer	Dimensions of Learning	Music	02/12/07	39,537.00	New Hire	B 12 Step 7	Letter
Appointment	02/27/07	*	Instructional	Semenas	Catherine	Tremper High School	Science	01/29/07	53,286.00	New Hire	M 6 Step 12	Letter
Appointment	02/27/07	*	Educ. Assistant	Simmons	Elizabeth	Bradford High School	Bilingual	01/29/07	11.32	New Hire		
Appointment	02/27/07	*	Instructional	Stinnett	Patrick	Lance Middle School	Technology Teacher	01/24/07	32,456.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Instructional	Thompson	Luke	Bradford High School	Health/PE Teacher	01/29/07	32,456.00	New Hire	B Step 3	Letter
Appointment	02/27/07	*	Administration	Voelz	Gay	Washington Middle School	Assistant Principal	01/29/07	73,625.00	New Hire	AST12/1	
Appointment	02/27/07	*	Educ. Assistant	Zielsdorf	Vicki	Tremper High School	Media Tech	02/21/07	12.32	New Hire		
Early Early Retirement	02/27/07	*	Instructional	Grimes	Johnny	Lincoln Middle School	Social Studies	08/03/07	63,851.00	Retirement	M 24 Step 15	Contract
Early Early Retirement	02/27/07	*	Instructional	Kriehn	Constance	Grant Elementary	Social Worker	06/12/07	65,063.00	Retirement	M 30 Step 15	Contract
Early Retirement	02/27/07	*	Administration	Elsen	Timothy	Pleasant Prairie Elementary	Principa	06/30/07	94,143.00	Retirement	AST14/11	
Early Retirement	02/27/07	*	Instructional	Gemmell	Maria	EBSOLA	Reading 1 Coordinator	06/11/07	65,063.00	Retirement	M 30 Step 15	Contract
Early Retirement	02/27/07	*	Administration	Pingitore, Sr.	Peter	Jeffery Elementary	Principa	06/30/07	94,143.00	Retirement	AST14/11	
Early, Early Retirement	02/27/07	*	Instructional	Theusch	Alan	Bradford High School	Math	06/11/07	65,063.00	Retirement	M 30 Step 15	Contract
Resignation	02/27/07	*	Educ. Assistant	Hettlet	Brenda	Stocker Elementary	Special Education	01/30/07	10.75	Resignation		
Resignation	02/27/07	*	Instructional	Proknow	Scott	Tremper High School	Science	01/20/07	33,936.00	Separation	B Step 4	Contract
Resignation	02/27/07	*	Administration	Saskill	Richard	EBSOLA	Assistant Principal	06/30/07	71,867.00	Resignation	AST 10/03	
Resignation	02/27/07	*	Instructional	Simmons	Elizabeth	Bradford High School	Spanish	01/26/07	32,456.00	Resignation	B Step 3	Letter
Resignation	01/23/07	*	Instructional	Ward	Christian	McKinley Middle School	Technology Education	02/01/07	32,456.00	Separation	B Step 3	Letter
Retirement	02/27/07	*	Administration	Hess	Gordon	Frank Elementary	Principal	06/30/07	94,143.00	Retirement	AST14/11	
Retirement	02/27/07	*	Instructional	Weber-Robin	Karen	Vernon Elementary	Grade 4	06/11/07	61,258.00	Retirement	M 12 Step 15	Contract

This page intentionally left blank

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 23, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, January 23, 2007, in the Teachers' Lounge at Whittier Elementary School. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 5:46 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mrs. Stevens. Dr. Pierce was also present. Mr. Olson was excused.

Mrs. Stevens, Vice President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mrs. Stevens announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding review of findings/orders by the Independent Hearing Officer; litigation; personnel: problems; personnel: compensation and/or contracts; and collective bargaining deliberations not subject to S.S. 19.85(3).

Mr. Stalker moved that this executive session be held. Mr. Fountain seconded the motion.

Roll call vote. Ayes: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman and Mr. Fountain. Noes: None. Unanimously approved.

1. Personnel: Position Assignments

Ms. Gay Voelz arrived at 5:47 P.M. and responded to Board members' questions. She was excused at 6:00 P.M.

Ms. Kim Warloski arrived at 6:00 P.M. and responded to Board members' questions. She was excused at 6:11 P.M.

Mr. Brian Geiger arrived at 6:11 P.M. and responded to Board members' questions. He was excused at 6:20 P.M.

2. Review Findings/Orders by the Independent Hearing Officer:

Ms. Stephens arrived at 6:20 P.M. and provided Board members with information regarding ten expulsions.

Ms. Stephens and Dr. Pierce were excused at 6:40 P.M.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the first expulsion. Mr. Englund seconded the motion. Motion carried. Ms. Stevens dissenting.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the second expulsion. Mr. Stalker seconded the motion. Motion carried. Mr. Ostman dissenting.

Mr. Hujik moved to extend the length of the third expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Fountain seconded the motion. Unanimously approved.

Mr. Englund moved to extend the length of the fourth expulsion until the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Hujik moved to concur with the recommendation of the hearing officer with respect to the fifth expulsion. Mr. Fountain seconded the motion. Motion carried. Mr. Ostman dissenting.

Mr. Ostman moved to extend the length of the sixth expulsion through the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Hujik seconded the motion. Motion carried. Mr. Englund dissenting.

Mr. Ostman moved to extend the length of the seventh expulsion through the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Stalker seconded the motion. Motion carried. Mr. Englund dissenting.

Mr. Hujik moved to remove the option of early reinstatement and added a precondition to regular reinstatement that an appropriate counselor or other medical provider certify that the student is no longer a danger to the school in regards to the eighth expulsion and approve the recommendation of the hearing officer as amended. Mr. Stalker seconded the motion. Unanimously approved.

Mr. Englund moved to extend the length of the ninth expulsion until the end of the first semester of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Hujik seconded the motion. Motion failed. Mr. Stalker, Mr. Ostman and Ms. Stevens dissenting.

Mr. Stalker moved to extend the length of the ninth expulsion through the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Ostman seconded the motion. Motion carried. Mr. Englund dissenting.

Mr. Hujik moved to extend the length of the tenth expulsion through the end of the 2007-2008 school year and approve the recommendation of the hearing officer as amended. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce returned to the meeting at 6:10 P.M.

Mr. Johnston and Ms. Glass arrived at 6:11 P.M.

3. Litigation

Mr. Johnston updated Board members on a pending litigation matter.

4. Personnel: Problems and Compensation and/or contracts

Ms. Glass provided Board members with an update on personnel problems.

5. Collective Bargaining Deliberations not Subject to S.S. 19.85(3)

Ms. Glass updated Board members on the status of collective bargaining deliberations.

Meeting adjourned at 7:00 P.M.

Stacy Schroeder Busby
School Board Secretary

REGULAR MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD JANUARY 23, 2007

A regular meeting of the Kenosha Unified School Board was held on Tuesday, January 23, 2007, at 7:00 P.M. at Whittier Elementary School. Mrs. Stevens, Vice President, presided.

The meeting was called to order at 7:08 P.M. with the following Board members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mrs. Stevens. Mr. Olson was excused.

Mrs. Stevens, Vice President, opened the meeting by announcing that this was a regular meeting of the School Board of Kenosha Unified School District No. 1. Notice of this regular meeting was given to the public by forwarding the complete agenda to all requesting radio stations and newspapers. Copies of the complete agenda are available for inspection at all public schools and at the Superintendent's office. Anyone desiring information as to forthcoming meetings should contact the Superintendent's office.

Dr. Pierce presented the Festival of Arts and Flowers Awards.

Marty Pitts gave a presentation on Whittier Elementary School.

Dr. Pierce presented the Administrative and Supervisory appointments.

Mr. Fountain moved to appoint Gay Voelz as Assistant Principal of Washington Middle School effective January 29, 2007. Mr. Ostman seconded the motion. Unanimously approved.

Mr. Fountain moved to appoint Kim Warloski as Interim Principal at John Bullen Middle School effective January 29, 2007. Mr. Englund seconded the motion. Unanimously approved.

Mr. Fountain moved to appoint Brian Geiger as Interim Assistant Principal at John Bullen Middle School effective January 29, 2007. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce introduced the Student Ambassador, Johnathan Pedanina, from LakeView Technology Academy and he made his comments.

There was no Legislative Report.

Views and comments were expressed by members of the public and Board members made their responses and/or comments.

Dr. Pierce gave his Superintendent's report.

Consent-Approve items XII-A - Waiver of Policy 1330 – Use of District Facilities and XII-B - Proposed 2007-2008 Capital Projects Plan were pulled from the consent agenda.

The Board then considered the following Consent-Approve items:

Consent-Approve item XII-C – Donations to the Districts as presented in the agenda.

Consent-Approve item XII-D – Recommendations Concerning Appointments, Leave of Absence, Retirements and Resignations as presented in the agenda.

Consent-Approve item XII-E – Minutes of 12/11/06 and 1/9/07 Special Meeting, 12/11/06 Executive Session, 12/19/06 and 1/6/07 Special Meetings and Executive Sessions and 12/19/06 Regular Meeting as presented in the agenda.

Consent-Approve item XII-F – Summary of Receipts, Wire Transfers and Check Registers submitted by Mr. William L. Johnston, Director of Finance; Ms. Eileen Coss, Accounting Manager; and Dr. Pierce, excerpts follow:

“It is recommended that receipt numbers CR023655 thru CR024145 that total \$504,040.88 be approved.

Check numbers 384670 thru 386123 totaling \$8,461,487.24 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated December 1, December 7, December 18, and December 22, 2006 totaling \$2,572,576.85 to US Bank of Milwaukee dated December 12, and December 15, 2006 totaling \$515,120.96 and to the Wisconsin Retirement System dated December 29, 2006 totaling \$1,010,600.21 be approved.”

Mr. Hujik moved to approve the consent agenda as revised. Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the 2006 Summer School Report submitted by Mr. Joseph Banaszynski, Summer School Coordinator; Mr. Milton Thompson, Director of Title I, P-5, Bilingual and Summer School; and Dr. Pierce, excerpts follow:

“Recommendations for 2006-2007:

Update, refine, or replace current Extended Year Math program at the elementary and middle school levels cooperatively with Curriculum and Instructional Services;

Replace lost and damaged Houghton Mifflin reading teacher kits for the elementary schools;

Through Curriculum and Instructional Services, develop or purchase a reasonable pre and posttest for the summer school reading program;

Eliminate the midterm progress report for all students and require summer school staff to notify parents only when students are not maintaining appropriate progress;

Design a new end of summer "Student Progress Report" to more closely align with the current progress reports used during the regular school year;

Modify the high school summer school schedule so that all credit classes require the same number of hours and align all summer school classes to the same schedule;

Fully utilize the regional site plan model at the middle school level through the combining of students at the partner-school sites;

Consideration should be made to add air conditioning to schools open as part of the regional site plan;

Reporting of student progress at the elementary and middle school levels should be based on a progress standard of pass/fail rather than by letter grade; and

Elementary and middle school principals should adopt a standard procedure for exempting students from summer school.

At its January 9, 2007 meeting, the Curriculum/Program Standing Committee moved to forward the 2006/07 Summer School recommendation to the full Board for consideration."

Mr. Ostman moved to approve the 2006 Summer School Report. Mr. Fountain seconded the motion. Unanimously approved.

Dr. Pierce presented the 2007-2008 Preliminary Staffing Allocations submitted Ms. Sheronda Glass, Executive Director Human Resources, and Dr. Pierce as contained in the agenda.

Mr. Englund moved to approve a district-wide staffing increase of 25 FTE (21 for classroom and 4 for reserve), based on the preliminary staffing ratios and the preliminary instructional staffing allocations; which is subject to change based on review of staffing patterns, i.e. enrollment shifts. Mr. Fountain seconded the motion. Motion failed. Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain and Mrs. Stevens dissenting.

Dr. Pierce presented Resolution 271 – Resolution Regarding School Finance, which read as follows:

WHEREAS, education is a state responsibility and it is in the interest of the state of Wisconsin to deliver a high quality education for all students regardless of their needs or where they are located; and

WHEREAS, the current school funding formula is unsustainable. The costs to implement state and federal mandates exceed revenues, creating a structural deficit for schools; and

WHEREAS, the Wisconsin Legislature specifically imposed the current school funding system in 1993, using two-thirds funding, revenue limits, and the qualified economic offer exemption to binding arbitration in order to provide property tax relief; and

WHEREAS, the disparity between revenue limits and actual costs, combined with the impact of declining enrollment, has forced many school boards into crisis budgeting and forced school districts to make on-going program reductions; and

WHEREAS, school board members are empowered by the Legislature with responsibility for the education of each student in the public school system of Wisconsin; and

WHEREAS, school board members are elected from and serve within their school districts and are committed to working with staff, students, parents and their communities to advance student achievement; and

WHEREAS, school boards play a critical role in improving student achievement, preparing students to compete globally and fostering economic development in their communities; and

WHEREAS, the state of Wisconsin must have a more balanced school funding system to enable school boards to meet their unique economic, demographic, educational and political situations; and

WHEREAS, the state of Wisconsin must consider proposals to broaden the base of state tax programs in order to provide additional revenues to school districts.

THEREFORE, BE IT RESOLVED, the Kenosha Board of Education calls upon Gov. Jim Doyle, Sen. Bob Wirth, Rep. Jim Kreuser, Rep. John Steinbrink and Rep. Samantha Kerkman to exercise the political leadership to create a responsible school finance system that will guarantee a high-quality education for all of Wisconsin's children.

Mr. Ostman moved to approve Resolution No. 271 as presented. Mr. Englund seconded the motion.

Mr. Hujik moved to amend Resolution No. 271 by removing the words “combined with the impact of declining enrollment” located in the fourth paragraph, changing the word “additional” to “adequate” located in ninth paragraph and adding “WHEREAS, the rising cost of health care materially impacts local School Boards ability to provide a quality education, the Legislature must ensure that Boards have the ability to provide similar coverage to employees via a competitive bid process.” Mr. Stalker seconded the motion. Unanimously approved.

Dr. Pierce presented the Student Dress Code Sample Policy for discussion only submitted by Mrs. Kathleen Barca, Executive Director of School Leadership, and Dr. Pierce, excerpts follow:

“The Board is committed to providing students with an educational environment that is safe and conducive to learning free from distractions. The District retains the right to monitor and take action when such distractions, in the sole judgment of the District, present a health or safety hazard, or disrupt classroom settings or decorum. Concerns about school violence have led to increased interest in and acceptance of uniform policies, which specify what must be worn, or strict dress codes, which identify prohibited attire. Nationwide, public schools and districts have increasingly seen stricter student dress codes as a relatively inexpensive and easy way to help curb disciplinary problems. William Modzeleski, the director of the Safe and Drug-Free Schools and Communities program states, “Anecdotally, schools have been very pleased about the outcomes – better discipline, more attentiveness, and better self-esteem. I envision this phenomenon will continue.

A sample policy that clearly defines a precise student dress code is attached as a starting point for the Board’s discussion. Also attached is testimony from a number of school districts that have implemented defined student dress codes.

The Personnel and Policy Committee reviewed the attached sample dress code policy on November 14, 2006 and January 9, 2007 and recommended sending it to the full Board on January 23, 2007 for further discussion.”

The Board instructed that this item go back to Personnel/Policy Committee next month.

Dr. Pierce presented the Approval of Administrative, Supervisory, and Technical Employee Contracts contained in the agenda.

Mr. Fountain moved to approve the Administrative, Supervisory and Technical employee contracts as presented in the agenda. Mr. Englund seconded the motion. Motion carried. Mr. Ostman and Mrs. Stevens dissenting.

Dr. Pierce presented Waiver of Policy 1330 – Use of District Facilities submitted by Dr. Pierce, excerpts follow:

"The Superintendent is in receipt of a letter from Ms. Ann Rhey, Director/Owner of Extended Love Child Development Center requesting a waiver of user fees for use of District facilities. Specifically, she is requesting a waiver of fees for use of Mahone Middle School and Pleasant Prairie Elementary School once each year in exchange for use of the Child Development Center's employee break room by KUSD personnel who provide therapy services to District students several times weekly.

Board Policy 1330.2, Charges for Use of School District Facilities defines requirements for outside groups to use school district facilities. Specifically, Policy 1330.2 states that, "...the Board retains the right to waive or adjust any fees associated with use of District facilities.

At its January 9, 2007 meeting the Audit/Budget/Finance Standing Committee approved a motion to recommend that the full Board approve the request for waiver of rental fees for use of Mahone Middle School and Pleasant Prairie Elementary School by Extended Love Child Development Center on two occasions annually with the stipulation that the locations are available and no additional custodial staff is necessary.

Mr. Stalker moved to approve the waiver of rental fees for use of Mahone Middle School and Pleasant Prairie Elementary School by Extended Love Child Development Center on two occasions annually with the stipulations that the locations are available and no additional custodial staff is necessary. Mr. Englund seconded the motion. Motion carried. Mr. Ostman and Mrs. Stevens dissenting.

Dr. Pierce presented the Proposed 2007-2008 Capital Projects Plan submitted by Mr. John Setter, Project Architect; Mr. Patrick Finnemore, Director of Facilities; and Dr. Pierce, excerpts follow:

"Board Policy 3711 requires that a major maintenance project list be developed annually by the Department of Facilities Services and that the list be reviewed by the Planning, Facilities, and Equipment Committee and taken to the School Board for action no later than April 1st of each year. This report includes the proposed major maintenance and energy savings projects plans for 2007-08 along with a summary of the projects being funded through the Food Service Fund 50.

The overall major maintenance plan is updated on a regular basis with annual evaluations of each project on the list by the Facilities Department with input from principals and head custodians. This plan includes "place marks" for annual-type projects, which include roof, boiler, asphalt/concrete, and carpet replacements. Each project is prioritized by the Facilities Department based on the priority system detailed in the Board Policy. As a reminder, the highest priority projects are 1A followed by 2A, 1B, and 2B. Capacity related projects required to meet the growing enrollment take precedence over all projects except 1A projects. This report also includes the capacity projects for the 2007-08 school year as required by Board Policy 7210.

At its January 9, 2007 meeting, the Planning, Facilities and Equipment Committee unanimously recommended approval of the proposed 2007-08 Capital Project Plan. Administration recommends Board approval of the proposed 2007-08 Capital Project Plan as stated in this report.”

Mr. Hujik moved to approve the 2007-2008 Capital Project Plan as provided in the agenda. Mr. Englund seconded the motion. Unanimously approved.

Meeting adjourned at 9:47 P.M.

Stacy Schroeder Busby
School Board Secretary

A SPECIAL MEETING OF
THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 13, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 13, 2007, at 8:00 P.M. in the Board Meeting Room at the Educational Support Center. The purpose of the meeting was for the discussion/action on the approval of construction bids for the Durkee/Lincoln Elementary School, discussion/action on the revision of Section VIII – early Retirement of the classification, compensation and personnel policy for A/S/T employees and to vote on holding an executive session.

The meeting was called to order at 8:35 P.M. with the following members present: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson.

Mr. Olson, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Dr. Pierce presented the Construction Bids for the Durkee/Lincoln Elementary School submitted by Patrick Finnemore, Director of Facilities, and Dr. Pierce, excerpts follow:

“The construction bids for the Durkee/Lincoln Replacement School were received on January 9, 2007 by our general contractor/construction manager Riley Construction. The table below summarizes the low bids and selected key contractors by bid selection.

The total at the bottom of the table on the previous page is the guaranteed maximum price which is identical to the amount approved by the Board at their September 26, 2006 meeting and amended at the November 14, 2006 meeting. The bids include all aspects of the project including the construction of 15th Avenue and all related utilities and other improvements. The guaranteed maximum price includes allowances for site related structural issues with a specific line item to address unsuitable soils and a larger than normal contingency to address any other related issues. It is hoped that not all of those funds will be needed as the project progresses, but it is prudent to maintain these funds within the guaranteed maximum price until the main structure has been completed. If all these funds are not needed to address structural issues, they will go unspent.

Administration recommends Board approval of the contractor selection and their bids for the Durkee/Lincoln Replacement School Project as summarized in this report.”

Mr. Hujik moved to approve the contractor selection and their bids for the Durkee/Lincoln Replacement School Project as provided. Mrs. Stevens seconded the motion. Unanimously approved.

Dr. Pierce presented the Revision of Section VIII – Early Retirement of the Classification, Compensation and Personnel Policy for A/S/T Employees and explained that the current language reads as:

“Individuals who have been employed by the District for at least fifteen (15) years and who are currently employed by the District and have reached the age of 55 are entitled to the insurance coverage specified in Article VIII-D-1 until age 65 or until the individual qualifies for Medicare, whichever occurs first.”

Because of the ambiguity of the language, it is proposed that the language be changed to the following:

“Individuals who have been employed by the District as an AST for less than 15 years, but who have reached age 55, will receive one year of family insurance coverage for each year serviced as an AST. For example, if any employee has reached age 55 and has worked as an AST for 8 years, then that employee would be eligible to receive fully-paid family coverage until the age of 63.”

Mr. Hujik moved to add the words “who qualify for early retirement” after the word “individuals” and accept the proposed language as revised. Mr. Stalker seconded the motion. Motion carried. Mr. Englund dissenting.

Meeting adjourned at 9:00 P.M.

Stacy Schroeder Busby
School Board Secretary

SPECIAL MEETING & EXECUTIVE SESSION
OF THE KENOSHA UNIFIED SCHOOL BOARD
HELD FEBRUARY 13, 2007

A special meeting of the Kenosha Unified School Board was held on Tuesday, February 13, 2007, in the Small Board Room at the Educational Support Center. The purpose of this meeting was to vote on holding an executive session to follow immediately.

The meeting was called to order at 9:03 P.M. with the following members present: Mr. Stalker, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, Mrs. Stevens and Mr. Olson. Dr. Pierce, Mr. Sinclair and Ms. Belshaw were also present.

Mr. Olson, President, opened the meeting by announcing that this was a special meeting of the School Board of the Kenosha Unified School District No. 1. Notice of this special meeting was given to the public by forwarding a copy of the notice to all requesting radio stations and newspapers.

Mr. Olson announced that an executive session had been scheduled to follow this special meeting for the purpose of discussion regarding items related to students requiring confidentiality by law and personnel problems.

Mr. Fountain moved that this executive session be held. Mrs. Stevens seconded the motion.

Roll call vote. Ayes: Mr. Stalker, Mrs. Stevens, Mr. Hujik, Mr. Englund, Mr. Ostman, Mr. Fountain, and Mr. Olson. Noes: None. Unanimously approved.

1. Items Relating to Students Requiring Confidentiality by Law and Personnel: Problems

Mr. Sinclair and Ms. Belshaw responded to Board members' questions relating to Hillcrest School's programs and personnel.

Meeting adjourned at 9:45 P.M.

Stacy Schroeder Busby
School Board Secretary

This page intentionally left blank

Kenosha Unified School District No. 1
Kenosha, Wisconsin
Summary of Receipts, Wire Transfers, and Check Registers
February 27, 2007

	From	To	Date	Amount
--	------	----	------	--------

Receipts:

Total Receipts	CR024146	CR024677	12/20/06 - 01/19/07	\$ 415,117.86
----------------	----------	----------	---------------------	---------------

Wire Transfers from Johnson Bank to:

First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 2, 2007	103,041.72
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 4, 2007	1,145,417.75
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 13, 2007	110,862.50
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 16, 2007	115,693.08
First Natl Bank of Chicago/NationsBank <i>(for federal payroll taxes)</i>			January 18, 2007	1,131,099.73
US Bank of Milwaukee <i>(for state payroll taxes)</i>			January 13, 2007	256,755.10
US Bank of Milwaukee <i>(for state payroll taxes)</i>			January 16, 2007	265,193.38
Wisconsin Retirement System			February 2, 2007	1,003,992.80
Total Outgoing Wire Transfers				\$ 4,132,056.06

Check Registers:

General	386124	386554	January 5, 2007	2,165,515.81
General	386555	386555	January 5, 2007	8,860.09
General	386556	386794	January 12, 2007	4,202,491.95
General	386795	387432	January 19, 2007	3,967,872.50
General	387433	387441	January 23, 2007	23,411.65
General	387442	387442	January 24, 2007	1,906.99
General	387443	387644	January 26, 2007	194,001.04
General	387665	387666	January 26, 2007	1,990.96
General	387667	387667	January 31, 2007	326.92
Total Check Registers				\$ 10,566,377.91

Administrative Recommendation

It is recommended that receipt numbers CR024146 thru CR024677 that total \$415,117.86 be approved.

Check numbers 386124 thru 387667 totaling \$10,566,377.91 are recommended for approval as the payments made are within budgeted allocations for the respective programs and projects.

It is recommended that wire transfers to First National Bank of Chicago and Nations Bank dated January 2, January 4, January 13, January 16 and January 18, 2007 totaling \$2,606,114.78, to US Bank of Milwaukee dated January 13, and January 16, 2007 totaling \$521,948.48 and to the Wisconsin Retirement System dated February 2, 2007 totaling \$1,003,992.80 be approved.

R. Scott Pierce, Ed. D.
Superintendent of Schools

William L. Johnston, CPA
Director of Finance

Eileen Coss
Accounting Manager

Kenosha Unified School District No. 1
Kenosha, Wisconsin

February 27, 2007

Durkee/Lincoln Replacement School Borrowing

On January 3, 2007, the Facilities Department received bids on the construction of the new school to replace Durkee and Lincoln Elementary Schools. Based on their analysis, the construction cost for the new school is projected to be \$12,072,772 (see Planning, Facilities and Equipment report for 02/13/07). This amount includes an additional \$497,856 for the Architect Fee, \$60,000 for environmental consulting and \$200,000 for additional furniture, fixtures and equipment (FFE) that was not contained in the above referenced report.

As has been communicated throughout the discussions regarding the replacement of these two (2) schools, the financing would occur through the issuance of general obligation promissory notes (within the Revenue Limits of the General Fund) with the debt repayment coming from the annual operating savings of combining the two (2) schools.

Attachment A is a "best guess" of the operating savings at the time of the opening of the new school based on current year (2006-2007) costs. The savings primarily come from three (3) areas of each school's budget. The first is made up of a reduction in discretionary school budget dollars (Durkee has had an artificial minimum due to their low enrollment) and utility savings. The second area is the elimination of the duplication of support staff (e.g., Principal, secretary, custodians, library media specialist, etc.). The third area is classroom teaching and classroom support staff. In the attached savings document, it is anticipated that grant programs that currently reside at the schools will be consolidated and continue, so they are not included. It has previously been shared that it appears to most advantageous for the new school to receive SAGE funding. The grant programs will supplement the District funded staffing and support positions at the new school.

The "best guess" estimate of savings (using 2006-2007 numbers) is approximately \$646,628. The staffing of both elementary schools has been normalized based on our current staffing patterns to reflect a reduction of 1 classroom position. Since the original savings projection was presented in November 2005, a reduction of district funded classroom staff has occurred at both Durkee and Lincoln. This can be partially attributed to the staffing patterns used in the development of the 2006-2007 budget.

While the principal position has been consolidated this year and the available dollars used to fund classroom staff, the overall budget was not reduced to account for this position. Therefore, we are still showing the consolidation of the principal at both schools as a savings. We will need to account for the teaching position funded for 2006-2007 in our 2007-2008 staffing allocations.

At the January Audit, Budget and Finance Committee meeting, a request was made on the amount of money segregated for construction. As of the end of the 2004-2005 budget year, \$752,000 that was previously identified for future land purchases was maintained in the General Fund (Fund 10) fund balance. These dollars comprise \$380,000 from the Mahone project and \$372,000 from prior District land sales. During the 2005-2006 school

year, the purchase of 16 acres north of Indian Trail Academy (\$605,744.67) and the storm sewer costs for the Whitecaps Park (\$152,116.96) was completed using all these fund balance dollars. The total cost of acquiring this property including all transaction costs was 757,862 completely depleting the prior fund balance dollars for future construction projects.

At the end of the 2006-2007 budget year, there was an increase to the fund balance of \$2.3 million. \$1 million of this increase in the fund balance was planned to fulfill the Board's directive to begin rebuilding the fund balance back to 15% of the operating budget. At the July 11, 2006, Audit, Budget and Finance Committee meeting, a recommendation was approved to add any remaining General Fund dollars from the 2006-2007 budget to the Brass site school construction project. At a subsequent meeting, it was clarified that an amount of \$750,000 of the fund balance increase should be added to the project with the remaining amount of the 2005-2006 under spending remain in the fund balance.

Attachment B is the resolution authorizing the issuance and sale of the general obligation promissory notes in an amount not to exceed \$10 million. The Board must pass this resolution to start the thirty (30) day petition period as stipulated in State Statute 67.12 (12). If the required number of signatures (at least 7,500) is not obtained within the thirty (30) day period, the District is authorized to sell the notes. State Statute allows for the ten (10) year promissory notes to be refinanced into twenty (20) year general obligation bonds.

Attachment C is a preliminary financing and amortization schedule on the borrowing of \$8 million, \$9 million and \$10 million to build the new school. Based on the annual projected savings of consolidating the two (2) schools and to place no additional strain on the General Fund budget, these ten (10) year notes will need to be refinanced into twenty (20) year bonds. The annual repayment on the bonds range from an average of \$620,000 a year (\$8 million) to \$772,000 a year (\$10 million).

At the Audit, Budget and Finance Committee meeting, the Committee recommended that the borrowing be limited to \$8 million dollars (an additional \$2 million to come from the sale of Durkee) and that the balance of any additional needed funds to come from the General Fund. The Committee was cautioned that the total cost of the project might be as high as \$12 million. The sale of the promissory notes will take place on March 27th and the Board will be asked to accept the sale of the notes at the meeting that night.

Administration's Recommendation

Administration requests that the Board of Education concur with the Audit, Budget and Finance Committee's recommendation and approve the resolution authorizing the issuance and sale of general obligation promissory notes in the amount not to exceed \$8 million.

R. Scott Pierce, Ed.D.
Superintendent of Schools

William L. Johnston, CPA
Director of Finance

Patrick Finnemore
Director of Facilities

Comparison of District Budgets
Current Durkee and Lincoln v. Combined School
January 24, 2007

	2006-2007 Durkee		2006-2007 Lincoln		2006-2007 Combined		2007-2008 New School		2007-2008 Variance	
	FTE	District	FTE	District	FTE	District	FTE	District	FTE	Total
Compensation										
Principal	0.50	64,410 *	0.50	64,410 *	1.00	128,820	1.00	128,820	-	-
Assistant Principal	-	-	-	-	-	-	-	-	-	-
Classroom Teachers	8.00	749,652	12.00	997,301	20.00	1,746,953	19.00	1,659,605	(1.00)	(87,348)
Special Ed Teachers	1.00	102,700	3.00	275,558	4.00	378,258	3.00	283,693	(1.00)	(94,564)
Speech Therapist	-	-	-	-	-	-	-	-	-	-
Library Media Specialist	1.00	99,885	1.00	58,309	2.00	158,194	1.00	79,097	(1.00)	(79,097)
Guidance Counselor	-	-	1.00	102,728	1.00	102,728	1.00	102,728	-	-
Resource Teacher	-	-	-	-	-	-	-	-	-	-
Art	0.43	35,851	0.61	50,859	1.04	86,710	0.91	75,872	(0.13)	(10,839)
Music	0.50	44,425	0.63	55,976	1.13	100,401	1.00	88,851	(0.13)	(11,551)
Phy Ed	0.50	40,158	0.50	40,158	1.00	80,316	0.80	64,253	(0.20)	(16,063)
Clerical Staff	1.00	54,917	1.00	53,567	2.00	108,483	1.00	54,242	(1.00)	(54,242)
Custodial Staff	2.00	106,587	2.50	136,819	4.50	243,407	2.50	135,226	(2.00)	(108,181)
Technology Aide	1.00	40,791	1.00	40,791	2.00	81,581	1.00	40,791	(1.00)	(40,791)
Health Info Aide	0.57	23,298	0.57	11,256	1.14	34,554	0.71	21,475	(0.43)	(13,079)
Special Ed. Assistants	-	-	2.00	77,559	2.00	77,559	2.00	77,559	-	-
Part Time Assistance	-	-	-	2,000	-	2,000	-	-	-	(2,000)
Lunch Supervision	-	5,700	-	4,900	-	10,600	-	-	-	(10,600)
Breakfast Supervision	-	-	-	1,000	-	1,000	-	-	-	(1,000)
Overtime	-	1,600	-	1,000	-	2,600	-	-	-	(2,600)
Custodial for School Functions	-	10	-	100	-	110	-	-	-	(110)
Additional Assignment	-	-	-	-	-	-	-	-	-	-
PT Benefits	-	775	-	765	-	1,540	-	-	-	(1,540)
	16.5	1,370,759	26.3	1,975,055	42.8	3,345,815	34.9	2,812,211	(7.9)	(533,604)
Purchased Services										
Professional Services	-	-	-	325	-	325	-	-	-	(325)
Equipment Repair	-	175	-	100	-	275	-	-	-	(275)
Energy Conservation	-	-	-	126	-	126	-	-	-	(126)
Conference/Travel	-	-	-	1,500	-	1,500	-	-	-	(1,500)
In-District Travel	-	-	-	-	-	-	-	-	-	-
Pupil Travel	-	-	-	-	-	-	-	-	-	-
Postage	-	100	-	600	-	700	-	-	-	(700)
Printing/Binding	-	30	-	600	-	630	-	-	-	(630)
Electricity	-	12,512	-	19,423	-	31,935	-	64,563	-	32,628
Natural Gas	-	24,157	-	20,965	-	45,122	-	25,147	-	(19,975)
Water/Sewer	-	1,837	-	3,582	-	5,419	-	2,298	-	(3,121)
Telephone	-	3,639	-	4,731	-	8,370	-	3,300	-	(5,070)
	42,450		51,952		94,402		95,308		906	
Non-Capital Objects										
Supplies	-	6,805	-	10,503	-	17,308	-	47,998 **	-	30,690
Computer Supplies	-	-	-	250	-	250	-	-	-	(250)
Food	-	-	-	250	-	250	-	-	-	(250)
Copier Costs	-	4,000	-	6,000	-	10,000	-	-	-	(10,000)
Audio Visual	-	-	-	-	-	-	-	-	-	-
Library Books	-	-	-	-	-	-	-	-	-	-
Newspapers	-	-	-	-	-	-	-	-	-	-
Periodicals	-	-	-	-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-	-	-
Non-Capital Equipment	-	-	-	500	-	500	-	-	-	(500)
Workbooks	-	-	-	-	-	-	-	-	-	-
Textbooks	-	4,000	-	500	-	4,500	-	-	-	(4,500)
	14,805		18,003		32,808		47,998		15,190	
Capital Objects										
New Equipment	-	-	-	-	-	-	-	-	-	-
New Technology	-	-	-	-	-	-	-	-	-	-
Replacement Equipment	-	-	-	-	-	-	-	-	-	-
	-		-		-		-		-	
Other Objects										
False Alarm Fees	-	200	-	100	-	300	-	-	-	(300)
Student Fees	-	-	-	-	-	-	-	-	-	-
	200		100		300		-		(300)	
Total Budget	1,428,214		2,045,110		3,473,325		2,955,516		(517,808)	

* Principal Combined for this year, FTE used to fund a teaching position, but did not reduce budget 128,820

PROJECTED SAVINGS **(646,628)**

RESOLUTION AUTHORIZING THE BORROWING
OF NOT TO EXCEED \$8,000,000; AND
PROVIDING FOR THE ISSUANCE AND SALE OF
GENERAL OBLIGATION PROMISSORY NOTES THEREFOR

WHEREAS, it is necessary that funds be raised by the Kenosha School District No. 1, Kenosha County, Wisconsin (the “District”) for the purpose of paying the cost of constructing and equipping a new elementary school (the “Project”), and there are insufficient funds on hand to pay said costs;

WHEREAS, the District hereby finds and determines that the Project is within the District’s power to undertake and serves a “public purpose” as that term is defined in Section 67.04(1)(b) of the Wisconsin Statutes; and

WHEREAS, school districts are authorized by the provisions of Section 67.12(12) of the Wisconsin Statutes to borrow money and to issue general obligation promissory notes for such public purposes.

NOW, THEREFORE, BE IT RESOLVED by the School Board of the District that:

Section 1. Authorization of the Notes. For the purpose of paying the cost of the Project, there shall be borrowed pursuant to Section 67.12(12) of the Wisconsin Statutes, the principal sum of not to exceed EIGHT MILLION DOLLARS (\$8,000,000) from a purchaser to be determined by subsequent resolution of this School Board (the “Purchaser”).

Section 2. Sale of the Notes. To evidence such indebtedness, the District President and District Clerk are hereby authorized, empowered and directed to make, execute, issue and sell to the Purchaser for, on behalf of and in the name of the District, general obligation promissory notes aggregating the principal amount of not to exceed EIGHT MILLION DOLLARS (\$8,000,000).

Section 3. Notice to Electors. Pursuant to Section 67.12(12)(e)2 of the Wisconsin Statutes, the District Clerk shall, within ten (10) days of adoption of this Resolution, cause public notice of such adoption to be given to the electors of the District by publishing a notice in the Kenosha News, the official newspaper of the District. The notice to electors shall be in substantially the form attached hereto as Exhibit A and incorporated herein by this reference.

Section 4. Prior Resolutions; Severability; Effective Date. All prior resolutions, rules or other actions of the District or any parts thereof in conflict with the provisions hereof shall be, and the same are, hereby rescinded insofar as the same may so conflict. In the event that any one or more provisions hereof shall for any reason be held to be illegal or invalid, such illegality or invalidity shall not affect any other provisions hereof. The foregoing shall take effect immediately upon adoption and approval in the manner provided by law.

Adopted and recorded this 27th day of February, 2007.

Eric J. Olson
District President

(SEAL)

Attest:

Bernard Englund
District Clerk

[TO BE PUBLISHED NO LATER THAN MARCH 9, 2007]

EXHIBIT A

NOTICE TO THE ELECTORS
OF THE
KENOSHA SCHOOL DISTRICT NO. 1
KENOSHA COUNTY, WISCONSIN

NOTICE IS HEREBY GIVEN that the School Board of the above-named School District, at a regular meeting duly called, noticed, held and conducted on the 27th day of February, 2007, adopted a resolution entitled:

RESOLUTION AUTHORIZING THE BORROWING
OF NOT TO EXCEED \$8,000,000; AND
PROVIDING FOR THE ISSUANCE AND SALE OF
GENERAL OBLIGATION PROMISSORY NOTES THEREFOR

Said Resolution was adopted pursuant to the provisions of Section 67.12(12) of the Wisconsin Statutes to authorize a borrowing for the purpose of paying the cost of constructing and equipping a new elementary school (the "Project").

Copies of said Resolution and a detailed breakdown of the Project to be financed with the proceeds of the proposed Note issue are on file in the District Office located at 3600 52nd Street, Kenosha, Wisconsin 53141-0340 and may be inspected weekdays except holidays, between the hours of 9:00 a.m. and 4:00 p.m.

Section 67.12(12)(e)2 of the Wisconsin Statutes provides in part that a referendum is required on the question of this borrowing if a petition is filed within 30 days after this publication by 7,500 District electors or 20% of the District electors voting for Governor at the last general election, whichever is the lesser.

Dated this 27th day of February, 2007.

BY THE ORDER OF THE
SCHOOL BOARD

Bernard Englund
District Clerk

Kenosha Unified School District

Example Financing Options (FUND 38)

10 YEAR AMORTIZATION					
\$8,000,000					
G.O. Promissory Notes Dated April 1, 2007					
YEAR DUE	PRINCIPAL (4/1)	ESTIMATED AVERAGE 4.50%	INTEREST (4/1 & 10/1)	TOTAL	
2007			\$180,000	\$180,000	
2008	\$650,000	4.50%	\$345,375	\$995,375	
2009	\$675,000	4.50%	\$315,563	\$990,563	
2010	\$710,000	4.50%	\$284,400	\$994,400	
2011	\$740,000	4.50%	\$251,775	\$991,775	
2012	\$775,000	4.50%	\$217,688	\$992,688	
2013	\$810,000	4.50%	\$182,025	\$992,025	
2014	\$850,000	4.50%	\$144,675	\$994,675	
2015	\$890,000	4.50%	\$105,525	\$995,525	
2016	\$930,000	4.50%	\$64,575	\$994,575	
2017	\$970,000	4.50%	\$21,825	\$991,825	
	\$8,000,000		\$2,113,425	\$10,113,425	

10 YEAR AMORTIZATION					
\$9,000,000					
G.O. Promissory Notes Dated April 1, 2007					
YEAR DUE	PRINCIPAL (4/1)	ESTIMATED AVERAGE 4.50%	INTEREST (4/1 & 10/1)	TOTAL	
2007			\$202,500	\$202,500	
2008	\$730,000	4.50%	\$388,575	\$1,118,575	
2009	\$760,000	4.50%	\$355,050	\$1,115,050	
2010	\$795,000	4.50%	\$320,063	\$1,115,063	
2011	\$835,000	4.50%	\$283,388	\$1,118,388	
2012	\$870,000	4.50%	\$245,025	\$1,115,025	
2013	\$915,000	4.50%	\$204,863	\$1,119,863	
2014	\$955,000	4.50%	\$162,788	\$1,117,788	
2015	\$1,000,000	4.50%	\$118,800	\$1,118,800	
2016	\$1,045,000	4.50%	\$72,788	\$1,117,788	
2017	\$1,095,000	4.50%	\$24,638	\$1,119,638	
	\$9,000,000		\$2,378,475	\$11,378,475	

10 YEAR AMORTIZATION					
\$10,000,000					
G.O. Promissory Notes Dated April 1, 2007					
YEAR DUE	PRINCIPAL (4/1)	ESTIMATED AVERAGE 4.50%	INTEREST (4/1 & 10/1)	TOTAL	
2007			\$225,000	\$225,000	
2008	\$810,000	4.50%	\$431,775	\$1,241,775	
2009	\$850,000	4.50%	\$394,425	\$1,244,425	
2010	\$885,000	4.50%	\$355,388	\$1,240,388	
2011	\$925,000	4.50%	\$314,663	\$1,239,663	
2012	\$970,000	4.50%	\$272,025	\$1,242,025	
2013	\$1,015,000	4.50%	\$227,363	\$1,242,363	
2014	\$1,060,000	4.50%	\$180,675	\$1,240,675	
2015	\$1,110,000	4.50%	\$131,850	\$1,241,850	
2016	\$1,160,000	4.50%	\$80,775	\$1,240,775	
2017	\$1,215,000	4.50%	\$27,338	\$1,242,338	
	\$10,000,000		\$2,641,275	\$12,641,275	

Kenosha Unified School District

Example Financing Options (FUND 38)

20 YEAR AMORTIZATION					
\$8,000,000					
G.O. Bonds					
Dated April 1, 2007					
(First Interest 10/1/07)					
YEAR	PRINCIPAL	ESTIMATED	INTEREST	TOTAL	
DUE	(4/1)	AVERAGE	(4/1 & 10/1)		
		4.75%			
2007				\$190,000	
2008	\$245,000	4.75%	\$374,181	\$619,181	
2009	\$260,000	4.75%	\$362,188	\$622,188	
2010	\$270,000	4.75%	\$349,600	\$619,600	
2011	\$285,000	4.75%	\$336,419	\$621,419	
2012	\$295,000	4.75%	\$322,644	\$617,644	
2013	\$310,000	4.75%	\$308,275	\$618,275	
2014	\$325,000	4.75%	\$293,194	\$618,194	
2015	\$340,000	4.75%	\$277,400	\$617,400	
2016	\$360,000	4.75%	\$260,775	\$620,775	
2017	\$375,000	4.75%	\$243,319	\$618,319	
2018	\$395,000	4.75%	\$225,031	\$620,031	
2019	\$415,000	4.75%	\$205,794	\$620,794	
2020	\$435,000	4.75%	\$185,606	\$620,606	
2021	\$455,000	4.75%	\$164,469	\$619,469	
2022	\$480,000	4.75%	\$142,263	\$622,263	
2023	\$500,000	4.75%	\$118,988	\$618,988	
2024	\$525,000	4.75%	\$94,644	\$619,644	
2025	\$550,000	4.75%	\$69,113	\$619,113	
2026	\$575,000	4.75%	\$42,394	\$617,394	
2027	\$605,000	4.75%	\$14,369	\$613,369	
	\$8,000,000			\$4,580,663	\$12,580,663

20 YEAR AMORTIZATION					
\$9,000,000					
G.O. Bonds					
Dated April 1, 2007					
(First Interest 10/1/07)					
YEAR	PRINCIPAL	ESTIMATED	INTEREST	TOTAL	
DUE	(4/1)	AVERAGE	(4/1 & 10/1)		
		4.75%			
2007			\$213,750	\$213,750	
2008	\$275,000	4.75%	\$420,969	\$695,969	
2009	\$290,000	4.75%	\$407,550	\$697,550	
2010	\$305,000	4.75%	\$393,419	\$698,419	
2011	\$320,000	4.75%	\$378,575	\$698,575	
2012	\$335,000	4.75%	\$363,019	\$698,019	
2013	\$350,000	4.75%	\$346,750	\$696,750	
2014	\$365,000	4.75%	\$329,769	\$694,769	
2015	\$385,000	4.75%	\$311,956	\$696,956	
2016	\$405,000	4.75%	\$293,194	\$698,194	
2017	\$425,000	4.75%	\$273,481	\$698,481	
2018	\$445,000	4.75%	\$252,819	\$697,819	
2019	\$465,000	4.75%	\$231,206	\$696,206	
2020	\$490,000	4.75%	\$208,525	\$698,525	
2021	\$510,000	4.75%	\$184,775	\$694,775	
2022	\$535,000	4.75%	\$159,956	\$694,956	
2023	\$560,000	4.75%	\$133,950	\$693,950	
2024	\$590,000	4.75%	\$106,638	\$696,638	
2025	\$620,000	4.75%	\$77,900	\$697,900	
2026	\$650,000	4.75%	\$47,738	\$697,738	
2027	\$680,000	4.75%	\$16,150	\$696,150	
	\$9,000,000			\$5,152,088	\$14,152,088

20 YEAR AMORTIZATION					
\$10,000,000					
G.O. Bonds					
Dated April 1, 2007					
(First Interest 10/1/07)					
YEAR	PRINCIPAL	ESTIMATED	INTEREST	TOTAL	
DUE	(4/1)	AVERAGE	(4/1 & 10/1)		
		4.75%			
2007			\$237,500	\$237,500	
2008	\$305,000	4.75%	\$467,756	\$772,756	
2009	\$320,000	4.75%	\$452,913	\$772,913	
2010	\$335,000	4.75%	\$437,356	\$772,356	
2011	\$355,000	4.75%	\$420,969	\$775,969	
2012	\$370,000	4.75%	\$403,750	\$773,750	
2013	\$390,000	4.75%	\$385,700	\$775,700	
2014	\$410,000	4.75%	\$366,700	\$776,700	
2015	\$430,000	4.75%	\$346,750	\$776,750	
2016	\$450,000	4.75%	\$325,850	\$775,850	
2017	\$470,000	4.75%	\$304,000	\$774,000	
2018	\$495,000	4.75%	\$281,081	\$776,081	
2019	\$515,000	4.75%	\$257,094	\$772,094	
2020	\$545,000	4.75%	\$231,919	\$776,919	
2021	\$570,000	4.75%	\$205,438	\$775,438	
2022	\$595,000	4.75%	\$177,769	\$772,769	
2023	\$625,000	4.75%	\$148,794	\$773,794	
2024	\$655,000	4.75%	\$118,394	\$773,394	
2025	\$690,000	4.75%	\$86,450	\$776,450	
2026	\$720,000	4.75%	\$52,963	\$772,963	
2027	\$755,000	4.75%	\$17,931	\$772,931	
	\$10,000,000			\$5,727,075	\$15,727,075

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 27, 2007

Lease Agreement for Harborside Academy and KTEC Charter Schools

Purpose

To approve a lease agreement for Harborside Academy (Kenosha's new Expeditionary Learning charter high school) and KTEC (Kenosha's new K-8 charter school) at St. Elizabeth's school building (formerly known as St. George School).

Strategic Plan

Strategy 3 states, "We will develop and implement plans to address the overcrowding in our schools." One of the specific result statements in Strategy 3 states, "Encourage the formation of more instrumentality charter and/or other non-boundary KUSD schools in present leasable property by February 2006."

Process

Mr. William Haithcock, Planning Principal at Harborside, Mr. Tim Miller, Executive Director of School Leadership, Mr. William Hittman, Principal of LakeView Technology Academy and Dr. Angela Andersson, current teacher at Dimensions of Learning Academy, have investigated many possible locations for these schools. Lease prices have been investigated at properties currently designed as schools and at other type properties that would require structural modifications in order to be used as an educational setting.

After much discussion and collaboration, it was determined that St. Elizabeth's school posed the best option. It was also determined that both of these future schools could save funding by sharing a building during their first year of operation. Therefore, in conjunction with Pat Finnemore and the KUSD Facilities Department, a proposal has been drafted and submitted to Father Roman Stikel for consideration. The KTEC charter school plans to move to another location during their second year. However, Harborside Academy will remain at St. Elizabeth's as it grows to a full 400-student school.

At this time, the proposal has successfully passed Father Stikel's Advisory Board and the St. Elizabeth's Parish Council. At the time of this report, the proposal is currently before the Archdiocese in Milwaukee awaiting their approval. Father

Stikel has informally explained that this is somewhat of a formality, but nonetheless, final approval is still required. Final approval from the Archdiocese will be acquired before the formal Board of Education meeting on February 27, 2007.

Pending board approval, an electoral vote will be held before the March School Board meeting. If successful, both of these schools will submit their charter agreements for approval at the March Board of Education meeting.

Budget Implications

Year	Lease Amount
1	\$230,000.00
2	\$175,000.00
3	\$240,000.00
4	\$245,000.00
5	\$250,000.00

Recommendation

It is the belief of our District Administration that by partnering together for one year, we have created a win – win situation for Harborside Academy, KTEC School, and St. Elizabeth's Parish. Therefore, it is recommended that the Board of Education approve this lease agreement so that Harborside and K-TEC have a secured facility for the 2007-2008 school year.

Dr. R. Scott Pierce
Superintendent of Schools
Leadership

Tim Miller
Executive Director of School

William R. Hittman
Principal
LakeView Technology Academy

Dr. Angela Andersson
Teacher
DOL Academy

William Haithcock
Planning Principal
Harborside Academy

SCHOOL LEASE

This lease (the “Lease”) is made and entered into this ____ day of _____, 2007 by and between **ST. ELIZABETH CONGREGATION**, of Kenosha, Wisconsin, hereafter referred to as Landlord, and **KENOSHA UNIFIED SCHOOL DISTRICT NO. 1** of the City of Kenosha, Village of Pleasant Prairie and Town of Somers, hereafter referred to as Tenant.

ARTICLE I: Grant.

For and in consideration of the rents reserved and of the covenants and agreements of Tenant to be performed, Landlord leases to Tenant, and Tenant leases from Landlord the school building which is currently located at 4816 7th Avenue, Kenosha Wisconsin, 53140 (the “Property”), which is more particularly described in **Exhibit A** attached hereto and incorporated herein (the “Premises”).

ARTICLE II: Term of Lease.

A. Original Term.

The initial term of this Lease shall be a period of five (5) years (the “Initial Term”) commencing on July 1, 2007 (the “Commencement Date”) and terminating at midnight on June 30, 2012 (the “Expiration Date”).

B. Extended Term.

Tenant shall have the right to extend the Initial Term of this Lease (the “Extended Term”). (The Initial Term and Extended Term shall be collectively referred to as the “Term”). Tenant may exercise its option for the Extended Term by giving Landlord

written notice of such decision no later than three (3) months prior to the expiration of the Initial Term. Tenant's Base Rent for the Extended Term shall be calculated by adding Five Thousand Dollars (\$5,000) to the Base Rent paid by Tenant during the preceding year.

ARTICLE III: Rent.

A. Base Rent.

Tenant shall pay to Landlord, at 4816 7th Avenue, Kenosha, Wisconsin, annual base rent ("Base Rent") payable in the amounts specified in **Exhibit B**, attached hereto and incorporated herein, payable in monthly installments beginning on the Commencement Date, due in advance on the first (1st) day of each month during the Term.

B. Utilities.

Any amounts due from Tenant to Landlord under this Lease, other than Base Rent, shall constitute additional rent ("Additional Rent"). Additional rent shall commence as of the Commencement Date. Base Rent and Additional Rent shall be collectively referred to as "Rent".

C. Late Payment.

Any Rent received after fifteen (15) days of any calendar month shall be considered late and accrue interest from the first (1st) day of the month at a rate of 3% per annum until the date actually paid.

ARTICLE IV: Use of Premises and Access to Common Areas.

A. Tenant's Right to Use Premises.

Tenant and its employees and invitees shall have the exclusive right to use the Premises, provided, however, Tenant may, in its sole discretion, allow Landlord to use a portion of the Premises upon five (5) days advance written notice to Tenant.

B. Parking Areas and Playground.

Tenant shall have the exclusive right to use five (5) parking spaces located on the Property Monday through Friday during the Term. Additionally, Tenant shall have the exclusive right to use all of the parking spaces on certain parking lot property owned by Landlord which is located on Eighth Avenue Monday through Friday during the Term. Tenant shall have the nonexclusive right to use the playground located on the Property.

C. Access.

Tenant shall have twenty-four hour per day, every day per year, secured access to the Premises throughout the Term.

ARTICLE V: Utilities.

A. Utilities.

Commencing on the Commencement Date, Tenant shall pay to the appropriate entities, when due, all charges for utilities furnished to the Premises or chargeable against the Premises during the Term, including all charges for water, sewage, heat, light, garbage, electricity, telephone, cable, internet, or other public or private utility services, provided, however, Landlord shall contribute One Thousand Dollars (\$1,000.00) for such

expenses, which amount shall be payable to Tenant on the first (1st) day of each calendar month during the Term.

Landlord agrees to cause all necessary meters, mains, conduits, and other facilities to be provided and to be of adequate capacity for Tenant's use and to make water, sewer, gas, telephone, and electricity available to the Premises.

Tenant shall heat the Building to such temperatures which are customary in Kenosha, Wisconsin and in accordance with Tenant's school board policies.

B. Interruptions.

Landlord shall not be liable to Tenant in damages or otherwise if the utilities or services are interrupted or terminated for any cause beyond Landlord's reasonable control, nor shall any such interruption or termination relieve Tenant of the performance of any of its obligations hereunder, except that if the utilities or services are continuously interrupted or terminated and not restored within five (5) days, and as a result thereof, Tenant must operate its business from another space, the reasonable costs of such substitute space and the reasonable costs of moving operations shall be offset against the Rent currently due until such sums are fully applied.

ARTICLE VII: Repair and Maintenance of Premises.

A. Landlord's Obligations.

Landlord shall, at its sole cost and expense, keep the structural portions of the Premises and the Property, including the foundation, exterior walls (except plate glass, windows, doors, hardware, and interior painting or other interior treatment of exterior walls), and roof of the Premises and Property in good repair. In the event that the

Premises should become in need of repairs required to be made by Landlord hereunder and such repairs are known to Tenant, Tenant shall give immediate written notice thereof to Landlord and following receipt of such notice, Landlord shall promptly commence and complete such repairs. In the event any repairs are required to be made by Landlord, Tenant shall reasonably cooperate with Landlord's efforts to make such repairs. In the event Landlord fails in its obligations as set forth in this paragraph, Tenant shall provide written notice to Landlord stating in such notice Landlord's failure to meet its maintenance obligations, with reasonable specificity. In the event Landlord does not commence and continue to diligently cure such failure within ten (10) days of Tenant's written notice to Landlord, Tenant shall have the right to take all reasonable actions to cure such failure. Landlord shall pay all costs reasonably expended by Tenant to cure such failure within thirty (30) days of Tenant's submission to Landlord of an itemized invoice detailing all such costs.

B. Tenant's Obligations.

Except for the maintenance Landlord is specifically obligated to make under paragraph A above, Tenant shall at all times during the Term of the Lease pay for and make all other necessary repairs and replacements to the Premises and the equipment located therein, including, but not limited to, the doors, windows, plate glass, fixtures, heating, ventilating, air conditioning, plumbing, electrical and sewage facilities of the Premises, and Tenant shall keep and maintain the same in good condition and repair so that at the expiration of the Term or any extension thereof, the Premises shall be surrendered to Landlord in the same condition that the same are in following completion of Tenant's initial remodeling thereof, except for ordinary wear and tear and casualty.

Tenant shall not defer any repairs or replacements to the Premises by reason of anticipation of the expiration of the Term hereof. Tenant shall also use all reasonable precautions to prevent waste, damage or injury to the Premises.

C. Janitorial Services.

Tenant shall, at its own costs and expense, provide janitorial and cleaning services for the Premises.

D. Snow Removal.

Tenant shall, at its own costs and expense, keep the sidewalks and parking lot located on the Property reasonable free of ice and snow from Monday through Friday during the Term.

ARTICLE VIII: Insurance and Indemnification.

A. Public Liability Insurance.

Tenant shall, during the Term, maintain public liability insurance with respect to the Premises and the business operated by Tenant, in the amount of not less than One Million Dollars (\$1,000,000) per each occurrence. Tenant will name the Landlord and the Archdiocese of Milwaukee as additional insureds on its public liability insurance policy for claims arising out of Tenant's operations or made by Tenant's employees, agents, students, guests, customers or invitees. Tenant must verify that its insurance policy is primary in the event of a covered claim or cause of action against Landlord. Tenant will provide proof to Landlord that the insurance requirements have been met as outlined in the Lease. If and only if Tenant fails to fulfill the insurance requirements contained in this Lease, then Tenant agrees to defend, hold harmless and indemnify the Landlord and the

Archdiocese of Milwaukee against and from any claim or cause of action arising out of Tenant's operations or any claim or cause of action which is brought against Landlord by Tenant, its employees, agents, students, guests, customers or invitees which is alleged against the Landlord, whether or not such claim or cause of action arose from the negligence of Tenant.

B. Indemnification.

Tenant hereby indemnifies Landlord and agrees to hold Landlord and the Archdioceses of Milwaukee harmless from and against any and all claims, actions, damages, liability and expenses (including attorneys' fees) in connection with any negligence or other actionable fault caused by Tenant or its employees, agents, members or officers. Landlord hereby indemnifies and agrees to hold Tenant harmless from any and all claims, actions, damages, liability and expenses (including attorneys' fees) in connection with any negligence or other actionable fault caused by Landlord or its employees, agents, members or officers.

C. Fire Damage Insurance.

Tenant shall, during the Term, maintain fire damage insurance (fire legal liability). Tenant agrees to maintain fire damage coverage in the minimum amount of Fifty Thousand Dollars (\$50,000).

D. Worker's Compensation Insurance.

Tenant shall, during the Term, maintain worker's compensation insurance as required by law.

ARTICLE IX: Damage to Premises.

In the event that more than twenty-five percent (25%) of the Premises becomes untenable for any reason and such condition is not or cannot be cured within thirty (30) days, Tenant shall have the right to terminate this Lease upon five (5) days written notice to Landlord.

ARTICLE X: Access to Premises.

Landlord and its agents, employees and servants and any other person authorized by Landlord may, upon reasonable notice and without disruption of the business of Tenant, enter the Premises for the purpose of inspecting and making such repairs (structural or otherwise), additions, improvements, changes or alterations to the Premises or the Property as may be required under this Lease.

ARTICLE XI: Default.

A. Event of Default.

An “Event of Default” shall be deemed to have occurred if: (i) Tenant fails to pay when due any installment of Rent and such failure shall continue for a period of five (5) days after delivery to Tenant of written notice specifying such default; (ii) Tenant fails in the prompt and full performance of any covenants, conditions or agreements of this Lease and such default or breach of performance shall continue for more than a reasonable time (in no event to exceed thirty (30) days) after delivery of written notice to Tenant specifying such default or breach of performance; or (iii) any proceeding shall be commenced to declare Tenant bankrupt or insolvent or to obtain relief under any chapter or provision of any bankruptcy or debtor relief law or act or to reduce or modify Tenant’s

debts or obligations or to delay or to extend the payment thereof, or any assignment of Tenant's property be made for benefit of creditors, or a receiver or trustee be appointed for Tenant or any of Tenant's property or business. Upon the occurrence of an Event of Default, Landlord may, at its option, without further notice or demand of any kind to Tenant or any other person, exercise the following described remedies:

(a) Landlord may enter the Premises, without terminating this Lease, and perform any covenant or agreement or satisfy or observe any condition creating or giving rise to a default under this Lease and Tenant agrees to pay to Landlord, as Additional Rent, the reasonable amount expended by Landlord in performing such covenants or agreements or satisfying or observing such conditions. Landlord, its agents or employees, shall have the right to enter the Premises and such entry and such performance shall not terminate this Lease or constitute an eviction of Tenant in whole or in part, nor relieve Tenant from the continued performance of all covenants, conditions and agreements of this Lease. Tenant further agrees that Landlord shall not be liable for any claims for loss or damage to Tenant or claiming through or under Tenant.

(b) Landlord may terminate this Lease.

B. Landlord Default.

Landlord shall be considered in default of this Lease if Landlord fails to perform any obligation required of Landlord under this Lease:

(i) for more than ten (10) days after written notice of such failure from Tenant (provided such failure of Landlord does not endanger the health, safety or

personal property of Tenant, Tenant's employees, agents, guests, affiliates or invitees, or impair the business operations of Tenant); or

(ii) for not more than thirty (30) days, if such default cannot be reasonably cured within such ten (10) day period and Landlord continues to diligently pursue such cure; or

(iii) within the specific time designation otherwise provided for in this Lease, if a different time period is specified as to any obligation in this Lease.

In the event Landlord's failure to fulfill its obligations under this Lease presents an immediate harm to the health, safety or personal property of Tenant, Tenant's employees, agents, guests, affiliates or invitees, or impair the business operations of Tenant, Landlord shall promptly cure any such default after written notice received by Tenant. If any Landlord default can be reasonably cured within the timeframes set forth in this paragraph and Landlord fails to effectively cure in such time period, Tenant shall have the right to cure Landlord's default and Landlord shall reimburse Tenant for any such costs upon demand, with proof of said costs provided to Landlord.

ARTICLE XII: Notices.

Any notice required or permitted under this Lease shall be in writing and be deemed to have been properly given if sent via facsimile or registered mail, return receipt requested, to the following parties at the following addresses and facsimile numbers:

To Tenant:

Superintendent of Schools
3600 – 52nd Street
Kenosha, Wisconsin
Facsimile: 262-653-7672

To Landlord:

4816 7th Avenue, Kenosha
Kenosha, Wisconsin
Facsimile: 262-657-3628

Notices and demands sent in accordance with this Article shall be deemed to have been delivered upon facsimile and two (2) days after the date mailed.

ARTICLE XIII: Secular Purpose

The relationship between Landlord and Tenant is only that of a landlord and tenant. Landlord and Tenant are not partners or joint venturers in education or any religious activities. Tenant's use of the Premises is to provide secular education only. Tenant neither advances nor inhibits practices or teachings related to religion. Landlord has no influence over the education curriculum of Tenant. To the extent Tenant deems it reasonably necessary to avoid any symbolic connection between religion and Tenant, Tenant may, at its cost, cover or remove any or all religious symbols located upon the Premises while Tenant occupies the Premises, so long as Tenant restores the same at the end of the Term.

ARTICLE XIV: Contingencies.

This Lease may be terminated at the option of Tenant upon ten (10) days written notice of the occurrence of any of the following:

1. The School Board and the electors of Tenant fail to approve of this Lease at a special meeting held in March of 2007;
2. The parish council of Landlord and the Archdiocese of Milwaukee fail to approve of this Lease;
3. Tenant's School Board determines that Tenant has insufficient students enrolled in both the Harborside Academy and K-TEC and that these entities are not financially viable; and
4. Tenant fails to secure sufficient funding from the Wisconsin Department of Instruction to finance the operation of Harborside Academy and K-TEC on the Premises.

ARTICLE XV: Signage.

Tenant may, without the prior written consent of Landlord, erect three (3) signs on the Property, one sign for each of Harborside Academy, K-TEC and E-School, provided, however, that such signs: (a) do not violate applicable governmental laws, ordinances, rules or regulations; and (b) provided Tenant removes such signs at the expiration of the Term, unless otherwise agreed by the parties.

ARTICLE XVI: Use of the Premises.

Tenant shall use the Premises for the schooling of children (grades kindergarten through eighth grade) and related educational programs, and no other purposes.

ARTICLE XVII: Miscellaneous.

A. Governmental Orders Concerning Use of the Property.

Tenant shall have the option to terminate this Lease and not be liable for further Rent if, because of the binding order or any federal, state, or local authority, the Building cannot be used for its expected use by Tenant.

B. Tenant Improvement Allowance.

Tenant may improve the Premises in any manner, including, but not limited to, improving the Premises by installing lockers in the hallways. Landlord shall reimburse Tenant for fifty percent (50%) of Tenant's actual improvements to the Property, in an amount not to exceed Fifty Thousand Dollars (\$50,000). Upon the termination of this Lease, Tenant, at its sole cost and expense, shall remove the lockers from the Building.

C. Grant.

Landlord warrants and represents that it is the lawful owner of the Property and has full authority to grant and execute this Lease, and that the Property is properly zoned for the uses described herein.

D. Quiet Enjoyment.

Landlord agrees that if Tenant pays rent and performs all of the other covenants and conditions of Tenant under this Lease, then Tenant shall have and quietly hold and enjoy the Premises during the term hereof.

E. Entire Agreement and Amendments.

This Lease and the Exhibits hereto contain the entire agreement between the parties, and no agreement shall be effective to change or modify this Lease, in whole or in part, unless such agreement is in writing and duly signed by the party against whom enforcement of such change or modification is sought.

F. Interpretation.

The necessary grammatical changes required to make the provisions of this Lease apply to the plural sense, where there is more than one Tenant and to either corporations, associations, partnerships or individuals, males or females, shall in all instances be assumed as though, in each case, fully expressed. The laws of the State of Wisconsin shall govern the validity, performance and enforcement of this Lease. The submission of this Lease for examination does not constitute an offer to lease, or a reservation of or option for the Premises, and this Lease becomes effective only upon execution and delivery thereof by Landlord and Tenant. The captions used herein are for convenience only and do not define, limit, describe or construe the terms of this Lease.

G. Severability.

No provision of this Lease shall be construed or interpreted in any manner, which would render such provision invalid. If any provision of this Lease is held to be invalid, such invalid provision shall be deemed to be severable from, and shall not affect the validity of, the remainder of this Lease.

H. Acknowledgment of Lease.

Tenant agrees that it will, from time to time upon request by Landlord, execute and deliver to Landlord a statement in recordable form setting forth the Commencement

Date and certifying that this Lease is unmodified and in full force and effect (or if there have been modifications, that the same is in full force and effect as so modified) and further stating the date to which rent and other charges, payable under this Lease, have been paid.

I. Terms Binding.

All covenants, promises, conditions, representations and agreements herein contained shall be binding upon, apply and inure the parties hereto and their respective heirs, executors, administrators, successors and permitted assigns.

J. Memorandum of Lease.

The parties agree to execute and record a Memorandum of Lease within twenty (20) days after the execution of this Lease.

K. Counterparts and Signatures.

This Lease may be executed in any number of counterparts, all of which when taken together will constitute one and the same instrument. This Agreement may be executed by original or facsimile signatures.

IN WITNESS WHEREOF, Landlord, by its Pastor, the Reverend _____
_____, and one of its Trustees, _____, states
that it is duly authorized by the Archdiocese of Milwaukee to so act, and Tenant, by its
duly authorized officers, have signed and countersigned this instrument as of the day and
year first above written.

ST. ELIZABETH CONGREGATION

**KENOSHA UNIFIED SCHOOL
DISTRICT NO. 1**

By: _____
Reverend _____, Pastor

By: _____
Eric Olson, President

Subscribed and sworn to before me
this _____ day of _____, 2007

Subscribed and sworn to before me
this _____ day of _____, 2007

Notary Public, State of Wisconsin
My commission expires: _____

Notary Public, State of Wisconsin
My commission expires: _____

By: _____
_____, Trustee

By: _____
Bernard E. Englund, Clerk

Subscribed and sworn to before me
this _____ day of _____, 2007

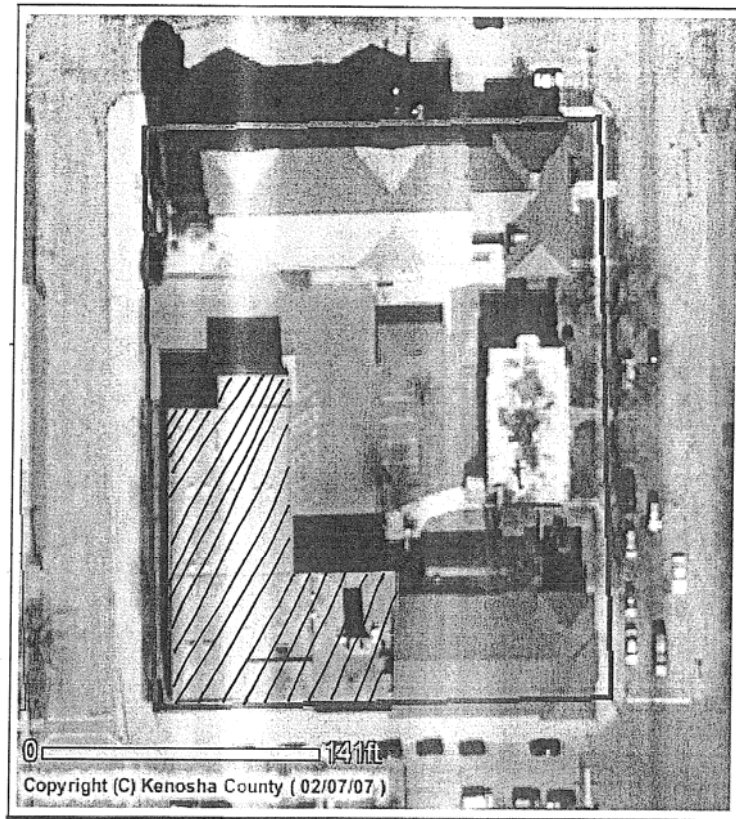
Subscribed and sworn to before me
this _____ day of _____, 2007

Notary Public, State of Wisconsin
My commission expires: _____

Notary Public, State of Wisconsin
My commission expires: _____

EXHIBIT A

(“Premises”)



▨ Premises

Exhibit B
(“Base Rent”)

<u>Initial Term</u>	<u>Monthly Rent</u>	<u>Annual Rent</u>
Year 2007 – 2008	\$19,166.67	\$230,000.00
Year 2008 – 2009	\$14,583.33	\$175,000.00
Year 2009 – 2010	\$20,000.00	\$240,000.00
Year 2010 – 2011	\$20,416.67	\$245,000.00
Year 2011 – 2012	\$20,833.33	\$250,000.00

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 27, 2007

**PROPOSED MEETING OF ELECTORS TO APPROVE LEASE, SUB-LEASE AND
DISIGNATION OF SCHOOL SITE**

Administration is requesting that the Board of Education schedule a special meeting of electors on Tuesday, March 27, 2007, to obtain elector approval to lease St. Elizabeth Parish at 4804 – 7th Avenue, Kenosha, Wisconsin, for the location of Harborside Academy and Kenosha Technology Enhanced Curriculum (KTEC) charter schools and to also designate that facility as a school site.

On July 25, 2006, at the special meeting of electors, approval was given for KUSD to take over responsibility (long-term lease) of Simmons Field beginning on January 1, 2007. Administration would now like to sub-lease that field to the Simmons Baseball Organization and is requesting that this item be included on the agenda at the special meeting of electors.

Administration Recommendation:

Administration recommends that the Board of Education schedule a special meeting of electors on Tuesday, March 27, 2007, or another such date as may be required, based on finalizing agreements on these two issues. The purpose is to obtain approval to lease St. Elizabeth Parish for the location of Harborside Academy and Kenosha Technology Enhanced Curriculum (KTEC) chart schools, designate it as a school site, and to also obtain approval to sub-lease Simmons Field to the Kenosha Simmons Baseball Organization.

William Johnston
Director of Finance

Dr. R. Scott Pierce
Superintendent of Schools

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 27, 2007

SUICIDE PREVENTION INITIATIVES

Both Strategy 5 and Strategy 7 of the District's Strategic Plan emphasize student connections to school. First, by stressing the importance of responsible student behavior, and, secondly, by working more effectively with our disengaged student population, specifically addressing the social influences or "barriers" that interfere with their ability to learn. Given our community's tragic history of children's death by suicide, I chose to highlight district and community plans to address this most vulnerable "disengaged" student population.

Wisconsin has the 11th highest youth suicide rate in the country, and suicide is the 2nd leading cause of death in our state. Our Kenosha Unified School Community has lost 6 children to death by suicide since the fall of 2005. We're now in the midst of what is typically called a "cluster" pattern of suicide. No other public school district in the state has lost 6 youth to death by suicide within this time frame.

Consistent with the national experience, since 1999, the majority of Kenosha youth suicides involve one or more of the following:

- A history of mental illness, especially depression
- A previous suicide attempt
- A history of trauma
- Loss of a loved one
- Alcohol and/or other drug abuse
- Lack of a support network, poor relationships, and feelings of social isolation

In addition to youth suicide, Kenosha Unified School District students have also historically experienced higher levels of teen depression and suicide attempts, almost double those of national averages.

In addition to our rate of child deaths by suicide, the following figures sum up the nature of our children's mental health crisis:

1. From 2004-2005, 124 calls came into our Crisis Intervention Agency for youth threats or attempted threats to do self-harm. The following year, 396 calls came into our Crisis Intervention Agency for youth threats or attempted threats to do self-harm.
2. From Jan. to Dec. 2005, 151 Involuntary Youth Hospitalization Mental Health Commitments were ordered. The following year, 212 Involuntary Youth Hospitalization Commitments were ordered.

A Collective Call to Action

Schools have always played a critical and legally supported role in youth suicide prevention. Our state legislature recognizes that school staff may be able to identify and help children with depressive symptoms and suicidal tendencies long before family and friends become aware of the seriousness of the child's condition.

Similar to mandates on the delivery of Child Protective Behaviors, i.e. “stranger danger”, Public School Districts in Wisconsin are required to deliver Suicide Prevention Education as well. Schools have also been granted immunity from liability for “good faith” efforts to prevent youth suicide. School Board policy also reflects the importance of suicide prevention programming.

Kenosha Unified has historically delivered quality lessons at all levels. And, given our high level of student suicide, we’re now in the process of expanding suicide prevention lessons at the K-8 level, and adding an additional research-based program at our high schools.

Through parent education sessions, “chat-n-chews”, and numerous individual parent contacts, we’ve also been listening to the community. Since the beginning of the 2005-2006 school year, the district has sponsored 9 Evening “Chat-n-Chews” focusing on building parent awareness as to the warning signs of suicide as well as specifics on how to talk to children about suicide. We’ve also sponsored a major community forum (150 + attendees) featuring a noted psychiatrist in February 2006, as well as three evening panel presentations earlier this month detailing long-range plans to address this youth crisis.

Because these suicides so deeply affect our students and their learning environments, we’ve also been intensively intervening to help children (and staff) satisfactorily cope with their emotional hurts, fears, anger, and loss experiences while at school. Our counselors, social workers, and psychologists are likely the most highly trained in providing trauma response services in the state.

In addition to listening and responding to concerned parents and other community members, the district is fortunate to have friends willing to advocate for suicide prevention through collective and unwavering action. CUSH (Congregations United to Serve Humanity) and NAMI (National Alliance for the Mentally Ill) have been grass roots partners to gather support for additional mental health services for our most emotionally vulnerable youth. For the past several years, CUSH and NAMI have “knocked on the doors” of our private and public mental health delivery systems to advocate for additional suicide prevention needs. Because youth suicide affects so many aspects of school, neighborhood, and community life, Kenosha Unified deeply appreciates their valuable support in reaching out to the wider community with us.

Since January 2005, the district has also played a vital role in the formation of the County Division of Health Suicide Prevention Committee. Every month, 35 + human service agencies, hospitals, clinical mental health practitioners, advocacy groups, and parents meet to plan and ultimately implement scientifically-based, long-range solutions to our cluster suicide pattern. At the present time, this active committee is openly discussing gaps in services to potentially suicidal youth and how to build more capacity to address children’s intensive mental health needs. A major report, with findings and specific recommendations, will be submitted later this year.

Next Steps

When a teen dies by suicide, everyone is affected. Family members, friends, teammates, neighbors, and sometimes even those who didn’t know the person well may experience feelings of grief, confusion, guilt – and the sense that if only we had done something differently, the suicide could have been prevented.

Given the community’s tragic loss of children by suicide, board and state requirements to deliver suicide prevention programming, and connections to wider community efforts to build more hope for our children’s future, significant research has gone into providing the best practices to enhance youth resourcefulness and connectedness to families and schools.

The SOS (Signs of Suicide) program for middle and high school students is the hallmark addition to the district's suicide prevention education mandate. The SOS "Get Into the ACT" video is the main teaching tool of the Signs of Suicide program. The aim of the video is to create a supportive and responsive atmosphere for those youth who may be at risk for depression, suicide, or self-injury by empowering them to recognize the warning signs of suicide, and to seek help.

The main message of the video is ACT: Acknowledge, Care, and Tell. It is highly skill-based.

- A: Acknowledge that you are seeing signs of depression, suicide, or self-injury in and friend and that it is serious.
- C. Care Let your friend know that you care about him or her, and that you are concerned that he or she needs help.
- T. Tell a trusted adult, either with your friend or on his or her behalf.

To support the ACT message, posters, handouts, and cards are provided as well. Government research (attached) points to reductions in self-reported suicide attempts following SOS.

In conjunction with our partnering agencies in suicide prevention (CUSH – NAMI – County Division of Health), an additional option for parents, the Columbia University Teen Screen Mental Health Check-up for 8th grade students, was proposed as well. Due to the level of community controversy surrounding the nature of the program, however, it was not included as an action item in tonight's Board agenda. We deeply appreciate all the efforts of these groups to secure the counseling resources needed to develop the Columbia University program, and trust that our partnership in suicide prevention will continue.

To summarize:

First, our "wake up call",

- Six children dying by suicide in the past 18 months
- Twice the national average in childhood depression
- A three-fold increase in youth self-harm calls to Crisis Intervention
- And, a growing number of involuntary youth mental health hospitalizations

Secondly, a collective call to action, by strategically engaging with the county-wide health and mental health systems that routinely take care of children and families in crisis.

And, finally, additional research-based curriculum, providing skill-based instruction to teach middle and high school students to ACT (Acknowledge – Care – Tell).

Given these action plans, we hope to build more resiliency in our students, skills that will enable them to rebound from adversity, trauma, tragedy, and other stressors – ultimately creating a stronger sense of mastery, competence, and hope.

Recommendation

Administration requests that the School Board receive this report on the District's Suicide Prevention initiatives.

Dr. R. Scott Pierce
Superintendent of Schools

Kathryn Lauer
Director of Special Education

Joe Kucak
Coordinator of Student Support

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**REGULAR BOARD OF EDUCATION MEETING
EDUCATIONAL SUPPORT CENTER**

FEBRUARY 27, 2007

**APPENDIX FOR
NEW BUSINESS ITEM XV-C
SUICIDE PREVENTION INITIATIVES**

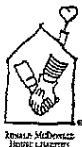
SOS Signs of Suicide® Middle School Program

PROCEDURE MANUAL

Douglas Jacobs, MD
Scientific Director

Sharon Pigeon, MSW
SOS Program Manager

Special thanks to the SOS Middle School Advisory Board and the
Irvington Middle School administration and students.



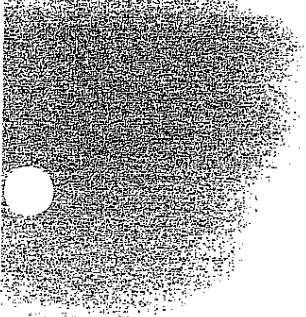
Generously funded by The Ronald McDonald House Charities.

METROWEST
COMMUNITY
HEALTH CARE
FOUNDATION

Development of the program was generously funded by the
MetroWest Community Health Care Foundation, Framingham, MA

Copyright 2006 by Screening for Mental Health, Inc.

All rights reserved. Printed in the United States of America. This manual is intended for non-commercial use by registered facilities for the SOS Middle School program. Reproduction or other use of this manual without express written consent of Screening for Mental Health, Inc. is forbidden. 1st Edition.



Dear friends and colleagues in youth suicide prevention:

Thank you for your proactive efforts to reduce the incidence of suicide among youth in our schools, communities and families.

Upon receipt of this kit please take a moment to review the contents, and verify that your video is in proper working order.

Kit Materials Include:

- *Get Into The ACT* Educational video, VHS tape or DVD
- Pack of 300 Student Newsletters
- Pack of 300 Parent Newsletters
- Pack of 10 ACT posters
- Pack of 300 ACT stickers

Please return your completed Summary Form to us within two weeks of completing your program implementation. The summary form data is critical to provide feedback about your impressions of the new SOS Middle School Suicide Prevention Program and how it was implemented in your school.

Thank you again for your participation in the middle school SOS program. If you have questions regarding program implementation, or need additional materials, please call us at (781) 239-0071.

Sincerely,



Sharon Pigeon, MSW
SOS Program Manager

Acknowledgments

The SOS Middle School program was generously funded by the Ronald McDonald House Charities. Development was funded by a grant from the Metrowest Community Health Care Foundation in Framingham, MA. We are grateful to both organizations for their commitment to reduce youth suicide and self-harm and for making this program a reality.

The program was developed with the help of experts in the fields of child psychiatry, self-injury, and suicide and with the assistance of school-based professionals from Boston Metrowest schools. Special thanks also to Barent Walsh, PhD for his support and guidance in developing the self-injury component of this program.

We would like to thank all of the following dedicated professionals who provided their time and expertise in order to help make this program a reality. We deeply appreciate their commitment to preventing youth suicide and thank each and every one of them for their time and talents.

William Beardslee, MD
Children's Hospital, Boston, MA

Cynthia Bucken
Nipmuc Regional Middle/High School
Upton, MA

Ellen Courshene
Wellesley Middle School
Wellesley, MA

Laurie Curley, PhD
JFK Middle School
Hudson, MA

Kathy Farnsworth
Robert E. Melican Middle School
Northborough, MA

Julie Phipps
Robert E. Melican Middle School
Northborough, MA

Deborah Hardy, Ed.D, Ed.M., M.S.
Irvington Middle School
Irvington, NY

Jon Hisgen, MS, CHES
Wisconsin Department of Public Instruction
Madison, WI

Kay Hurley
Sarah W. Gibbons Middle School
Westborough, MA

Karen Ingerman
Remington Middle School
Franklin, MA

Joann Kenney
Dover Sherborn Regional Middle School
Dover, MA

Cheryl King, PhD
University of Michigan Depression Center
Child and Adolescent Depression Program
Ann Arbor, Michigan

Richard Lieberman, NCSP
Los Angeles Unified School District
Los Angeles, CA

Tara Manke, PhD
Stacy Middle School and Middle School East
Milford, MA

Elaine Mitsocke
Robert H. Adams Middle School
Holliston, MA

Julie Phipps
Robert E. Melican Middle School
Northborough, MA

Scott Poland, NCSP
NOVA Southeastern University
Fort Lauderdale, FL

Jefferson Prince, MD
Massachusetts General Hospital and
North Shore Medical Center
Boston, MA

Barent Walsh, PhD
The Bridge of Central MA
Worcester, MA

TABLE OF CONTENTS

Section 1: Overview

- Introduction
- Program Rationale and Goals
- Program Materials

Section 2: Planning

- Planning Checklist
- Who Implements the Program
- Suggestions for Program Implementation
- Building Bridges with Community Providers

Section 3: Educating Staff and Parents

- Preparing School Personnel Through Training and Involvement
- Staff Training
- Parents as Partners In Safeguarding Youth
- Suggestions for a Parent Night
- Sample Lecture
- Common Questions about Depression
- Myths About Depression and Suicide

Section 4: Lesson Plans

- Lesson Plan 1
- Video Discussion Guide
- Lesson Plans 2 and 3
- Classroom Games

Section 5: Materials for Reproduction

- Student Screening Form (CES-DC) and Scoring Instructions
- Disclosure Template
- Sample Parent Consent Letters
- Sample Parent Permission Slips
- Student Follow-Up Form
- Sample Response Card for Students
- Sample Referral Resource List for Parents

Section 6: Additional Resources

- Where to call for Additional Help
- Useful Resources and Links
- Turn Them Around: 10 Steps to Teacher Buy-In
- Student Mental Health Screening: A Risk Management Perspective
- Self-Injury Packet
- Maximizing Parent Consent Returns
- Sustaining Prevention Efforts
- Building a Supportive School Environment Year-Round
- Sustaining Your Prevention Efforts
- About Screening for Mental Health, Inc.

Overview

Introduction

*"One young person contemplating suicide grips our hearts.
Nine hundred thousand young people contemplating suicide grips our collective conscious."*

-Charles Curie, Administrator,
Substance Abuse and Mental Health Services Administration

Welcome and congratulations for championing the youth suicide prevention effort in your school and community by participating in the SOS Signs of Suicide® Middle School Program. The program helps adults and students demystify the confusion around what constitutes normal development and what may be a potentially serious mental health issue during what is typically a tumultuous period in individual development.

Adolescence is an important time for early identification of mental health disorders to promote healthy development. The Centers for Disease Control (CDC) recently released its *Middle School Youth Risk Behavior Survey* conducted in 2003. Across states, the percentage of students who reported that they had seriously thought about killing themselves, ranged from 18% of sixth graders to 28% of eighth graders. Nearly twelve percent of 6th graders and up to 17% of eighth graders reported that they had made a plan about how to kill themselves. Most alarmingly, the percentage of youth that reported that they had actually tried to kill themselves ranged from 7% among sixth graders to 11% of eighth graders. In addition, many adult mental disorders have related antecedent problems in childhood, and a previous suicide attempt is a leading risk factor for future suicide later in life. Thus, it is critical to introduce prevention strategies early to help promote prevention throughout the lifecycle.

Through the SOS program, school staff, students and their parents will learn about depression, suicide, self-injury, and the associated risks of alcohol use. They will learn the action steps for students to take to get help, **ACT**: Acknowledge that your friend has a problem, express that you Care, and Tell a trusted adult.

We hope that you will see the success of the program through healthier and better educated students and more prepared parents and staff when they are faced with symptoms of depression, suicidality, and self-injury. Through your participation, you have taken an important step towards protecting youth by identifying those who may be at risk for mental health problems, preventing maladaptive coping behavior, and encouraging help-seeking and appropriate treatment.

We wish you great success in your prevention efforts. Please don't hesitate to contact our office if we can assist you. References for this manual are available upon request.

Sincerely,

The SOS Team
Screening for Mental Health, Inc.

Program Materials

SOS Video/DVD and Discussion Guide

The *SOS: Get Into the ACT* video is the main teaching tool of the SOS Middle School Program. The aim of the video is to create a supportive and responsive atmosphere for those youth who may be at risk for depression, suicide, or self-injury by empowering them to recognize the warning signs and seek help. The video is approximately 17 minutes in length and is accompanied by a Discussion Guide that includes topics for classroom discussion led by a school health professional or counselor.

The main help-seeking message of the video is **ACT: Acknowledge, Care, Tell**.

- Acknowledge that you are seeing signs of depression, suicide, or self-injury in a friend and that it is serious.
- Care—Let your friend know that you care about him or her, and that you are concerned that he or she needs help that you cannot provide.
- Tell a trusted adult, either with your friend or on his or her behalf.

There are 3 sections of the video:

- ❑ **Vignettes:** Dramatizations that show adolescents who are depressed and the words and actions others might use to help. Each vignette includes a friend or family member who is trying to help— first the wrong way (i.e. getting angry, not taking the person seriously, or blaming them, etc.), and then the correct way (i.e. telling them that they are concerned and that they need to speak with a trusted adult).
- ❑ **Group Discussion:** Five middle school students discuss the topics of depression, suicide, bullying, self-injury, and getting help.
- ❑ **Student Interview with School-based Counselor:** A school counselor answers questions raised by one of the students from the Group Discussion.

Student Newsletter

Using short articles, word jumbles, and crossword puzzles, the Student Newsletter provides reinforcement for the ACT message, information about the warning signs of depression and suicide, the risks associated with using alcohol and drugs, strategies for dealing with cyber-bullying, and ways to enhance resilience when facing stress. Responding to online communications about suicide is also addressed.

Parent Newsletter

The Parent Newsletter is designed to increase skills and confidence among parents in recognizing and responding to signs of depression, self-injury, and suicidality among their children. The newsletter also serves to encourage parents to initiate a discussion about these concerns with their children and instill confidence for seeking treatment for their children, if needed.

Interactive Classroom Games (See Lesson Plans)

Classroom games serve to increase student knowledge and skills about a topic. Games that have learning complexity and are successfully infused into the curriculum are a highly effective strategy in getting students to move the knowledge and skills they received into long-term memory and positive behaviors. Two games have been provided to reinforce the teaching points of the *SOS: Get Into the ACT* video and the information provided in the Student Newsletter.



A Program of Screening
for Mental Health, Inc.

Parent Newsletter

SOS: Get into the ACT!



Typical or Depressed?

Your child will experience many changes between the ages of 9–14 years. The “tween” years, those between childhood and adolescence, are often characterized by mood swings. A certain amount of moodiness is entirely normal for the tween. Because normal behaviors vary from one childhood stage to another, it can be difficult to tell whether a child is just going through a

temporary “phase” or is suffering from depression. The depressed child may pretend to be sick, refuse to go to school, cling to a parent, or worry that the parent may die. Older children may sulk, get into trouble at school, be negative, grouchy, and feel misunderstood.

Major depression is one of the mental, emotional, and behavior disorders that can appear during childhood and adolescence. This type of depression affects a young person’s thoughts, feelings, behavior, and body. Major depression in children and adolescents is serious; it is more than “the blues.” Depression can lead to school failure, alcohol or other drug use, and even suicide. Young people with depression may have a hard time coping with everyday activities and responsibilities, have difficulty getting along with others, and suffer from low self-esteem. Adolescents with major depression are likely to identify themselves as depressed before their parents suspect a problem. The same may be true for children.

At any point in time 10 to 15 percent of children and adolescents have *some* symptoms of depression. Having a family history of depression, particularly a parent who had depression at an early age, increases the chances that a child or adolescent may develop depression. Once a young person has experienced a major depression, he or she is at risk of developing another depression within the next 5 years. This young person is also at risk for other mental health problems.

Depression is treatable. Early identification, diagnosis, and treatment help children reach their full potential. Children who show signs of depression should be referred to and evaluated by a mental health professional who specializes in treating children.

Copyrighted and published by the National Mental Health Association, no part of this document may be reproduced without written consent.



Resilience and Middle School Children

Even without larger traumas, middle school can be an especially difficult time for many children as they struggle to meet extra academic demands and avoid new social pitfalls. They look to teachers and friends as well as to parents to make them feel safe.

Reinforce empathy and help your child keep perspective. When your child is a victim of the shifting social alliances that form in middle school, help him or her understand that other children may be feeling just as lonely and confused, and help her see beyond the current situation - alliances that shift one way may shift back again the next week in middle

**We all can
develop
resilience, and
we can help
our children
develop it as
well.**

school. Talk with your child about your own feelings during times of extraordinary stress such as the death of a loved one. Your children probably are old enough to appreciate some gray areas in your own feelings, but you should leave no room for doubt when you talk about how you will do whatever it takes to keep them safe. If your family does not have a plan in place for emergencies, make one and share it with your child so he knows that there are decisive actions he can take in an emergency.

Enlist your children’s help, whether it’s a chore or an opinion about a family activity. Include your children in any volunteer activity you do. Make sure your children know how their actions contribute to the entire family’s well-being. If your children know that they have roles to play, and that they can help, they will feel more in control and more confident.

Story continued on Page 3...



Make a Difference: Talk to Your Child About Alcohol

For young people, alcohol is the number one drug of choice. In fact, teens use alcohol more frequently and heavily than all other illicit drugs combined. Although most children ages 10-14 have not yet begun to drink, early adolescence is a time of special risk for beginning to experiment with alcohol. It is important to remember that alcohol is a powerful, mood-altering drug. Not only does alcohol affect the mind and body in often unpredictable ways, but teens lack the judgment and coping skills to handle alcohol wisely. As a result:

- Alcohol use also is linked with youthful deaths by drowning, fire, suicide, and homicide.
- Teens who use alcohol are more likely to become sexually active at earlier ages, to have sexual intercourse more often, and to have unprotected sex than teens who do not.
- Young people who drink are more likely than others to be victims of violent crime.
- Teens who drink are more likely to have problems with school.
- An individual who begins drinking as a young teen is four times more likely to develop alcohol dependence than someone who waits until adulthood to use alcohol.

The message is clear: alcohol use is very risky business for young people. And the longer children delay alcohol use, the less likely they are to develop any problems associated with it. That's why it is so important to help your child avoid any alcohol use. For tips about how to talk with your child about alcohol, go to <http://www.alcoholfreechildren.org/>.

*Source: National Institute on Alcohol Abuse and Alcoholism.
For full article go to www.niaaa.nih.gov/publications.*

Helping Yourself—Helping Your Depressed Child

Help Yourself. You are your child's first line of defense against depression. Here are some things that you can do to fortify yourself:

Remember that you did not cause your child's depression.

Ignore critical comments by well-meaning friends and relatives.

Take care of your physical health: exercise, eat well, and get enough sleep.

Seek help if you can't eat or sleep, or if you develop anxiety or mood symptoms (many parents do).

Trust your instincts: get a second opinion if a professional's advice does not make sense to you.

Maintain hope: find spiritual solace and creative outlets.

Find support: join a parenting group or talk to parents of children with depression.

Help your child. Parents can use the following strategies to help their children cope with depression:

Talk to your child. Ask questions and be willing to listen.

Never make fun, minimize, or dismiss your child's feelings. They may seem trivial to you but, if they are making your child unhappy, they matter.

Be honest. If you are worried about your child, tell them so.

Share your feelings. Let your child know that they are not alone.

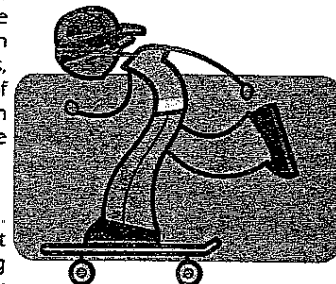
Get help for your child. Talk to your pediatrician, teacher, clergy or other trained professional. They can get you the help that you need.

Don't wait for the problem to go away. Although feelings of sadness can disappear, they can also get worse. A trained mental health professional can tell the difference.

Help your child™ material adapted and used with permission of the American Association of Pediatrics.

Self-Injury

Self-injury is also termed self-mutilation, self-harm or self-abuse. The behavior is defined as the deliberate, repetitive, impulsive, non-lethal harming of one's self. Self-injury includes cutting, scratching, picking scabs or interfering with wound healing, burning, punching self or objects, infecting oneself, inserting objects in body openings, bruising or breaking bones, some forms of hair-pulling, as well as other various forms of bodily harm. These behaviors, which pose serious risks, may be symptoms of a mental health problem that can be treated.



Warning Signs

Warning signs that someone is injuring themselves include: unexplained frequent injury including cuts and burns, wearing long pants and sleeves in warm weather, low self-esteem, difficulty handling feelings, relationship problems, and poor functioning at work, school or home.

Incidence and Onset. Experts estimate the incidence of habitual self-injurers is nearly 1% of the population, with a higher proportion of females than males. The typical onset of self-harming acts is at puberty. The behaviors often last 5-10 years but can persist much longer without appropriate treatment.

Behavior Patterns. Many who self-harm use multiple methods. Cutting arms and legs is the most common practice. Self-injurers may attempt to conceal the resultant scarring with clothing and, if discovered, often make excuses as to how an injury happened.

Reasons for Behaviors. Self-injurers commonly report they feel empty inside, over or under stimulated, unable to express their feelings, lonely, not understood by others and fearful of intimate relationships and adult responsibilities. Self-injury is their way to cope with or relieve painful or hard-to-express feelings, and is generally not a suicide attempt. But relief is temporary, and a self-destructive cycle often develops without proper treatment.

Dangers. Self-injurers often become desperate about their lack of self-control and the addictive-like nature of their acts, which may lead them to true suicide attempts. The self-injury behaviors may also cause more harm than intended, which could result in medical complications or death.

Consult a mental health professional if your child is self-injuring.

Copyrighted and published by the National Mental Health Association, no part of this document may be reproduced without written consent.

A child attempting suicide should immediately be taken to a hospital emergency room for psychiatric evaluation.



10 Tips for Building Resilience in Children & Teens

We all can develop resilience, and we can help our children develop it as well. It involves behaviors, thoughts and actions that can be earned over time. Following are tips to building resilience:

Make connections. Teach your child how to make friends, including the skill of empathy, or feeling another's pain. Encourage your child to be a friend in order to get friends. Build a strong family network to support your child through his or her inevitable disappointments and hurts. At school, watch to make sure that one child is not being isolated. Connecting with people provides social support and strengthens resilience. Some find comfort in connecting with a higher power, whether through organized religion or privately and you may wish to introduce your child to your own traditions of worship.

Help your child by having him or her help others. Children who may feel helpless can be empowered by helping others. Engage your child in age-appropriate volunteer work, or ask for assistance yourself with some task that he or she can master. At school, brainstorm with children about ways they can help others.

Maintain a daily routine. Sticking to a routine can be comforting to children, especially younger children who crave structure in their lives. Encourage your child to develop his or her own routines.

Take a break. While it is important to stick to routines, endlessly worrying can be counter-productive. Teach your child how to focus on something besides what's worrying him. Be aware of what your child is exposed to that can be troubling, whether it be news, the Internet, or overheard conversations, and make sure your child takes a break from those things if they trouble her. Although schools are being held accountable for performance on

standardized tests, build in unstructured time during the school day to allow children to be creative.

Teach your child self-care. Make yourself a good example and teach your child the importance of making time to eat properly, exercise and rest. Make sure your child has time to have fun, and make sure that your child hasn't scheduled every moment of his or her life with no "down time" to relax. Caring for oneself and even having fun will help your child stay balanced and better deal with stressful times.

Move toward your goals. Teach your child to set reasonable goals and then to move toward them one step at a time. Moving toward that goal - even if it's a tiny step - and receiving praise for doing so will focus your child on what he or she has accomplished, rather than on what hasn't been accomplished, and can help build the

resilience to move forward in the face of challenges. At school, break down large assignments into small, achievable goals for younger children, and for older children, acknowledge accomplishments on the way to larger goals.

Nurture a positive self-view. Help your child remember ways that he or she has successfully handled hardships in the past and then help him understand that these past challenges help him build the strength to handle future challenges. Help your child learn to trust himself to solve problems and make appropriate decisions. Teach your child to see the humor in life, and the ability to laugh at one's self. At school, help children see how their individual accomplishments contribute to the wellbeing of the class as a whole.

Keep things in perspective and maintain a hopeful outlook. Even when your child is facing very painful events, help him look at the situation in a broader context and keep a long-term perspective. Although your child may be too young to consider a long-term look on his own, help him or her see that there is a future beyond the current situation and that the future can be good. An optimistic and positive outlook enables your child to see the good things in life and keep going even in the hardest times. In school, use history to show that life moves on after bad events.

Look for opportunities for self-discovery. Tough times are often the times when children learn the most about themselves. Help your child take a look at how whatever he is facing can teach him "what he is made of." At school, consider leading discussions of what each student has learned after facing down a tough situation.

Accept that change is part of living. Change often can be scary for children and teens. Help your child see that change is part of life and new goals can replace goals that have become unattainable. In school, point out how students have changed as they moved up in grade levels and discuss how that change has had an impact on the students.

Copyright © 2004 by the American Psychological Association. Reprinted with permission.



...Signs of Depression

- Frequent sadness, tearfulness, crying
- Hopelessness
- Decreased interest in activities; or inability to enjoy previously favorite activities
- Persistent boredom, low energy
- Social isolation, poor communication
- Low self-esteem and guilt
- Extreme sensitivity to rejection or failure
- Increased irritability, anger or hostility
- Difficulty with relationships
- Frequent complaints of physical illnesses such as headaches and stomachaches
- Frequent absences from school or poor performance in school
- Poor concentration
- A major change in eating and/or sleeping patterns
- Talk of or efforts to run away from home
- Thoughts or expressions of suicide or self-destructive behavior

Source: AACAP, "The Depressed Child". For full article go to www.aacap.org

Has Your Child Told You About the SOS Program?

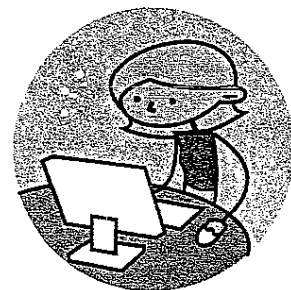
The goal of the program is to help students identify signs of depression, self-injury, and suicide in themselves and others and respond to them effectively, as a medical emergency.

The main message of the program is

ACT: Acknowledge, Care, Tell:

- ⇒ **Acknowledge** that you are seeing signs of depression, self-injury, or suicide in a friend and that it is serious.
- ⇒ **Care**—let your friend know that you care about him or her, and that you are concerned that he or she needs help you cannot provide.
- ⇒ **Tell** a trusted adult, either with your friend or on his or her behalf.

Talk to your child today about the importance of recognizing when there is a problem and how you can help them.





Additional Resources

www.aap.org
www.apahelpcenter.org
www.health.org
www.niaaa.nih.gov
www.nmha.org
www.pbskids.org/itsmylife
www.samhsa.gov
www.stopbullyingnow.hrsa.gov
www.toosmarttostart.samhsa.gov
www.alcoholfreechildren.org



Parents Med Guide—www.ParentsMedGuide.org

The use of medication in treating childhood and adolescent depression; information for parents and families.

To find a mental health provider in your community, go to www.mentalhealth.samhsa.gov/databases.

National Suicide Prevention Lifeline:
 1-800-273-TALK
www.suicidepreventionlifeline.org



What is Cyberbullying?

Bullying is not just a schoolyard phenomenon anymore. The school bully can harass your child in, and from, the comfort of home. When this happens, your child becomes the victim of cyberbullying: sending or posting harmful or cruel text or images using the Internet or other digital communication devices.

Experts offer these pointers for parents:

- Tell your child you want to know if they are being cyberbullied. Reassure them that they won't lose computer or online access.
- Stress that they should not respond to the bully.
- Always print out and save cyberbullying messages.
- Teach your child never to post anything they wouldn't want others to read.
- Have your child change his/her screen name and give it only to those they trust. Rather than blocking bullies' screen names, have your child make a buddy list that includes only their friends' names.
- If the bully attends your child's school, show the printouts to school officials and work to resolve the conflict.
- If threats are made, call the police and the Internet Service Provider. Since cyberbullying often violates the Terms of Agreement and there are "zero tolerance" policies, the ISP will investigate and can cancel the bully's account.



Talk to Your Child: Suicide Warning Signs

Did you know that suicide is the third leading cause of death for 10-19-year-olds in the United States? A far greater number of youths attempt suicide each year. These are shocking statistics, but we also know that most youth who die by suicide suffer from a mental or substance use disorder or both. It is important to look for signs of substance abuse or depression and get professional help for your child if he needs it.

Besides substance abuse and mental illness, other risk factors include:

- Previous suicide attempts
- A family history of suicide
- Easy access to lethal methods such as guns or poisons
- Incarceration
- A stressful life event or loss
- Exposure to suicidal behavior in others

Suicide can occur in clusters, sometimes as a ripple effect of the suicide of a friend or a celebrity that receives widespread media coverage. Be aware of the following "suicide signals" from your child:

- Complaints of being a bad person or feeling "rotten inside"
- Gives verbal hints such as "I won't be a problem for you much longer," "Nothing matters," "It's no use," and "I won't see you again"
- Puts her affairs in order; for example, gives away favorite toys, cleans her room, throws away important belongings, etc.
- Becomes suddenly cheerful after a period of depression
- Shows signs of psychosis (hallucinations or bizarre thoughts)
- Shows little interest in the future
- Acts in rash, hostile ways; often expresses rage

What To Do

Ask your child if he is depressed or thinking about suicide. Rather than putting dangerous thoughts into his head, asking shows him that you care and that he is not alone. Don't leave him alone. If you think your child has a mental illness or a substance abuse problem, get him the help that he needs even if he resists. Most important, take seriously any suicide attempt. If your child or someone else you know is thinking about suicide, call the National Suicide Prevention Lifeline number: 1-800-273-TALK (8255) to find a crisis center in your area.

Source: "A Family Guide to Keeping Youth Mentally Healthy and Drug Free" SAMHSA. For more information go to www.samhsa.gov.

Adapted and reprinted from PEOPLE Magazine's March 14, 2005 issue by special permission; © 2005 Time Inc. All rights reserved. Additional source: www.pbs.org/inthemix

SOS: Get into the ACT!

You know that these school years can be complicated and demanding. Deep down you are not quite sure of who you are, what you want to be, or whether the choices you make from day to day are the best decisions.

Sometimes the many changes and pressures you are facing threaten to overwhelm you. So, it isn't surprising that from time to time you or one of your friends feels "down" or discouraged. But what about those times when a friend's activity and outlook on life stay "down" for weeks and begin to affect your relationship? If you know someone like this, your friend might be suffering from depression. As a friend, you can help.

...Learn about Depression

Depression is more than the blues or the blahs; it is more than the normal, everyday ups and downs. When that "down" mood, along with other symptoms lasts for *more than a couple of weeks*, the condition may be depression. Depression is a serious health problem that affects the total person. In addition to feelings, it can change behavior, physical health and appearance, academic performance, social activity and the ability to handle everyday decisions and pressures.

What causes depression?

We do not yet know all the causes of depression, but some things may increase the likelihood that an individual will develop depression. Depression is an illness like diabetes or heart disease. Sometimes it runs in families. Other times we aren't sure why it happens and it just comes out of the blue. Difficult and stressful life experiences can increase the chances of becoming depressed.

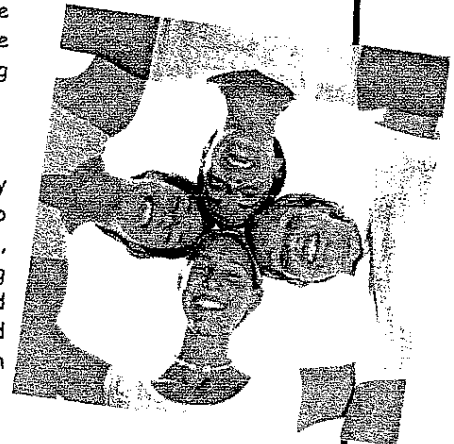
Is it serious?

Depression can be very serious. It has been linked to poor school performance, truancy, alcohol and drug abuse, running away, and feelings of worthlessness and hopelessness. Suicide is often linked to depression.

Can it be treated?

Yes, depression is treatable with talk therapy and sometimes medication.

Continued on Page 2 (...Know the Warning Signs).



Source: NIMH, "What To Do When a Friend is Depressed". For full article go to <http://www.nimh.nih.gov/publicat/friend.cfm>.

Feeling Frazzled?

Having a difficult life experience, problems handling stress, low self-esteem or fear about the future? You cannot always control what life throws our way (miss the bus, forget your homework, get put down by a friend lately?) but you can control how you handle the stress. Although stress does not always lead to depression, it can play a major role in how you are feeling. Standing up to stress can do wonders for how you feel about yourself. Here are some tips to keep calm, cool and collected:

1. **Fuel up and go** - Eat healthy foods. Don't skip meals or eat on the run. Good eating gives you good energy. Use the energy. Physical activity increases your body's feel good chemicals. It clears your head, lifts your spirits and keeps stress away.
2. **Laugh a lot** - Watch a funny movie or tell some jokes. Have fun with friends. When you do something silly or stupid learn to laugh about it.
3. **Talk it out** - When your feelings feel bottled-up inside

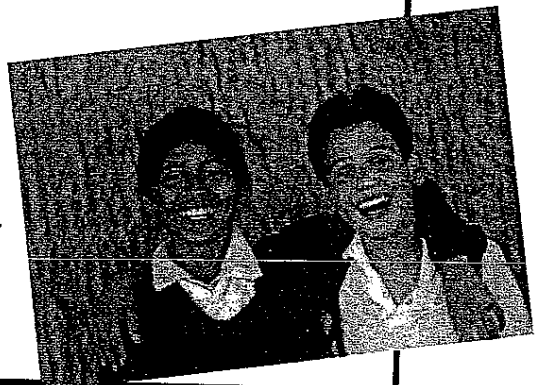
talk to someone you trust. Other people can help you see your problems differently. Remember, you don't have to do it alone!

4. **Take time to chill** - Stress can make you feel like you are traveling at the speed of light. Slow down. Take control. Relax. Keep a journal. Listen to music more, take a nap, and daydream.

5. Catch some Zzz's

- Problems seem much larger when you're tired. Sleep is a big deal so get plenty of it.

Source: DHHS, "Body and Mind". For full article go to www.bam.gov.



Depression...Know the Warning Signs

Check the following to see if a friend has some of these symptoms and they last longer than two weeks.

Do they express feelings of:

- Sadness or "emptiness?"
- Hopelessness, negativity, or guilt?
- Helplessness or worthlessness?

Do they seem:

- Unable to make decisions?
- Unable to concentrate and remember?
- To have lost interest or pleasure in ordinary activities?
- To have more problems with school and family?

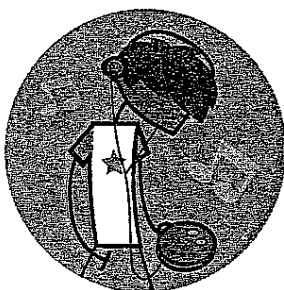
Do they complain of:

- Loss of energy and drive—so they seem "slowed down?"
- Trouble falling asleep, staying asleep, or getting up?
- Appetite problems; are they losing or gaining weight?
- Headaches, stomach aches, or backaches?
- Chronic aches and pains in joints and muscles?

Has their behavior changed suddenly so that:

- They are restless and more irritable?
- They want to be alone most of the time?
- They've started cutting classes or dropped hobbies?
- You think they may be drinking or taking drugs?

HAVE THEY TALKED ABOUT DEATH, SUICIDE OR HURTING THEMSELVES?



Word Search: Take ACTION!

R A F W G F P S H D S A I Y A
 L E C F I C G C E X N C B G L
 L B L I V N F P Z G O K E I R
 E F I A I Q R I R R I N E E C
 B O R L I E A W W W I O V P J
 W I E I S I D A O X O W A A O
 P E H S E G O Q U R M L W R R
 F P I K I N N N Y F E E Q E W
 W O D E M N D I S S U D K N H
 N E D I C I U S Y H S G R I X
 I N E M I A E R I L I E V S F
 E Q H O P E L E S S L P R E R
 R U I L N Y L V E L V U S I E
 A E E O I E L L H M H Q B D S
 C H D X B K C H M K H F I K B

ACKNOWLEDGE	FEELINGS	SIRESS
ACT	FRIENDS	SUICIDE
BULLYING	HELP	IELL
CARE	HOPELESS	IREAIMENT
DEPRESSION	PARENIS	
EMOIIIONS	RELAIIIONSHIPS	

...Be Able to Tell Fact from Fiction

Fiction

- Kids are just moody. They do not get "real" depression.
- Depression is just a weakness. Depressed kids have to pull themselves together and move on.
- Talking about depression only makes it worse.
- Telling an adult when a friend is depressed betrays their trust and makes you a bad friend.
- If a person wants help, they will ask for it.
- People who talk about suicide won't really do it.
- You can't stop people who want to kill themselves.
- Talking about suicide gives people the idea.

Fact

- ➔ Kids get real depression. It's more than being moody. It's being trapped in a mood for weeks or months.
- ➔ Depression isn't a weakness. It's an illness that affects the whole body. It may be treated with therapy and medication.
- ➔ Helping people see their emotions from another angle can be encouraging. Talking helps.
- ➔ It is a true act of friendship to get help for your friend when they cannot do it alone.
- ➔ Depression can sap a person's energy and self-esteem making asking for help seem impossible.
- ➔ Almost everyone who dies by suicide gives a clue or warning. Know the warning signs, listed above.
- ➔ Most suicidal people do not really want to die. They just want their pain to stop.
- ➔ Talking about suicide can show people other options.

Source: NIMH, "What To Do When a Friend is Depressed". For full article go to <http://www.nimh.nih.gov/publicat/friend.cfm>.

Suicide—What You Should Know

Suicide is a scary word, but here's what you should know about it.

Most people who are clinically depressed do not die by suicide, but they *are* more at risk for it. You may have heard people say things like, "Someone who talks about killing himself or herself will never actually do it."

This is important: thinking about, talking about, or trying suicide is ALWAYS SERIOUS. If you or a friend is doing any of these, talk to a trusted adult IMMEDIATELY.

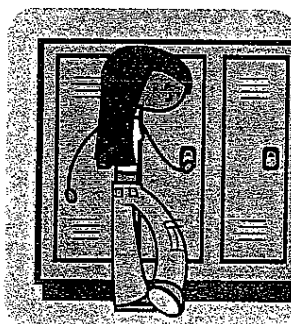
If you're worried that someone close to you may be thinking about suicide, watch for these warning signs:

- Talking, reading, or writing about suicide or death
- Talking about feeling worthless or helpless
- Saying things like, "I'm going to kill myself," "I wish I were dead," or "I shouldn't have been born"
- Visiting or calling people to say goodbye
- Giving things away
- Organizing or cleaning one's bedroom "for the last time"
- A sudden interest in drinking alcohol
- Hurting oneself or purposely putting oneself in danger
- Obsessed with death, violence and guns or knives
- Previous suicidal thoughts or suicide attempts



If you notice one or more of these signs in someone you know, **get help right away—ACT!**

Adapted and used with permission from PBS, "It's My Life". For full article go to <http://pbskids.org/itsmylife>



What to do if you are being bullied online

Are people saying mean things to you online in emails or a chat room? Posting lies about you on a message board? Using your screen name to harass others? If so, then you're being cyberbullied. And you're not alone, it's very common in middle school. So here are ways you can deal with cyberbullies and to make sure you don't become one yourself:

- Never respond to an email or IM from a cyberbully.
- Save the IMs or emails and show them to a parent or trusted adult.
- Make a buddy list of your friends' screen names and email addresses—anyone who's not on that list won't be able to talk to you without getting your permission first.
- Never share your password.
- Think carefully about what you say online—could it be taken the wrong way? Make sure it's not going to hurt or scare someone.

Remember, you don't deserve to be treated like this.

Get help... ACT!

Adapted from the PBS teen series In the Mix: Stop Bullying... Take a Stand 2005. For more, visit www.pbs.org/inthemix

Want to help someone who is suicidal or depressed?

DO...

ACT: Acknowledge, Care, Tell a trusted adult.
Take your friend seriously.
Be willing to listen.
Tell your friend you care and want to help.

DON'T...

Keep it a secret.
Think it will go away by itself.
Leave a person alone.
Dare the person.
Argue with the person.
Think nothing can be done.
Think you can fix it on your own.

If you are worried about a friend, family member, or yourself, **ACT!** Get help from a trusted adult immediately!

Alcohol: Know the Facts

One warning sign of depression or suicide is when someone you know starts drinking alcohol. Most middle school students do not use alcohol. They might if they are depressed. This is because they think it will make them feel better, but actually it makes them feel worse. Alcohol is a "downer", which means it will decrease your energy, making you feel sluggish and tired.

If you are already depressed, it will only intensify the illness. Alcohol takes away:

- Good judgment
- Safe behavior
- Reputation — alcohol can make you look stupid in front of your friends
- Ability to learn
- Future health — early alcohol use raises your chance of becoming an addicted adult.

Source: SAMHSA. www.health.org



What Does Depression Feel Like?

How will I feel if I am depressed?

Afraid, embarrassed or angry—"Why me?"

Sad—Because their brains are not working like other kids'.

Scared—Wondering if they will get better.

Thankful—To know what is wrong and that there is help.

Can I feel better?

Yes. With help from your family, friends and doctor, you can feel better. Your doctor might give you medicine to treat the illness in your brain. Special doctors may talk with you to help you feel better. Other kids with depression and their families (a support group) can help you and your family.

Does this mean I am a bad person?

No, you are not a bad person. You did not cause this illness. It is not your fault.

What if I feel like hurting or killing myself?

These thoughts or feelings are caused by the illness, and will go away when you feel better. Be sure to tell your parents and your doctor when you have these feelings. Tell an adult right away. If you don't want to talk to your mom or dad, tell an aunt, uncle, family friend, or teacher.

Adapted and used with permission from the Depression and Bipolar Support Alliance.

"A Storm in my Brain". For full article go to <http://www.dbsalliance.org/Bookstore/Storm.html>.

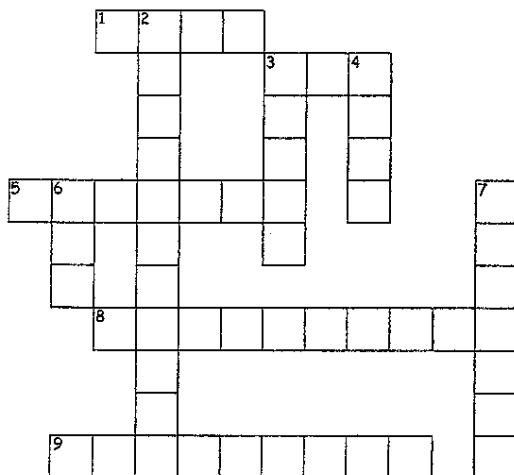
Self-injury: What You Should Know

Do you have friends who regularly injure their bodies? If so, this may mean that your friends are hurting **inside**. This may be depression or anxiety or something else. Use the **ACT** technique to help these friends. Acknowledge that they have a problem and it's serious. Let them know that you **Care**. And **Tell** a trusted adult, who can get them help.

Crossword: Take ACTION!

ACROSS

1. What C stands for in ACT
3. What you should do if a friend is depressed
5. Someone who is depressed might abuse this
8. A doctor might prescribe _____ when someone is depressed
9. Depression is _____ (rhymes with beatable)



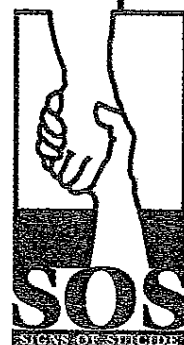
DOWN

2. What 'A' stands for in ACT
3. You should tell an _____ if you know someone is going to hurt themselves
4. What T stands for in ACT
6. Word describing a depressed person's energy or self-esteem
7. Mental health professionals see depression as an _____



Helpful Websites

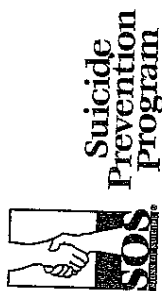
www.pbs.org/itsmylife
www.thecoolspot.gov
www.bam.gov
www.nasponline.org
www.stopbullyingnow.hrsa.gov
www.toosmarttostart.samhsa.gov



**Your best friend may need you right now,
and neither of you may know it.**



Suicide is the third leading cause of death among people your age,
but some of them could have been prevented. By recognizing
the signs of suicide (SOS) and by just being a good friend,
you can help. You're more powerful than you think.



**Suicide is the third leading cause of death among people
your age, but some of them could have been prevented.
All you have to do is ACT:**

- A**cknowledge that your friend has a problem, and that the symptoms are serious.
- C**are—Let your friends know you're there for them, and that you want to help.
- T**ell a trusted adult about your concerns. It could make all the difference.

ACT when you see any or all of the following symptoms: • Loss of interest in school
and regular activities • Withdrawal from friends and family • Feeling hopeless, worth-
less, angry, or irritable • Feeling trapped, like there's no way out • Talking about
death or making threats of suicide.

SOS Signs of Suicide® Suicide Prevention Program is a program of Screening for Mental Health, a non-profit
organization, Screening for Mental Health, Wellesley Hills, MA 02481.



SOS: Signs of Suicide

Program Description

SOS incorporates two prominent suicide prevention strategies into a single program, combining a curriculum that aims to raise awareness of suicide and its related issues with a brief screening for depression and other risk factors associated with suicidal behavior. In the didactic component of the program, SOS promotes the concept that suicide is directly related to mental illness, typically depression, and that it is not a normal reaction to stress or emotional upset. The basic goal of the program is to teach high school students to respond to the signs of suicide as an emergency, much as one would react to signs of a heart attack. Students are taught to recognize the signs and symptoms of suicide and depression in themselves and others and to follow the specific action steps needed to respond to those signs.

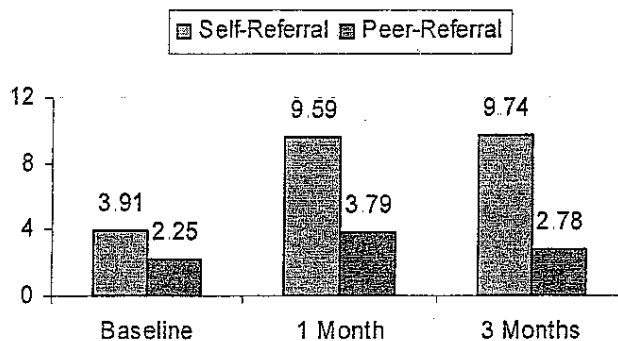
Program Activities

Program activities include a 50-minute classroom presentation that features a 25-minute video, a teacher-led discussion, and the administration and scoring of the SOS Student Screening Form. Support materials such as posters, handouts, and cards are provided.

Evaluation Design & Outcomes

An experimentally designed study (Aseltine & DeMartino, 2004) found that program participants were 40% less likely to report a suicide attempt in the three months following program implementation than were students in a control group. A separate pre-post study (Aseltine, 2002) reported increases in the number of school-wide referrals for suicidality/depression (see Figure 1)

Figure 1: Average Number of Self- and Peer-Referrals



SPRC Classification

Promising

Program Characteristics
Intervention Type School-Based
Target Age 14-18
Gender Female & Male
Ethnicity Multiple
IOM Category Universal Selective Indicated

This program is supported by a grant (1 U79 SM55029-01) from the Substance Abuse and Mental Health Services Administration (SAMHSA), U.S. Department of Health and Human Services (DHHS). No official endorsement by SAMHSA or DHHS for the information in this document is intended or should be inferred.

Generalizability

The evaluation results reported above were taken from primarily urban populations. However, the SOS Program has been administered in over one-thousand high schools containing a diversity of students. Evaluation efforts are currently underway to evaluate program effects in suburban and rural populations.

Implementation Essentials

Essential components of the SOS program are (1) a student video *Friends for Life: Preventing Teen Suicide*, (2) a teacher training video; and (3) a teacher discussion guide. Schools should be prepared to appropriately handle an increased number of referrals for depression and suicide. Other components include a brief student self-report for depression and a parent version of the same instrument that can be used by parents to evaluate possible depression in their children.

Targeted Protective and Risk Factors

The SOS program impacts the following risk and protective factors that have been targeted by the *National Strategy for Suicide Prevention* for the reduction of suicide in the United States.

Increased Protective Factors

Easy access to a variety of clinical interventions
and support for help-seeking
Cultural and religious beliefs that discourage
suicide and support self-preservation
Strong connections to family and community
support

Decreased Risk Factors

Stigma associated with help-seeking behavior

Language Availability

Spanish language versions of the student screening form and parent instrument are available.

Program Materials and Costs

Teachers implementing the program will require 1-2 hours of training and a site coordinator (usually a counselor). The following program materials are supplied by the developer for a cost of \$200.

- Procedure manual (40 pages)
- Teacher training video (28 minutes)
- Student video (25 minutes)
- Teacher discussion Guide
- Student self-screening form & administrator protocols
- Parent version of the student screening form & directions for parent use
- Support Materials (anti-suicide posters, hand-outs, cards, & the like)

For Additional Program Information Contact

Barbara S. Kopans
Screening for Mental Health Inc.
One Washington Street, Suite 304
Wellesley Hills, MA 02481
Phone: (781) 239-0071
Fax: (781) 431-7447
Webpage: www.mentalhealthscreening.org
Email: highschool@mentalhealthscreening.org

An Outcome Evaluation of the SOS Suicide Prevention Program

Robert H. Asetline Jr, PhD, and Robert DeMartino MD

Suicide among young people is one of the most serious public health problems in the United States. According to the National Center for Health Statistics, the suicide rate for youths and young adults aged 15 to 24 years has tripled since 1950, and suicide is now the third leading cause of death in this age group.^{1,2} Recent studies indicate that the incidence of suicide attempts among adolescents may exceed 10% annually,^{3,4} although it is difficult to obtain reliable estimates because of the accompanying stigma associated with attempting suicide.

A number of diverse approaches to suicide prevention have been incorporated into high school curricula in the past 15 years.⁵⁻⁷ Few, however, have been subjected to rigorous evaluation, and those that have been scientifically evaluated have produced mixed results. On the positive side, a suicide awareness curriculum developed by Spirito et al. yielded a significant increase in knowledge about suicide and small but statistically significant reductions in the use of maladaptive coping strategies among ninth-grade students.⁸ Similarly, increases in personal control, problem-solving, coping, self-esteem, and family support and decreases in depression were observed among at-risk high school students who were exposed to brief supportive counseling interventions developed by Randell et al.⁹ However, these modest successes are overshadowed by several other studies that have failed to observe any effects of such interventions on students' attitudes or behaviors.^{10,11}

A relatively new approach to reducing the incidence of suicide among adolescents is found in Signs of Suicide (SOS), a school-based prevention program. It incorporates 2 prominent suicide prevention strategies into a single program by combining curricula to raise awareness of suicide and its related issues with a brief screening for depression and other risk factors associated with suicidal behavior.¹² In the didactic component of the program, SOS promotes the concept that suicide is directly related to mental illness, typically depression, and that suicide is not a normal reaction to stress or emotional upset.¹³⁻¹⁷ Youths are taught to rec-

Objectives. We examined the effectiveness of the Signs of Suicide (SOS) prevention program in reducing suicidal behavior.

Methods. Twenty-one hundred students in 5 high schools in Columbus, Ga, and Hartford, Conn, were randomly assigned to intervention and control groups. Self-administered questionnaires were completed by students in both groups approximately 3 months after program implementation.

Results. Significantly lower rates of suicide attempts and greater knowledge and more adaptive attitudes about depression and suicide were observed among students in the intervention group. The modest changes in knowledge and attitudes partially explained the beneficial effects of the program.

Conclusions. SOS is the first school-based suicide prevention program to demonstrate significant reductions in self-reported suicide attempts. (*Am J Public Health* 2004;94:446-451)

ognize the signs of suicide and depression in themselves and in others, and they are taught the specific action steps necessary for responding to those signs. The objective is to make the action steps—ACT—as instinctual a response as the Heimlich maneuver and as familiar an acronym as CPR. ACT stands for acknowledge, care, and tell: First, *acknowledge* the signs of suicide that others display and take those signs seriously. Next, let that person know that you *care* and that you want to help. Then, *tell* a responsible adult.

The program's teaching materials consist of a video and a discussion guide. The video features dramatizations that depict the signs of suicidality and depression and the recommended ways to react to someone who is depressed and suicidal. It also includes interviews with real people whose lives have been touched by suicide. Students also are asked to complete the Columbia Depression Scale (CDS), a brief screening instrument for depression, derived from the Diagnostic Interview Schedule for Children.¹⁰ The screening form is scored by the students themselves; a score of 16 or higher on the CDS is considered a strong indicator of clinical depression, and the scoring and interpretation sheet that accompanies the screening form encourages students with such scores to seek help immediately. Each school provides a description of the resources available to students who wish to seek assistance.

The goal of the SOS program is to reduce suicidal behavior among adolescents through

2 mechanisms. First, the educational component of the program is expected to reduce suicidality by increasing students' understanding and recognition of depressive symptoms in themselves and in others and by promoting more adaptive attitudes toward depression and suicidal behavior. Second, the self-screening component of the SOS program helps students assess and evaluate the depressive symptoms and the suicidal thoughts they might be experiencing and prompts them to seek assistance when dealing with these problems. Seeking help need not be limited to referral for treatment by a mental health professional, which is likely to be constrained by such factors as availability and accessibility of providers, health insurance coverage, and social stigma, but should also be directed at the "indigenous trained caregivers" in the school environment (e.g., teachers and guidance counselors) as well as from loved ones.¹⁸

In addition to its use of multiple suicide prevention strategies, the SOS program offers other potential advantages. First, the focus on peer intervention is developmentally appropriate for the targeted age group.^{7,19,20} During adolescence, the peer group becomes the primary sphere of social involvement and emotional investment for most youths.^{21,22} The SOS program capitalizes on a key feature of this developmental period by teaching youths to recognize the signs of depression and by empowering them to intervene when confronted with a friend who is exhibiting these symptoms. Sec-

and the program can be implemented on a schoolwide basis by health educators with relative ease. Data from schools that offered the SOS program during the 2001–2002 school year indicate that the program can be implemented with minimal staff training and that the program does not unduly burden teachers, counselors, or administrative staff.²³ Implementation of other suicide prevention programs that include mental health screening can be costly, difficult, and time-consuming.¹³

This article presents data from an outcome evaluation of the SOS program conducted during the 2001–2002 school year in 5 high schools in Hartford, Conn. and Columbus, Ga. The primary goal of our research was to assess the short-term impact of the program on suicidal behavior, seeking help, and knowledge of and attitudes toward depression and suicide in a diverse student population.

METHODS

Our study included 2100 public school students in 3 high schools in Hartford and 2 high schools in Columbus. As indicated by the demographic profile of the sample (Table 1), these schools provided a racially mixed and economically diverse sample of youths. The students in the 3 Hartford schools ($n=1435$) were primarily economically disadvantaged youths from diverse racial and ethnic backgrounds: approximately 59% of the Hartford sample was Hispanic and 20% was non-Hispanic Black. Twenty percent of Hartford students had been placed in a remedial English or bilingual program during high school. In contrast, the students in the Columbus schools ($n=665$) were predominately from working- or middle-class families, with approximately equal proportions of White (39%) and Black (37%) youths.

The experimental design consisted of randomized treatment and control groups and posttest-only data collection. In 4 of the 5 participating schools, students were randomly assigned to health classes (Hartford) and social studies classes (Columbus) by a computerized scheduling program. (Only ninth-grade classes were eligible to participate in the Columbus sites, because all other grades had received the program during the previous year.) Because the semester in which students were assigned to these half-year classes was determined ran-

TABLE 1—Demographic Characteristics by City, 2001–2002

	Hartford, Conn	Columbus, Ga
Race/ethnicity, %		
Non-Hispanic White	6	39
Non-Hispanic Black	20	37
Hispanic	59	8
Multicultural	9	12
Other	6	5
Gender, %		
Male	47	52
Female	53	48
Grade, %		
9th	35	100
10th	30	0
11th	18	0
12th	18	0
ESL classes during high school, %		
No	80	85
Yes	20	15

Note. ESL = English as a Second Language. In Hartford and Columbus, respectively, $n=1363$ and 655 for race/ethnicity; $n=1382$ and 659 for gender; $n=1352$ and 655 for grade; and $n=1367$ and 655 for ESL classes during high school. The race/ethnicity numbers for Columbus add up to 101 because of a rounding error.

domly, all students who took these classes during the first half of the school year were assigned to the treatment group and participated in the program over a 2-day period from October through November 2001. Students who took these classes during the second half of the school year were assigned to the control group and did not participate in the program until after the evaluation was completed. The single exception was a technical–vocational high school in Hartford, where students were clustered in health classes according to their major area of study and where class composition did not change at midyear. For this school, random assignment of classes to both the intervention and the control conditions was achieved by flipping a coin. A number of potential concerns associated with the assignment of classrooms to experimental conditions were minimized²⁴ because the same teachers and the same classrooms were used for both intervention and control conditions in all 5 schools.

Students in both the treatment and the control groups were asked to complete a short

questionnaire in a group setting during class time approximately 3 months after implementation of the program. Trained interviewers from the University of Connecticut's Center for Survey Research and Analysis and Columbus State University read aloud the questions to each class, and students recorded their confidential written responses on anonymous questionnaires. Parents were notified in writing about the objectives of the study and were invited to contact their respective schools to ask questions or to withdraw their child from the study. Questionnaires were completed by 2100 of the 2258 students eligible for the study ($n=1073$ for the control group, $n=1027$ for the treatment group), which resulted in an overall response rate of 93%.

Measures and Instruments

The questionnaire included items relevant to 3 specific categories of outcome: (1) self-reported suicide attempts and suicidal ideation, (2) knowledge and attitudes about depression and suicide, and (3) help-seeking behavior. The primary endpoint for our study was a single-item measure of self-reported suicide attempts taken from the Centers for Disease Control and Prevention's (CDC) Youth Risk Behavior Survey: "During the past 3 months, did you actually attempt suicide (yes or no)?"⁴ Suicidal ideation also was assessed with a question taken from the survey: "During the past 3 months, did you ever seriously consider attempting suicide (yes or no)?"

The measures of knowledge and attitudes about depression and suicide were adapted from instruments previously used to evaluate school-based suicide prevention programs.^{8,10} Knowledge of depression and suicide was measured with 10 true/false items that reflect the central themes of the SOS program (e.g., "People who talk about suicide don't really kill themselves"; "Depression is an illness that doctors can treat"). Scores on this variable reflected the number of correct answers. The measure of attitudes toward depression and suicide was an 8-item summary scale that assessed attitudes toward suicidal people and suicidal behaviors (e.g., "If someone really wants to kill him/herself, there is not much I can do about it"; "If a friend told me he/she is thinking about committing suicide, I would keep it to myself"). Responses to these questions ranged from

TABLE 2—Descriptive Characteristics of Measures of Suicidal Behavior, Knowledge, and Attitudes

	Control (n = 1073)	Treatment (n = 1027)	Total Sample (N = 2100)	Valid N
Treated for depression/suicidal ideation, %	9.9	8.5	9.2	2039
Talked with adult about depression/suicidal ideation, %	18.7	15.9	17.3	2041
Talked with adult about friends' emotional problems, %	13.0	11.9	12.4	2042
Suicidal ideation during past 3 months, %	12.2	10.1	11.2	2034
Suicide attempt during past 3 months, %	5.4	3.6	4.5	2042
Knowledge of depression/suicide, mean (SD)	6.49 (1.68)	7.18 (1.68)	6.67 (1.97)	2090
Attitudes toward depression/suicide, mean (SD)	3.80 (0.658)	4.05 (0.644)	3.93 (0.662)	2041

"strongly disagree" to "strongly agree" on a 5-point scale, with higher values indicating more adaptive attitudes about depression and suicide (Cronbach $\alpha = .74$). Three questions were used to assess help-seeking behavior. Students were asked whether in the past 3 months, "... you received treatment from a psychiatrist, psychologist, or social worker because you were feeling depressed or suicidal (yes or no)"; whether "... you talked to some other adult (like a parent, teacher, or guidance counselor) because you were feeling depressed or suicidal (yes or no)"; and whether "... you talked to an adult about a friend you thought was feeling depressed or suicidal (yes or no)."

Subjects who had missing values on any variable in a particular analysis were excluded from that analysis. Although 84 youths assigned to the treatment group did not actually participate in either of the central elements of the program—the video and depression screening—mainly because of absences from school, they were retained in the analysis so that we could estimate "intention to treat" effects. After exclusions for missing data, the effective sample size for these analyses ranged from 1894 to 1912. Descriptive statistics for all dependent variables used in this analysis are shown separately by treatment status in Table 2.

RESULTS

Comparability of Treatment and Control Groups

Preliminary analyses were conducted to assess the comparability of treatment groups and control groups in terms of race/ethnicity, gender, grade, and English as a Second Language (ESL) status. Chi-square tests revealed no differ-

ences in the composition of treatment and control groups by race/ethnicity or gender. However, significant differences were observed for grade ($\chi^2 = 23.6$, $df = 3$) and for ESL status ($\chi^2 = 7.8$, $df = 1$): 10th-grade students were slightly more likely than students in other grades to be assigned to the treatment group (e.g., 58% of 10th-grade students were in the treatment group vs an expectation of 50%), while ninth-grade students were slightly less likely than students in other grades to be assigned to the treatment group (44% in treatment), and only 40% of those who had taken ESL or bilingual classes during high school were assigned to the treatment group.

Assessing Effects of the SOS Program

To account for the assignment of classrooms to experimental conditions, we used HLM 5 software²⁵ to perform multivariate analyses of program effects. HLM was developed to address generic problems in the analysis of hierarchical data structures—that is, data in which characteristics of 1 unit of analysis (e.g., individuals) are nested within and vary among larger units (e.g., social groups or contexts). In our analysis, the effect of exposure to the SOS program on each outcome variable was estimated in a 2-level HLM model, where students (the level-1 unit of analysis) were nested with classrooms (the level-2 unit of analysis). The basic level-1 model for these outcomes was

$$(1) \quad Y_{ij} = B_{0j} + B_{1j}Female_{ij} + B_{2j}Race_{ij} + B_{3j}ESL_{ij} + B_{7-9j}Grade_{ij} + e_{ij}$$

where Y represents the predicted value of each outcome variable for each individual (i) in the classroom (j); *Female*, *Race*, and *ESL* represent

a series of dummy variables for the demographic control variables included in the analysis; and e represents random error. To reduce the error variance in the outcome measures and to control for differences in the composition of the treatment and control groups,²⁶ all level-1 models included dummy variables for race/ethnicity (non-Hispanic Black, Hispanic, multiethnic, and other race vs non-Hispanic White), gender (female vs male), grade (10, 11, and 12 vs 9), and ESL status (ESL vs no ESL).

Because exposure to the SOS program was determined at the classroom level, treatment effects were assessed for each outcome by inserting a dummy variable for exposure to the program into the level-2 equation for the level-1 intercept term:

$$(2) \quad B_{0j} = G_{00} + G_{01}Treatment_j + U_{0j}$$

The random error in this equation (U_{0j}) represents residual variability in treatment effects across classrooms. All demographic control variables were modeled as fixed effects (i.e., $B_{1j} = G_{10}$).

The effects of the SOS program on students' knowledge of and attitudes toward depression and suicide, help-seeking behavior, and suicidal ideation and self-reported suicide attempts are shown in Table 3. For the analysis of attitudes and knowledge, this table shows coefficients from a standard 2-level HLM analysis; for help-seeking behavior, suicidal ideation, and suicide attempts, coefficients are derived from nonlinear 2-level HLM models that used the logit link function. The top row in Table 3 shows the effects of exposure to the SOS program on the various outcome measures included in our study. First and most important, the coefficients shown in column 1 of Table 3 indicate that exposure to the SOS program was associated with significantly fewer self-reported suicide attempts. The coefficient for the effect of the SOS program on attempts is -4.67 , which when converted to an odds ratio (OR) indicates that the youths in the treatment group were approximately 40% less likely to report a suicide attempt in the past 3 months compared with youths in the control group ($OR = e^{-4.67} = 0.0628$). The magnitude of the difference between the treatment group and the control group also is indicated in the descriptive statistics shown in Table 2; the rate of self-reported suicide attempts among students in the

TABLE 3—Effects of Signs of Suicide Program on Students' Knowledge of and Attitudes Toward Depression and Suicide, Seeking Help, and Suicidal Ideation and Suicide Attempts

	β (SE)						
	Attempts	Ideation	Knowledge	Attitudes	Treatment	Adult	Adult/Friend
Intercept	-3.447* (.133)	-2.196* (.078)	6.803* (.054)	3.914* (.019)	-2.459* (.094)	-1.759* (.081)	-2.114* (.074)
SOS program	-.467* (.207)	-.272 (.147)	.689* (.109)	.255* (.038)	-.217 (.181)	-.233 (.146)	-.147 (.138)
Female	1.022* (.313)	.764* (.183)	.349* (.077)	.136* (.031)	.719* (.189)	1.266* (.193)	1.152* (.165)
Hispanic	-.193 (.218)	-.245 (.144)	-.626* (.108)	.097* (.038)	-.147 (.299)	.091 (.158)	.132 (.186)
Non-Hispanic Black	-1.478* (.378)	-1.027* (.202)	-.589* (.104)	.039 (.032)	-.999* (.288)	-.415* (.187)	-.388 (.199)
Multiracial	-.025 (.392)	-.095 (.232)	-.432* (.145)	-.038 (.054)	-.147 (.299)	.344 (.214)	-.138 (.274)
Other race	-1.307* (.659)	-.510 (.342)	-.495* (.194)	-.050 (.070)	-.692 (.388)	.032 (.292)	-.520 (.392)
ESL status	.753* (.273)	-.113 (.198)	-.569* (.103)	-.029 (.086)	.495* (.177)	.332* (.155)	.314 (.170)
10th grade	-.434 (.337)	.117 (.191)	.176 (.137)	-.040 (.039)	-.217 (.288)	-.595* (.201)	-.057 (.206)
11th grade	-.540 (.438)	-.387 (.306)	.228 (.151)	.057 (.059)	-.071 (.268)	-.132 (.193)	-.141 (.233)
12th grade	-.281 (.426)	-.016 (.226)	.336 (.142)	.050 (.054)	.105 (.251)	-.166 (.208)	-.115 (.221)
ICC	.000	.002	.088	.071	.011	.011	.000

Note: ESL = English as a Second Language; ICC = intraclass correlation coefficient for each outcome.

* $P < .05$.

control group was 5.4%, compared with only 3.6% among students in the treatment group.

Similarly, exposure to the SOS program resulted in greater knowledge of depression and suicide and more adaptive attitudes toward these problems (Table 3, columns 3 and 4). The effects of the SOS program on knowledge and attitudes were modest in magnitude and resulted in effect sizes of slightly more than one third of a standard deviation (e.g., knowledge: $689/1.98 = .35$). The effects of the SOS program on both attitudes and knowledge remained statistically significant at the .0071 and .0083 levels, respectively, when Holm adjustments were applied to correct for multiple tests that involved these secondary endpoints.^{27,28} In contrast, the effects of the SOS program on help-seeking behavior did not achieve statistical significance. The negative coefficients for treatment effects in columns 3, 4, and 5 of Table 3 indicate that the treatment group was slightly less likely than the control group to seek help for emotional problems, but these effects did not achieve statistical significance at either a nominal or a corrected .05 α level. Finally, although the descriptive statistics in Table 2 indicate lower levels of suicidal ideation among the treatment group, this difference fell short of statistical significance at the .05 level in the full multilevel model (Table 3, column 2).

With regard to the impact of the demographic control variables on these outcomes,

the patterns observed in Table 3 are consistent with those observed in national data from the 1999 Youth Risk Behavior Surveys.⁴ The female coefficients used in these models indicate that girls compared with boys had significantly greater knowledge and more constructive attitudes about depression and suicide, were more likely to seek help when depressed and to intervene on behalf of friends, and were significantly more likely to report suicidal ideation and suicide attempts in the past 3 months.²⁹ Students in high school ESL programs had less accurate knowledge about depression and suicide and had a higher prevalence of self-reported suicide attempts. However, ESL status was positively related to seeking help, as students in these programs were more likely to seek treatment or to talk with an adult when feeling depressed.

Significant effects of race/ethnicity on knowledge of depression and suicide, 2 of the help-seeking outcomes, and suicidal ideation and self-reported suicide attempts also were observed. White students were more knowledgeable about depression and suicide compared with those in other race and ethnic categories. However, Black students reported lower rates of suicidal ideation and suicide attempts than did White students and were less likely to seek professional help for these problems, consistent with previous epidemiological research that showed lower rates of suicidal

ideation and depression among Blacks.^{1,4}

A reparameterization of the models shown in Table 3 (adding a dummy variable for White race and removing the Black term) indicated that Black students also had significantly lower rates of suicidal ideation, self-reported suicide attempts, and seeking professional help than did Hispanic students. Differences in these outcomes by grade did not exceed what would be expected by chance (only 1 significant effect out of 21 contrasts).

Finally, the intraclass correlation coefficient for each outcome variable is shown in the bottom row of Table 3. The coefficients range from nearly 0 (for self-reported suicide attempts, suicidal ideation, and talking with an adult about a troubled friend) to a high of .07 to .09 (for the measures of knowledge and attitudes). These coefficients indicate that there is a high degree of independence among observations within classrooms for each outcome variable; at the most, only 7% to 9% of the variance in these outcomes occurred at the classroom level.

Effects of the SOS Program on Suicide Attempts

The impact of the SOS program on suicidal behavior may in part be due to its role in fostering greater knowledge about and more constructive attitudes toward depression and suicide. These 2 measures were included as

TABLE 4—Role of Knowledge and Attitudes in Mediating the Effects of the Signs of Suicide Program on Suicide Attempts

	Suicide Attempts	
	Model 1 β (SE)	Model 2, β (SE)
Intercept	-3.447 (.133)	-3.615 (.146)
SOS program	-.467* (.267)	-.264 (.207)
Knowledge		-.195* (.055)
Attitudes		-.605* (.165)

Note. All models controlled for gender, race/ethnicity, grade, and English as a Second Language status.

* $P < .05$.

predictor variables in the level-1 model for self-reported suicide attempts (Table 4) so that we could examine the role of knowledge and attitudes in explaining the effects of the SOS program on suicidality. More adaptive attitudes toward depression and suicide and greater knowledge of depression and suicide were both significantly associated with a lower probability of self-reported suicide attempts. When we controlled for these variables, the effect of the SOS program on self-reported attempts was substantially reduced, as demonstrated by the finding that the coefficient that captured the effect of the program on this outcome was reduced by approximately 40% $((-0.467) - (-0.264)) / -0.467$ and was no longer statistically significant. Although there is some causal ambiguity regarding the associations between these concurrent measures of attitudes and behavior, our analysis suggests that a substantial portion of the effect of the SOS program on self-reported suicide attempts may be explained by the subjects' improved understanding of and attitudes about depression and suicide.

DISCUSSION

It is clear from these data that the SOS suicide prevention program had a substantively important short-term impact on the attitudes and behaviors of high school-aged youths in high-risk settings. By significantly reducing rates of self-reported suicide attempts in the 3 months following exposure to the program, SOS appears to have had a substantial impact on the ultimate target of suicide prevention

programs. Efficacy in increasing students' knowledge of and promoting more adaptive attitudes toward depression and suicide also was demonstrated, and further analysis highlighted the importance of these variables in potentially accounting for the beneficial effects of the SOS program on self-reported suicide attempts. Although further research is necessary to determine whether the effects of the SOS program are enduring, the short-term impact of this program on students' attitudes and behaviors was noteworthy. This is the first school-based suicide prevention program for which a reduction in self-reported suicide attempts has been documented with a randomized experimental design.

In contrast, significant effects of the SOS program on suicidal ideation and help-seeking behaviors were not observed. The fact that self-reported suicide attempts were reduced by a much greater extent than were thoughts of suicide is most likely a result of the SOS program's relatively greater emphasis on action and behavior. Reductions in levels of suicidal ideation are expected to be an ancillary benefit of the SOS program, particularly if the program's efforts to encourage active engagement and communication with peers about these issues fosters a general mobilization of peer support.²² However, suicide prevention programs that place a greater emphasis on personal growth and positive youth development will likely have a greater relative impact on outcomes such as depressed mood and suicidal ideation.

Although significant effects of the intervention on help-seeking behaviors were expected, further investigation revealed several likely explanations for the absence of program effects on help-seeking behaviors for this particular sample. First, a process evaluation that included site coordinators at schools that implemented the SOS program during the 2000–2001 school year found evidence that the number of youths who sought help from school personnel, either because of their own emotional problems or because of those of their friends, was generally lower in urban communities. Second, there were several barriers to seeking help that were specific to schools involved in our study, particularly in Hartford. Administrators in the Hartford schools reported a serious shortage of available staff for helping students with mental health concerns. Moreover, a series of informal

discussions conducted in 12 classes from 3 Hartford schools several months after exposure to the program revealed that students were unlikely to seek out school personnel to discuss emotional problems, primarily because of confidentiality concerns. Instead, students reported that friends were the first people they would turn to when feeling depressed, a finding that is corroborated in previous research.⁷

Some may question the rates of self-reported suicide attempts in our sample (4.5% over a 3-month period), which appear to be somewhat higher on an annualized basis than recent 1-year national prevalence estimates from the CDC's Youth Risk Behavior Surveys (8.5%–10.5%).⁴ Although there is ample reason to expect higher rates of suicidal behavior in our sample because of the predominance of seriously disadvantaged youths at high risk for depression and substance abuse, research has shown that data collected during shorter recall periods cannot be "annualized" through simple multiplication (i.e., multiplying the 3-month prevalence by 4). For example, epidemiological data from the National Comorbidity Survey on the course of major depression among adolescents indicate that the 1-month prevalence rate for major depression is approximately one half that observed for the past year, because of chronicity and the lengthy duration of depressive episodes.³⁰ Applying this logic to the 3-month prevalence rates obtained in our study yields annual prevalence rates that are not inconsistent with the national data published by the CDC. No suicides were reported in any of the participating schools during the study period.

Finally, our study has a number of limitations that must be acknowledged. First, our evaluation should be replicated in more socially and geographically diverse locations. The significant positive impact of the SOS program on high-risk youths in urban settings is certainly an important finding, but replication in rural and suburban settings that contain fewer disadvantaged youths is necessary to determine whether these findings are generalizable to a broader population. Second, the effects of the SOS program were observed over a very short postintervention period. A longer-term follow-up of youths exposed to the SOS program is necessary to determine whether the observed effects are enduring. Third, pretest measures of the

outcomes assessed in our study would add confidence that the assignment of classes to experimental conditions resulted in equivalent groups. Fourth, our study has revealed some of the challenges facing school-based programs designed to foster help-seeking behaviors among students. Uncertainty about confidentiality may be acting to suppress interaction between students and school personnel regarding serious mental health concerns which may lead to acute problems among youths in high-risk settings who possess limited parental and financial resources. Relatedly, future research should assess the degree to which help-seeking behaviors among emotionally troubled adolescents are directed toward friends and siblings. Future research also should assess the impact of the support received from these relationships on suicidal behavior. Finally, some may question whether our results are tainted by the desire of the students exposed to the program to provide what they perceive to be the "right answers" when responding to survey questions about attitudes and behavior; however, suicide prevention programs have historically demonstrated very little efficacy. Adolescents have not felt compelled to select what they thought were the "right" answers in previous research, and there does not appear to be anything unique about this sample that would lead students to do so in our study. Additionally, if students were endorsing the "right" answers rather than their true feelings and experiences, it is reasonable to expect that treatment effects would be observed universally. The selective impact of the SOS program on the various outcomes assessed in our study provides fairly strong evidence to the contrary. ■

About the Authors

Robert H. Aseltine Jr is with the Department of Behavioral Sciences and Community Health, University of Connecticut Health Center, Farmington, Conn. Robert DeMartino is with the Center for Mental Health Services, Substance Use and Mental Health Services Administration, Rockville, Md.

Requests for reprints should be sent to Robert H. Aseltine Jr, PhD, Dept of Behavioral Sciences and Community Health, MC 3910, University of Connecticut Health Center, 263 Farmington Ave, Farmington, CT 06030-3910 (e-mail: aseltine@uconn.edu).

This article was accepted August 27, 2003.

Contributors

R. Aseltine conceived of the study and took primary responsibility for data analysis and writing of the article. R.

DeMartino contributed to the study design and data interpretation and reviewed drafts of the article.

Acknowledgments

Support for this project was provided by the Center for Mental Health Services, Substance Abuse and Mental Health Services Administration, and by a grant from the Robert Leet and Clara Guthrie Patterson Trust.

We would like to thank Barbara Kopans, Amy Bloom, and Gene Wallenstein for assisting us with this study and Douglas Jacobs and Ross Baldessarini for helpful comments on earlier drafts of our article. We also would like to acknowledge the hard work and cooperation of teachers, counselors, and administrators in Hartford, Conn. and Columbus, Ga.

Human Participant Protection

The procedures used to collect these data were approved by the institutional review board of the University of Connecticut Health Center.

References

1. Moscicki EK. Epidemiology of suicide. In: Jacobs DG, ed. *Guide to Suicide Assessment and Intervention*. San Francisco, Calif: Jossey-Bass; 1999:40-51.
2. Murphy SL. Deaths: final data for 1998. In: *National Vital Statistics Report 48(11)*. Hyattsville, Md: National Center for Health Statistics; 2000.
3. Joffe RT, Offord DR, Boyle MH. Ontario Child Health Study: suicidal behavior in youth, age 12-16 years. *Am J Psychiatry*. 1998;145:1420-1423.
4. Kann L, Kinchen SA, Williams BI, et al; Centers for Disease Control and Prevention. Youth risk behavioral surveillance—United States. *MMWR CDC Surveill Summ*. 2000;49(5):1-32.
5. Ploeg J, Cuijska D, Dobbins M, Hayward S, Thomas H, Underwood J. A systematic overview of adolescent suicide prevention programs. *Can J Public Health*. 1996; 87:319-324.
6. Garland A, Whittle B, Shaffer D. A survey of youth suicide prevention programs. *J Am Acad Child Adolesc Psychiatry*. 1989;28:931-934.
7. Kalafat J, Elias MJ. Suicide prevention in an educational context: broad and narrow foci. In: Silverman MM, Maris RW, eds. *Suicide Prevention. Toward the Year 2000*. New York, NY: Guilford Press; 1995:123-133.
8. Spirito A, Overholser J, Ashworth S, Morgan J, Benedict-Drew C. Evaluation of a suicide awareness curriculum for high school students. *J Am Acad Child Adolesc Psychiatry*. 1988;27:705-711.
9. Randall BP, Eggert LL, Pike KC. The immediate post-intervention effects of two brief youth suicide prevention interventions. *Suicide Life Threat Behav*. 2001; 31:41-61.
10. Shaffer D, Garland A, Vieland V, Underwood M, Busner C. The impact of curriculum-based suicide prevention programs for teenagers. *J Am Acad Child Adolesc Psychiatry*. 1991;30:588-596.
11. Vieland V, Whittle B, Garland A, Hicks R, Shaffer D. The impact of curriculum-based suicide prevention programs for teenagers: an 18-month follow-up. *J Am Acad Child Adolesc Psychiatry*. 1991;30:811-815.
12. Shaffer D, Craft L. Methods of adolescent suicide prevention. *J Clin Psychiatry*. 1999;60(suppl 2):70-74.
13. Jacobs DG, Brewer M, Klein-Benheit M. Suicide assessment: an overview and recommended protocol. In: Jacobs DG, ed. *Guide to Suicide Assessment and Intervention*. San Francisco, Calif: Jossey-Bass; 1999:3-39.
14. Brent DA, Kolko DJ. The assessment and treatment of children and adolescents at risk for suicide. In: Blumenthal SJ, Kupfer DJ, eds. *Suicide Over the Life Cycle. Risk Factors, Assessment, and Treatment of Suicidal Patients*. Washington, DC: American Psychiatric Press; 1990:253-302.
15. Lewinsohn PM, Rohde P, Seeley JR. Psychosocial risk factors for future adolescent suicide attempts. *J Consult Clin Psychol*. 1994;62:297-305.
16. Andrews JA, Lewinsohn PM. Suicidal attempts among older adolescents: prevalence and co-occurrence with psychiatric disorders. *J Am Acad Child Adolesc Psychiatry*. 1992;31:655-662.
17. Velez CN, Cohen P. Suicidal behavior and ideation in a community sample of children: maternal and youth reports. *J Am Acad Child Adolesc Psychiatry*. 1988;27: 349-356.
18. Gullotta TP. Prevention's technology. *J Primary Prev*. 1987;7:176-196.
19. Davis JM, Sandoval J. Involving peers in suicide prevention. In: Davis JM, Sandoval J, eds. *Suicidal Youth. School-Based Intervention and Prevention*. San Francisco, Calif: Jossey-Bass; 1991:140-149.
20. Kellam SG, Koretz D, Moscicki EK. Core elements of developmental epidemiologically based prevention research. *Am J Community Psychol*. 1999;27:463-482.
21. Coleman JS. *The Adolescent Society*. New York, NY: Free Press of Glencoe; 1961.
22. Aseltine RH Jr, Gore S, Colten ME. Depression and the social developmental context of adolescence. *J Pers Soc Psychol*. 1994;67:252-263.
23. Aseltine RH Jr. An evaluation of a school-based suicide prevention program. *Adolesc Fam Health*. 2003;2: 81-88.
24. Cook I, Campbell D. *Quasi-Experimentation. Design and Analysis Issues for Field Settings*. Boston, Mass: Houghton Mifflin; 1979.
25. Raudenbush S, Bryk A, Cheong YF, Congdon R. *HLM 5: Hierarchical Linear and Nonlinear Modeling*. Lincolnwood, Ill: Scientific Software International; 2000.
26. Rossi PH, Freeman HE. *Evaluation. A Systematic Approach*. 5. Newbury Park, Calif: Sage Publications; 1993.
27. Sankoh AJ, Huque MF, Dubey SD. Some comments on frequently used multiple endpoint adjustment methods in clinical trials. *Stat Med*. 1997;16:2529-2542.
28. Aickin M, Gensler H. Adjusting for multiple testing when reporting research results: the Bonferroni vs Holm methods. *Am J Public Health*. 1996;86:726-728.
29. Overholser JC, Hemstreet AH, Spirito A, Vyse S. Suicide awareness programs in the schools: effects of gender and personal experience. *J Am Acad Child Adolesc Psychiatry*. 1989;28:925-930.
30. Kessler RC, Walters EE. Epidemiology of DSM-III-R major depression and minor depression among adolescents and young adults in the National Comorbidity Survey. *Depress Anxiety*. 1998;7:3-14.

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1
Kenosha, Wisconsin

February 27, 2007

**Tentative Schedule of Reports, Events,
and Legal Deadlines for School Board
February-March**

February

- February 13, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M. and Special Meeting at 8:00 P.M.
- February 14, 2007 – Half Day of School for Students – Professional Inservice Half Day
- February 27, 2006 – Regular Board of Education Meeting - 7:00 P.M. at Somers Elementary School

March

- March 8, 2007 – Special Board of Education Meeting – 6:00 P.M.
- March 13, 2007 – Standing Committee Meetings – 6:00 and 7:00 P.M.
- March 15, 2007 – Special Board of Education Meeting – 7:00 P.M.
- March 27, 2007 – PR/Goals/Legislative Standing Committee – 5:00 P.M. in Room A142 at Pleasant Prairie Elementary School; Regular Board of Education Meeting – 7:00 P.M. in Pleasant Prairie Gym
- March 30 – Half Day of School For Students – Third Quarter Ends

This page intentionally left blank

KENOSHA UNIFIED SCHOOL DISTRICT NO. 1

**REGULAR BOARD OF EDUCATION MEETING
EDUCATIONAL SUPPORT CENTER**

FEBRUARY 27, 2007

**APPENDICES FOR
CONSENT AGENDA ITEM XIII-A
STRATEGIC PLANNING IMPLEMENTATION
TEAMS 1, 5, 6 AND 7 UPDATES**

Strategy I: We will create a climate that fosters trust, communication and involvement to improve the working relationship among the Board, the administration, families, staff and the community.

Action Plan I.1; **Specific Result:** Establish standard communication protocols for the District.

Administrator Responsible: Nancy Hare

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.1.1	Redefine the role of the Public Information office to manage District communications and relations.	Nancy Hare	10/3/2005	5/30/2007		50%
	Status/Comment: The office and position title has been changed to Public Relations. Similar position research has been completed.					
I.1.2	Assess the current state of communications within the District.	Beth Sabo/Jean Schlais	10/3/2005	2/28/2007		90%
	Status/Comment: A communication audit was conducted December 5-7, 2007 by Dr. Steve Constantino and two staff members of Family Friendly Schools.					
I.1.3	Establish minimum internal communication standards (e.g. common format, appropriate English, timeliness of response, etc.).	Beth Sabo/Jean Schlais	1/26/2007	6/30/2007		0%
	Status/Comment: Minimum internal communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, 2006 District Culture Survey, 2006 Educational Support Center Satisfaction Survey, and research from the Implementation Team.					
I.1.4	Establish minimum external communication standards.	Implementation Team	1/8/2007	6/30/2007		0%
	Status/Comment: Minimum external communication standards will be developed based on the communication audit report, review of the 2005 District Parent Survey, 2006 District Culture Survey, 2006 Education Support Center Satisfaction Survey, and research from the Implementation Team.					
I.1.5	Research best practice communication models.	Implementation Team	10/3/2005	4/28/2006	5/1/2006	100%
	Status/Comment: Best practice models have been researched. A three year communication training plan has been developed with Family Friendly Schools (FFS). Dr. Steve Constantino, founder of FFS, and his staff will provide specific area training as well as School Site trainings.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.1.6	Create level-specific communication models based on best practices (e.g., elementary, middle and high school).	Beth Sabo, Jean Schlais Sharon Armstrong	1/29/2007	6/30/2007		0%
	Status/Comment: Level specific communication models will be completed by June 2007.					
I.1.7	Notify District employees of expected communication standards and required skills	Dr. Scott Pierce	6/1/2007	9/30/2007		0%
	Status/Comment: Dr. Pierce will notify District employees of expected communications standards and required skills in August 2007.					
I.1.8	Assess the state of communication within the District annually.	Implementation Team/Educational Accountability	2/1/2008	2/29/2008		0%
	Status/Comment: The Implementation Team will work with the Office of Educational Accountability to review current information, recommend additional survey questions for the satisfaction survey, and/or an additional instrument that will assess the state of communication within the District.					
I.1.9	Review the communication standards based on the results of the ongoing assessment program and revise standards as appropriate.	Beth Sabo, Jean Schlais	3/3/2008	6/30/2008		0%
	Status/Comment: The Implementation Team will review the communication standards in the spring of 2008. Based on community/school input, the standards may be adjusted.					

Action Plan I.2; **Specific Result:** Implement standard communication protocols for all schools and departments.

Administrator Responsible: Nancy Hare

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.2.1	Assess the current state of communications within each school and District department.	Beth Sabo, Jean Schlais	10/3/2007	2/26/2008		0%
	Status/Comment: Each school will review the communication audit report and District surveys.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.2.2	Establish communication plans based on the District standards and the appropriate model.	Each School/Each Dept	10/3/2007	1/26/2008		0%
	Status/Comment: Plans to organize and facilitate the development of standard communication protocols for all schools and departments are scheduled to begin in the fall of 2007 and be completed by February 2008.					
I.2.3	Incorporate communication plans in each action plan.	Each School/Each Dept	9/3/2007	12/31/2007		0%
	Status/Comment: Communication protocols will be incorporated into school site plans.					
I.2.4	Notify schools and departments of expected communication standards and required skills.	Dr. Scott Pierce	1/26/2008	2/26/2008		0%
	Status/Comment: Dr. Pierce will notify District employees of the expected communication standards and required skills.					
I.2.5	Make any necessary changes from the District's annual assessment.	Beth Sabo, Jean Schlais	3/3/2009	4/30/2009		0%
	Status/Comment: Schools and departments will review communication standards and required skills. Any necessary changes will be made.					

Action Plan I.3; **Specific Result:** Implement standard communication protocols for the Board of Education.

Administrator Responsible: Scott Pierce

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.3.1	Redefine the purpose of the Board of Education's public relations committee to work with the Public Information Office.	Dr. Scott Pierce	1/8/2006	8/30/2006	9/7/2006	100%
	Status/Comment: An Internal Communication Team has been established and will meet bi-monthly through 2007					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.3.2	Identify a broad based membership to serve on this committee.	Dr. Scott Pierce	6/30/2006	12/31/2006		75%
	Status/Comment: The PR/Goals/Legislative Board Standing Committee will broaden the committee's membership up to six community members that represent the diverse Kenosha community.					
I.3.3	Review, assess and make necessary modifications to the Code of Conduct for the Board of Education to include a minimum Board of Education communication standard.	Dr. Scott Pierce	10/10/2000	4/25/2005	4/25/2005	100%
	Status/Comment: The Code of Conduct has been reviewed and will be included in the school calendar. The calendar is mailed to every family in the district and additional limited copies are available at the public libraries.					
I.3.4	Provide training to address the communication standards and skills expected of all Board of Education members.	Dr. Scott Pierce	4/1/2004	12/31/2007		75%
	Status/Comment: Board members have engaged through monthly reports by board members to their peers on strategies that may be employed to improve communications at all levels including board members to board members, district and community constituents.					
I.3.5	Coordinate Board of Education information through the Public Information Office.	Dr. Scott Pierce	7/1/2004	12/31/2007		75%
	Status/Comment: All news releases, regular communiques' via e-mail, and US mail are developed and distributed. All phone contacts are satisfactorily completed in an accurate and timely manner (within 24 hours).					
I.3.6	Assess the state of communication for the Board of Education annually.	Dr. Scott Pierce	4/1/2005	12/30/2006		50%
	Status/Comment: This will be addressed annually.					

Action Plan I.4; **Specific Result:** Improve consistency of communications between the District and taxpayers.

Administrator Responsible: Nancy Hare

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.4.1	Assess current methods of communication with the taxpayers.	Implementation Team	12/1/2005	2/25/2007		75%
	Status/Comment: A survey has been developed that will be implemented, via a sample size mailing in early 2007.					
I.4.2	Establish forums to exchange ideas on issues relevant to public education (e.g., focus groups or public forums).	Implementation Team	12/1/2005	2/25/2007		35%
	Status/Comment: Public Forums are in the planning stage for 2007. A School Board Candidate's Forum will be held in early 2007.					
I.4.3	Enhance District communication through media channels (i.e., email, KUSD website, Cable Channel 20, Kenosha News)	Implementation Team	1/3/2007	6/29/2007		30%
	Status/Comment: ESC Web Site Project Redesign Complete 08/01/06, content update ongoing. School Web Site Project is 25% complete with 16 of 41 sites redesigned and launched. The remaining 25 school sites will go live by 10/15/06. Cable Channel 20 hardware upgrades are 2/3 completed. Programming for Cable Channel 20 and slides submitted by schools has increased.					
I.4.4	Enhance methods of communication for disseminating accurate and positive information about the district and its achievements.	Implementation Team	1/3/2007	6/8/2007		5%
	Status/Comment: Entities listed in approved PR Plan meeting on regular basis to develop and coordinate communication strategies.					
I.4.5	Report the "State of the District" annually to the community.	Implementation Team, Dr. Scott Pierce	1/3/2007	6/29/2007		0%
	Status/Comment: ongoing					

Action Plan I.5; **Specific Result:** Increase parent involvement in their children's education and in KUSD.

Administrator Responsible:

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.5.1	Expand the Parent Education Program to include the coordination and implementation of training teams for outreach to parents and communication practices to parents.					0%
I.5.2	Expand the Parent Education Program to include communication practices between families and school.					0%
I.5.3	Explore the possibility of fully implementing the Joyce Epstein "Family-School-Community" partnership model to include the Checklist for Schools.					0%
I.5.4	Include parents' input in developing annual goals in the school action plan.					0%
I.5.5	Expand parent leadership development opportunities.					0%
I.5.6	Expand curriculum focused education programs to parents through media channels (e.g., email, KUSD website, Cable Channel 20, Kenosha News).					0%
I.5.7	Review the current involvement and education options for Spanish parents.					0%
I.5.8	Increase involvement opportunities in parent education programs for non-English speaking parents in school sites with the Language Assistance Programs.					0%
I.5.9	Review progress annually and modify programs accordingly.					0%

Action Plan 1.6; **Specific Result:** Ensure that all key District correspondence is communicated in English and Spanish.

Administrator Responsible:

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.6.1	Expand the Language Assistance Program to emphasize translation services.					0%
I.6.2	Develop a system to ensure that all necessary District documents will be translated.					0%
I.6.3	Assess signage to meet the bilingual needs in District buildings.					0%
I.6.4	Purchase and install the necessary bilingual signage.					0%
I.6.5	Promote translated communication through appropriate media channels (e.g., email, KUSD website, Cable Channel 20, Kenosha News).					0%
I.6.6	Develop and implement a survey to identify what non-English languages District personnel speak.					0%
I.6.7	Create a database of non-English languages spoken by staff.					0%
I.6.8	Review annually the effectiveness of translation services and satisfaction of non-English speaking parents and modify services accordingly.					0%

Action Plan 1.7; **Specific Result:** Establish a District-wide framework for expanding community partnerships.

Administrator Responsible:

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
I.7.1	Assess the current level of community partnerships.					0%
I.7.2	Encourage KUSD employees to become involved in community activities or organizations.					0%
I.7.3	Build and strengthen the quantity and quality of community relationships with the District.					0%
I.7.4	Develop a method to communicate the challenges and accomplishments of public education through these partnerships (e.g., Speaker's Bureau).					0%

This page intentionally left blank

Strategy V: We will develop and implement plans to model, reinforce and recognize responsible, respectful, and ethical behavior by everyone.

Action Plan V.1; Specific Result: Adopt a set of Core Values for all stakeholders.

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.1.1	Publicize proposed Core Values and obtain input from our diverse stakeholders on proposed Core Values using a variety of data gathering strategies.	Joe Kucak	2/1/2006	5/31/2006	5/10/2006	100%
	Status/Comment: Nine core values have been decided upon.					
V.1.2	Develop Core Value policy for board approval.	Joe Kucak	2/1/2006	8/1/2006	8/1/2006	100%
	Status/Comment: Completed					
V.1.3	Implement approved school board policy on Core Values.	Joe Kucak	5/31/2006	9/26/2006	9/26/2006	100%
	Status/Comment: Board Adoption 9/26/2006					
V.1.4	Provide on-going staff development on KUSD Core Values.	Joe Kucak	9/26/2006	7/1/2010		30%

Action Plan V.2; Specific Result: Implement curriculum on citizenship education that incorporates the KUSD Core Values. (Cross reference to Strategy #2--Service Learning).

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.2.1	Anchor citizenship education in the social studies curriculum Pre-Kindergarten-twelve.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.2.2	Incorporate KUSD Core Values through citizenship education in the social studies curriculum Pre-Kindergarten-Kindergarten.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.3	Incorporate KUSD Core Values through citizenship education in the social studies curriculum in grades one - two.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.4	Incorporate KUSD Core Values through citizenship education in the social studies local government curriculum in grade three.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.5	Incorporate KUSD Core Values through citizenship education in the social studies state government curriculum in grade four.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.6	Incorporate KUSD Core Values through citizenship education in the social studies U.S. Government Curriculum in grade five.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.7	Incorporate KUSD Core Values through citizenship education in the social studies curriculum of Ancient Greece and the progression of democracy education in grade six.	Edie Holcomb/Lisa KC	7/1/2007	7/10/2010		0%
V.2.8	Develop a nine week civics unit for the seventh grade social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.9	Implement KUSD Core Values through citizenship education in the fourth quarter civics unit for the seventh grade social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.10	Incorporate KUSD Core Values through citizenship education into the social studies U.S. Government and the Constitution in grade eight.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.2.11	Incorporate KUSD Core Values through citizenship education into the American History and U.S. Government high school social studies curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.12	Incorporate KUSD Core Values into the Counselor's Developmental Guidance program in Pre-Kindergarten - twelve.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.13	Incorporate KUSD Core Values into the Middle and High School Advisory Programs.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.14	Integrate KUSD Core Values into the Pre-Kindergarten-twelve Health/Family Life Curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.15	Integrate KUSD Core Values into the Kindergarten-twelve Language Arts Curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.16	Integrate KUSD Core Values into the Kindergarten - twelve Science Curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.17	Integrate KUSD Core Values into the Kindergarten - twelve Math Curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.18	Integrate KUSD Core Values into Pre-Kindergarten - twelve elective curriculum.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.19	Integrate KUSD Core Values into the extra-curricular activities (i.e. Athletics, Musical Theater, CLC, etc.)	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%
V.2.20	Evaluate the effectiveness of citizenship education that incorporates the KUSD Core Values in accordance with School Board Policy 6300.	Edie Holcomb/Lisa KC	7/1/2007	7/1/2010		0%

Action Plan V.3; Specific Result: Utilize research-based "best practice" instructional strategies for all subject areas that mirror the KUSD Core Values. (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.3.1	Conduct district wide in-service opportunities on cultural competence within our classrooms and community.	Lisa KC - Joe Kucak	7/1/2006	7/1/2010		20%
	Status/Comment: Currently being accomplished through Human Resources.					
V.3.2	Provide ongoing staff development on research based instructional strategies including differentiated instruction and complex thinking skills.	Lisa KC - Joe Kucak	7/1/2006	7/1/2010		10%
	Status/Comment: A joint group representing Curriculum, Professional Development, Talent Development and Special Education has met. A "core team" is planning a three year PD initiative on differentiation to accomplish this goal.					
V.3.3	Incorporate research based instructional strategies including differentiated instruction and complex thinking skills into the classroom lessons.	Lisa KC- Joe Kucak	7/1/2006	7/1/2010		10%
	Status/Comment: A joint group representing Curriculum, Professional Development, Talent Development and Special Education has met. A "core team" is planning a three-year PD initiative on differentiation to accomplish this goal.					
V.3.4	Develop a web-based shared site of best practices for KUSD staff. (i.e. lesson plans, video tapes, i-movies, assessments)	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.5	Develop an evaluation tool to measure effectiveness of these instructional strategies.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%
V.3.6	Evaluate the use of instructional strategies and their effectiveness and make appropriate modifications.	Lisa KC - Joe Kucak	7/1/2007	7/1/2010		0%

Action Plan V.4; Specific Result: Create a comprehensive KUSD resource map identifying all policies and programs that promote responsible, respectful, and ethical behavior to provide adequate understanding and access to all.

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.4.1	Identify and list KUSD policies that are currently in place that promote responsible, respectful, and ethical behavior.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.2	Identify and list all KUSD programs that promote responsible, respectful, and ethical behavior.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.3	Develop a KUSD resource map of all the policies and programs that are currently in place.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.4	Distribute the resource map to all stakeholders.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.5	Develop and present an in-service for all KUSD stakeholders on the resource map.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.6	Develop and present an informational meeting on the resource map to the community.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.7	Install the resource map onto the KUSD Website.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.8	Incorporate the resource map into the new teacher orientation and the new hire process.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.9	Update the resource map annually.	Joe Kucak	7/1/2007	7/1/2008		0%
V.4.10	Evaluate the enforcement of policies and programs that promote responsible, respectful, and ethical behavior and their effectiveness and make appropriate changes.	Joe Kucak	7/1/2007	7/1/2010		0%

Action Plan V.5; Specific Result: Implement a comprehensive framework within each educational setting to be used to develop and promote responsible, respectful, and ethical behavior.
 Administrator Responsible: All Elementary Principals, Joe Kucak, Lisa KC

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.5.1	Identify and implement a school wide behavior management plan consistent with the adopted Core Values.	Bill Haithcock	1/1/2006	7/1/2010		30%
	Status/Comment: Framewk. Developed. Bill H. unveiled the framewk for comments/alterations/etc. to Principal Groups during the 05-06 School Year, and followed up w/ Principal Groups during the fall of 06-07. Now recommended to administration for inclusion into site plan requirements throughout the district, with full incorporation by 2010					
V.5.2	Establish consistency within classroom procedures.	Bill Haithcock	9/1/2007	7/1/2010		0%
V.5.3	Identify and implement effective strategies that sustain a positive peer culture among all KUSD stakeholders.	Bill Haithcock	9/1/2007	7/1/2010		0%
V.5.4	Identify and implement effective strategies that build student and staff belonging.	Bill Haithcock	9/1/2007	7/1/2010		0%
V.5.5	Identify and implement effective strategies that teach appropriate behaviors.	Bill Haithcock	9/1/2007	7/1/2010		0%
V.5.6	Exhibit consistent modeling of KUSD Core Values by all stakeholders.	Bill Haithcock	9/1/2007	7/1/2010		0%
V.5.7	Enforce consistent consequences for students, staff and other employees exhibiting inappropriate behaviors.	Bill Haithcock	9/1/2007	7/1/2010		0%
V.5.8	Evaluate the comprehensive framework and its' effectiveness and make appropriate modifications.	Bill Haithcock	9/1/2007	7/1/2010		0%

Action Plan V.6; Specific Result: Recognize and reinforce responsible, respectful, and ethical behavior within the system.

Administrator Responsible: Joe Kucak, Lisa KC

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
V.6.1	Develop guidelines and/or criteria for recognition of responsible, respectful and ethical behavior by all stakeholders.	Joe Kucak & Lisa KC	7/1/2007	7/1/2010		0%
V.6.2	Evaluate existing forms of student, staff, and other stakeholder recognition programs based on KUSD Core Values.	Joe Kucak & Lisa KC	7/1/2007	7/1/2010		0%
V.6.3	Expand current District-wide recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values.	Joe Kucak & Lisa KC	7/1/2007	7/1/2010		0%
V.6.4	Expand current school-based recognition programs to honor and celebrate responsible, respectful, and ethical behavior for all stakeholder groups within KUSD based on Core Values	Joe Kucak & Lisa KC	7/1/2007	7/1/2010		0%
V.6.5	Evaluate recognition programs annually and make appropriate adjustments.	Joe Kucak & Lisa KC	7/1/2007	7/1/2010		0%

This page intentionally left blank

Strategy VI: We will celebrate and embrace the rich cultural diversity of the student body and community in order to achieve our mission and objectives.

Action Plan VI.1; **Specific Result:** Integrate and promote diversity themes in appropriate curriculum areas

Administrator Responsible:

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.1.1	Provide opportunities to incorporate cultural diversity in the adoption of new courses and materials.					
VI.1.2	Educate instructional staff on how to include meaningful cultural awareness instruction that extends beyond the typical cultural celebrations.					
VI.1.3	Develop staff development activities that focus on diversity topics/issues at all schools and departments					
VI.1.4	Use a minimum of two (2) advisory periods per year for student discussions on diversity topics/issues and provide appropriate documentation to the effort.					
VI.1.5	Create diversity lessons to be used by elementary counselors on a regular instructional basis.					

Action Plan VI.2; **Specific Result:** Market the diverse KUSD specialty schools and programs that are available to families and children in the District.

Administrator Responsible:

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.2.1	Develop and maintain accurate descriptions of speciality schools and programs in both paper and electronic formats with copies readily available at each school, ESC and various community locations.					
VI.2.2	Translate descriptions of all district specialty programs in languages where large numbers of parents do not speak English.					
VI.2.3	Ensure appropriate KUSD staff (counselors, principals and others) understand the diverse speciality schools and programs available to KUSD students and communicate effectively.					
VI.2.4	Include and maintain on the KUSD website an accurate listing of the current speciality programs offered districtwide.					
VI.2.5	Require each school with a speciality program to maintain updated descriptions of the program on the school's website.					
VI.2.6	Make oral and/or video presentations of all district specialty programs to better communicate to parents the programmatic options available and provide translators.					
VI.2.7	Evaluate marketing efforts to promote KUSD programs and make appropriate adjustments.					0%

Action Plan VI.3; **Specific Result:** Promote KUSD activities that highlight the diversity of the school community.

Administrator Responsible:

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.3.1	Encourage all KUSD staff to be involved in community groups that highlight cultural diversity.					0%
VI.3.2	Offer informational sessions for parents (targeting diverse groups) in order to educate the community about the various aspects of the District.					0%
VI.3.3	Communicate and promote the advantages of the District's diversity to the entire community.					0%
VI.3.4	Promote KUSD activities that highlight the diversity of the School District with local media.					0%
VI.3.5	Provide community-wide recognition to schools and programs that celebrate and embrace the diversity of the school community in unique and specific ways.					0%

Action Plan VI.4; **Specific Result:** Increase minority employment of the District-wide staff by five percentage points in five years.

Administrator Responsible: Sheronda Glass

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.4.1	Inform all District personnel associated with the employment process of changes in staffing patterns involving minorities and obtain their commitment to the use of these patterns.	Sheronda Glass	9/5/2005	2/17/2006		85%
Status/Comment:		District administrators have been advised to be cognizant about the diversity within their building. A report on minority and recruitment and retention has been provided to administrators via the Human Resources Newsletter. Ongoing commitment to ensure hiring personnel are using established practices will be monitored.				

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.4.2	Recruit members of minority groups through various means known to the District, include the extension of the geographic area from which the recruitment takes place.	Sheronda Glass	9/5/2005	8/31/2006	8/31/2006	100%
	Status/Comment: Diversity recruitment efforts included attendance at the National Alliance of Black School Educators, National Association of Bilingual Educators, Teachers of English to Speakers of Other Languages, National Council on Educating Black Children, and NASA Pre-Service Teacher Career Fair as well as state recruitment fairs. We attended the LULAC National Convention Fair as an exhibitor recruiting minority candidates.					
VI.4.3	Identify and develop potential administrative candidates from among minority members of the current staff.	Sheronda Glass	11/1/2005	5/26/2006		50%
	Status/Comment: Currently only a couple of minority employees have participated in District efforts to participate in mentoring for aspiring administrators. Efforts have been made to further identify and match at least (5) current minority employees with current KUSD administrative mentors.					
VI.4.4	Ensure diverse pools of qualified candidates are selected for interviews.	Sheronda Glass	7/1/2005	5/26/2006		75%
	Status/Comment: Currently, KUSD Human Resources actively seeks a diverse pool of candidates. Additional communication tools have been utilized to recruit and select minority candidates for interviews, this includes minority administrator candidates.					
VI.4.5	Create and implement a plan to provide sign-on bonuses to minority candidates who join the District. (Contractual implications)	Sheronda Glass				0%
VI.4.6	Create and implement a plan to provide retention bonuses to minority staff who maintain employment for a 3 to 5 year span. (Contractual implications)					0%
VI.4.7	Provide relocation assistance without repayment to minority candidates hired by the District who maintain employment for 2 or more years. (Contractual implications)					0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.4.8	Communicate to minority employees that tuition reimbursement incentives are available through funding designed to comply with the No Child Left Behind Act. (Contractual implications)					0%
VI.4.9	Inform recruitment sources that the Kenosha Unified School District not only is an equal opportunity educator/employer, but also seeks applications from qualified persons, regardless of age, sex, color, race, religion, handicap, or national origin.	Sheronda Glass	7/1/2005	10/28/2005	9/1/2005	100%
	Status/Comment: All recruitment materials have been updated to reflect this language.					
VI.4.10	Add the following equal opportunity statement on all employee postings: "Minority candidates are encouraged to apply."	Sheronda Glass	7/1/2005	10/28/2005	8/1/2005	100%
	Status/Comment: All postings for employment contains this language, " Qualified minority candidates are encouraged to apply."					
VI.4.11	Make buildings and departments responsible for maintaining an engaging environment necessary for the recruitment and retention of a diverse staff.	Sheronda Glass	10/5/2005	3/31/2006		85%
	Status/Comment: Initial communication with the principals has taken place concerning this issue. Additional work will take place after District-wide Cultural Competency training has been implemented. Train-the-Trainers sessions were completed with approximately 50% of employees having been trained in September 2006. The remainder of employees are scheduled to be trained during their scheduled in-service sessions.					
VI.4.12	Maintain and analyze records regarding minority recruitment and retention efforts.	Sheronda Glass	7/1/2005	7/28/2006		75%
	Status/Comment: This team will analyze previous and current recruitment and retention strategies. February 2006 Board Report detailed the findings.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.4.13	Continue to study recruitment practices, selection criteria, working conditions, turnover and retention rates, etc. associated with the employment of minority individuals.	Sheronda Glass	11/25/2005	7/28/2006		75%
Status/Comment: February 2006 Board Report detailed an analysis of this action. Employees will be trained on Cultural Competency, which will address working conditions of minority employees.						

Action Plan VI.5; **Specific Result:** Incorporate cultural diversity into administrative and School Board policies and strategies.

Administrator Responsible: Kathleen Barca

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.5.1	Develop guidelines for reviewing and writing policies that will ensure cultural diversity is incorporated into all appropriate policies.	Kathleen Barca	10/1/2005	3/1/2006	3/10/2006	100%
Status/Comment: Discussions are ongoing to maintain parameters set for the developed guidelines based on cultural diversity.						
VI.5.2	Review all current policies beginning with series 4, 5, and 6 for content regarding diversity.	Kathleen Barca	10/10/2005	6/30/2006	6/30/2006	100%
Status/Comment: Teams reviewed series 1, 2, 3, and 7 of board policies. They have provided feedback and made recommendations for modifications and/or implementing of new board policies regarding appropriate cultural diversity language. Additional teams will be developed to address additional policy changes beyond series 4, 5 and 6.						
VI.5.3	Revise all existing policies as necessary to incorporate cultural diversity.	Kathleen Barca	10/10/2005	10/31/2006		75%
Status/Comment: Teams continue to address all school board policies.						

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.5.4	Develop new policies that ensure cultural diversity is included in every school and department's improvement plan.	Kathleen Barca	10/10/2005	10/31/2006		70%
	Status/Comment: Teams are developing new policies as needed.					
VI.5.5	Monitor and evaluate progress on a quarterly basis.	Kathleen Barca	10/31/2005	10/31/2007		70%
	Status/Comment: Scheduled Board Policy series #1 for presentation to the Personnel and Policy Committee. Presented to the Board first and second reading.					

Action Plan VI.6; **Specific Result:** Provide a sustained professional development plan that includes diversity and sensitivity training annually at the District, building and department levels.

Administrator Responsible: Sheronda Glass

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.6.1	Organize a team to address diversity throughout the district and develop a 5-year plan of implementation.	Sheronda Glass	10/1/2005	3/31/2006		70%
	Status/Comment: A plan that addresses District wide diversity has been developed. Working on implementation.					
VI.6.2	Build and maintain District relationships with diverse groups within the community.	Sheronda Glass	9/1/2005	6/28/2009		75%
	Status/Comment: Additional efforts have been made to develop relationships with diverse groups in the community.					
VI.6.3	Establish diversity concepts that will be included in the staff development process at each grade level and department.		5/31/2006	1/3/2007		10%
	Status/Comment: Will be working with Instructional Services and Professional Development to establish concepts.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.6.4	Train teachers to recognize diversity in their classrooms and to use that diversity as a teaching tool as they design lessons.		2/1/2006	1/3/2007		40%
	Status/Comment: Teachers have been trained on Cultural Competency. Support staff will be trained on Cultural Competency during their inservice sessions. Will be working with Instructional Services and Professional Development to establish training programs for teachers to utilize in the classrooms.					
VI.6.5	Encourage all staff to be involved with diverse community groups.	Sheronda Glass	10/28/2005	6/30/2006		20%
	Status/Comment: Specific pleas will be made to ensure that the District is represented in various community groups.					
VI.6.6	Establish a compilation of diversity resources for KUSD.	Sheronda Glass	10/28/2005	5/31/2006		25%
	Status/Comment: Resources that train and discuss diversity topics have been development. Data will be placed on the Human Resources website for access.					
VI.6.7	Train staff to recognize diversity and capitalize on benefits of that diversity as they go about their jobs.	Sheronda Glass	10/28/2005	5/31/2006		50%
	Status/Comment: A report will be provided that details the training that has been provided to each school and department of the District. Final training to be completed in Spring 2007 (Service staff). All other staff scheduled to be trained in August/September 2006.					
VI.6.8	Train School Board to recognize diversity and to use it appropriately in execution of their duties.					0%

Action Plan VI.7; **Specific Result:** Develop and implement a redistricting plan that will help create culturally diverse schools. (Cross reference with boundary changes in Strategy #3--Overcrowding).

Administrator Responsible: Kathy Lauer and Jeff Marx

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.7.1	Use boundary planning software during the redistricting process.	Kathy Lauer & Jeff Marx	10/13/2005	6/30/2006	4/10/2006	100%
	Status/Comment: Purchased new boundary setting computer software to analyze District by geography, student socioeconomic, academic, achievement, transportation, and race/minority status.					
VI.7.2	Analyze current District boundaries as it relates to student population and building capacity levels and recommend boundary changes based on diversity.	Kathy Lauer & Jeff Marx	10/21/2005	4/21/2006	4/21/2006	100%
	Status/Comment: A discussion was held regarding redistricting in order to create more diverse schools. A number of options were discussed such as pairing schools, redistricting the whole district to allow for equal distribution of all students, and leaving each school area with some open slots for students to transfer in or out of a school in order to equalize the diversity. Further discussions with Patrick Finnemore (Strategy #3-Overcrowding) were held and review of the computer program he is utilizing that will assist with boundary or redistricting challenges. Boundary Committee has been developed for further discuss and decision making.					
VI.7.3	Determine desired percentages of building ethnicities for each site based on race and/or socio-economic status.	Kathy Lauer & Jeff Max	11/14/2005	1/23/2006	1/23/2006	100%
	Status/Comment: Proposed policy has been created that includes percentages. Policy will be presented to the Boundary Committee for inclusion in the parameters.					
VI.7.4	Compare desired percentages of ethnic populations at each building with District ethnic minority rates and make recommendations for boundary changes that most reflect the District percentages.	Kathy Lauer & Jeff Marx	11/14/2005	6/30/2006	1/23/2006	100%
	Status/Comment: Proposed policy has been created that includes percentages. Policy will be presented to the Boundary Committee for inclusion in the parameters.					

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VI.7.5	Develop and implement a plan to communicate recommended boundary changes to the School Board, administration, parents and students.	Kathy Lauer & Jeff Marx	2/28/2006	9/1/2006		50%
	Status/Comment: Several members of this action step are on the boundary committee. The committee has approved the recommended language to incorporate diversity into the boundary policy. Future communication will be based on school board approval and the completion of the boundary committee's work.					

Strategy VII: We will work effectively with our disengaged students and those who are impacted negatively by social influences, which are interfering with learning in order to improve attendance, achievement and the graduation rate.

Action Plan VII.1; Specific Result: Establish District-wide core content specific essential skills in Reading and Math that all students must master at each grade level (elementary/middle school) or course-level (high school). (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Edie Holcomb, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.1.1	Research essential skills and collect samples from other districts or research groups.		10/3/2005	5/22/2006	4/26/2006	100%
VII.1.2	Review standards/benchmarks and create specific essential skills.		10/3/2005	5/22/2006	4/6/2006	100%
VII.1.3	Sequence essential skills from grades K-12.		1/26/2006	5/22/2006	4/6/2006	100%
VII.1.4	Review draft essential skills to give input on clarity and specificity (input group) and distribute draft to all administrators (Connections).		1/26/2006	4/14/2006	4/26/2006	100%
	Status/Comment: Draft of essential skills was shared with all K-12 teachers and administrator for input.					
VII.1.5	Complete final revisions based upon suggestions of clarity, specificity and volume and communicate results to input group (content-area specialist).		4/14/2006	5/30/2006	6/11/2006	100%
	Status/Comment: Final revisions have been completed based upon teacher and administrator input.					
VII.1.6	Provide collaborative teaming inservice for all principals at grade level clusters to develop understanding and value of essential skills.					0%
VII.1.7	Provide teachers with collaborative teaming inservice to develop understanding and value of essential skills (principal led with central office support).		8/26/2006	11/26/2006		0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.1.8	Prepare and distribute information on essential skills, assessment and interventions in print, video or other media with target audience of students and parents.		6/26/2006	6/26/2007		50%
Status/Comment: K-12 math teachers and principals have received copies of the most essential math benchmarks. Students and parents will be provided with information throughout the 2006-2007 school year.						

Action Plan VII.2; Specific Result: Create District-wide common assessments in Reading and Math to determine student mastery of grade-level (elementary/middle school) or course-level (high school) core content essential skills. (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Edie Holcomb, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.2.1	Identify number of content area committees needed to design assessments.		1/3/2006	6/29/2006	4/25/2006	100%
Status/Comment: K-5 and 6-12 committees are in place.						
VII.2.2	Identify vertical team membership for each content area committee charged with assessment creation.		1/3/2006	6/30/2006	4/25/2006	100%
Status/Comment: K-5 and 6-12 committees are in place.						
VII.2.3	Analyze and categorize content area or course-level essential skills from Results Statement #1					0%
VII.2.4	Develop assessments to measure mastery in each content area or course-level skill or category.		6/19/2006	6/4/2007		0%
Status/Comment: Initial work will begin in summer curriculum work.						

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.2.5	Determine appropriate sequence of content area or course-level assessments.		6/19/2006	6/4/2007		0%
VII.2.6	Determine appropriate frequency of content area or course-level assessments.		6/19/2006	6/4/2007		0%
VII.2.7	Define District-wide content area or course-level collaborative process to be used during assessment implementation.		10/2/2006	12/22/2006		0%
VII.2.8	Define school-wide content area or course-level collaborative process to be used during assessment implementation.		10/20/2006	12/22/2006		0%
VII.2.9	Define annual District-wide process for assessment evaluation and revise accordingly.		10/20/2006	12/22/2006		0%
VII.2.10	Identify potential staff development needs during implementation and communicate needs to District staff development office.		4/2/2007	6/29/2007		0%
VII.2.11	Conduct awareness sessions with parents and teachers on uses and purposes of assessments.		9/3/2007	11/28/2007		0%

Action Plan VII.3; Specific Result: Develop immediate, systematic, and specific interventions in Reading and Math for students who are not achieving mastery on common grade-level/course-level assessments. (Cross reference to Strategy #4--Effective Instructional Strategies).

Administrator Responsible: Kathleen Barca, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.3.1	Survey elementary, middle and high schools for current immediate, systematic and specific intervention plans that are already in place.		1/16/2006	3/23/2006	2/24/2006	100%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.3.2	Identify District level interventions with input from School Leadership, Educational Accountability, Student Services, Instructional Services, Minority Academic Affairs, Title 1, Bilingual and community agencies.		1/16/2006	3/23/2006		80%
VII.3.3	Identify minimal interventions that will be available to every student throughout the District regardless of school (Example: Any student not achieving mastery on common grade-level assessments will have tutoring available).		1/20/2006	3/23/2006		90%
VII.3.4	Conduct needs assessment at each school to determine the intervention needs of the disengaged population compared to available resources.		2/20/2006	5/31/2006		80%
VII.3.5	Identify site level interventions with input from counselors, staffing team, teachers, school psychologists, school social workers, parent teacher organization, administration and other stake holders at the site.		1/16/2006	8/31/2006		50%
VII.3.6	Construct a systematic plan which includes all identified interventions.		2/20/2006	7/19/2006		50%
VII.3.7	Develop a physical flow chart which depicts the process that will be followed for students not achieving mastery on common grade-level assessments.		6/5/2006	8/31/2006		40%
VII.3.8	Develop supporting forms that will be used to implement the systematic interventions. (e.g. Counselor Referral Form, Pre-Staffing Form, Student Intervention Record Sheet).		6/5/2006	8/31/2006		40%
VII.3.9	Complete an annual gap analysis to determine intervention effectiveness.					0%

Action Plan VII.4; Specific Result: Provide immediate, systematic, and specific interventions for students who are not achieving mastery on common grade-level/course-level assessments.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.4.1	Provide staff development for school staff on the immediate, systematic, and specific interventions.					0%
VII.4.2	Provide staff with all needed tools for full implementation of the plan.					0%
VII.4.3	Provide immediate, systematic and specific interventions for students who are not achieving mastery on common grade-level assessments.					0%
VII.4.4	Appoint a team of support staff, teachers, and administrators to review interventions provided to students (quarterly).					0%
VII.4.5	Assess the implementation of the plan yearly with all stakeholders and make any needed revisions.					0%

Action Plan VII.5; Specific Result: Establish a systematic, District-wide, research-based 9th grade transition support program through collaboration of middle and comprehensive high schools.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.5.1	Each high school will designate an administrator or designee to facilitate the initial year of implementation of 9th grade transition support program.					0%

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.5.2	Each high school will create a comprehensive 9th grade transition support program with additional academic assistance in Language Arts and Math. Components could include: <ul style="list-style-type: none"> · Modified core instruction periods with possible double Language Arts, Math · All year core classes in Language Arts, Math · Modified house program, small learning community · Thematic instruction core periods with intensive reading, writing and math · Peer mentoring & peer tutoring · After-school tutoring or school day resource period 					0%
VII.5.3	Create a "Freshman Seminar" class for elective credit that provides intensive orientation, monitoring, goal setting for identified students <ul style="list-style-type: none"> · Plan for scheduling · Write curriculum (summer) · Identify staff 					0%
VII.5.4	High school administrator/designee group will work with Office of Educational Accountability and middle school administrative representatives to select data points to identify disengaged incoming ninth graders. (Note: Consider current Bridges identification process for possible starting point)					0%
VII.5.5	Each high school will designate a teacher/counselor coordinator for annual incoming freshman data analysis and placement of incoming freshman into differentiated options. (annually funded for late spring/summer; stipend, summer hours or release time could be used)					0%

Action Plan VII.6; Specific Result: Develop an annual process and tools for communicating students' strengths and needs to the next grade level (elementary, middle and middle to high school transition) and between core subject teachers at high schools
 Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.6.1	Provide a strengths and needs checklist/comment form which should include information on school, social, behavioral and medical needs as allowed by law.					0%
VII.6.2	Provide a flow chart/procedure for sharing information between grade levels/schools using a checklist (include time frames, responsible parties, proper place for storage). Suggested practice may include integrating this into a registration process when students are transitioning between schools.					0%
VII.6.3	Provide professional development for administrators, teachers, counselors and school social workers that is needed.					0%
VII.6.4	Review incoming forms that are flagged for disengaged students for the purpose of referring for interventions.					0%

Action Plan VII.7; Specific Result: Implement professional development courses/seminars on instructional strategies and interpersonal skill development methods to improve achievement of disengaged youth.
 Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.7.1	Provide administrators with professional development on research-based strategies for improving achievement and engagement of disengaged youth in venues such as Connections, book study, and summer leadership opportunities.					0%
VII.7.2	Provide teachers with professional development opportunities on research-based strategies for improving achievement and engaging disengaged youth aligned with school improvement plans.					0%
VII.7.3	Create and conduct an annual (District-supported) summer institute/academy for instructional staff focusing on best instruction practices for improving achievement and engagement of disengaged youth with <ul style="list-style-type: none"> · strands for regular education teachers with attention to differentiation by elementary, middle and high school levels · strands for special education teachers differentiated by disability 					0%
VII.7.4	Provide mandatory staff development sessions highlighting best practices for positive interaction with students for instructional support staff.					0%
VII.7.5	Provide mandatory staff development sessions for pupil services personnel highlighting best practices on motivation and interpersonal skills for disengaged youth.					0%
VII.7.6	Create a district and higher education partnership group with area teacher education programs to review and recommend coursework related to preparation for teaching disengaged youth.					0%

Action Plan VII.8; Specific Result: Link schools, disengaged youth, and families with available community resources.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.8.1	Create a plan to more effectively and frequently share information about services that are available to disengaged youth and how to access those services.					0%
VII.8.2	Designate District level person(s) to coordinate linking students with services.					0%
VII.8.3	Designate building level person at each school to link disengaged youth and their families to available community resources.					0%
VII.8.4	Provide professional development for designated building level people on linking students with services.					0%
VII.8.5	All building level designees should have a copy (and extra copies) of a publication, called "Information Please", which lists all county services.					0%
VII.8.6	Sponsor a Community Services Fair and invite other human service providers.					0%

Action Plan VII.9; Specific Result: Select/hire certified teachers with qualities and characteristics that have been shown to benefit at-risk students.

Administrator Responsible: Sheronda Glass, Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.9.1	Select new hiring tool to use during interview process for selection of teacher qualities and characteristics shown to benefit at-risk students.	Milton Thompson, Ernie Llanas	10/10/2005	3/20/2006		50%
	Status/Comment: We will examine the Insight system to see if it contains the same characteristics as the Urban Perceiver which identified teacher characteristics which fit with at risk, urban children. Committee members are also examining the model of Ruby Payne to see what information it contains in shaping instructional strategies for children raised in poverty with an eye toward recruiting teachers who understand these strategies.					
VII.9.2	Prioritize District school placement needs for teachers skilled in working with at-risk students.	Milton Thompson, Ernie Llanas	1/16/2006	3/20/2006		40%
	Status/Comment: Examining both the achievement of schools which have low performance and the experience of those teachers when compared to other schools we will make recommendations about placement of teachers in at risk schools.					
VII.9.3	Identify university teacher preparation programs that offer a strong emphasis on at-risk student coursework.	Milton Thompson	1/16/2006	5/22/2006		30%
VII.9.4	Establish District contact with those universities (action step 3).	Milton Thompson	3/6/2006	3/13/2006		0%
	Status/Comment: Working with Human Resources we will examine recruitment fairs in Michigan in the Detroit area which attract a large number of minority applicants. We will also participate in this recruitment.					
VII.9.5	Formalize collaboration and recruitment processes with universities.	I				0%
VII.9.6	Provide incentives for qualified teachers who are newly hired or transfer into hard to fill positions serving at risk students. (Contractual implications).	I				0%

Action Plan VII.10; Specific Result: Strengthen/change at-risk programming, based on research, at the middle level.

Administrator Responsible: Milton Thompson

Action Steps		Assigned To	Dates			Percent Complete
			Start	Due	Complete	
VII.10.1	Appoint a team comprised of community members, teachers and administrators to support research efforts.					0%
VII.10.2	Review research on school-within-a-school benefits to middle level students.					0%
VII.10.3	Review research on charter and magnet schools focusing on disengaged student programming benefits to middle level students.					0%
VII.10.4	Review research/data on disengaged student programs currently established within KUSD middle schools.					0%
VII.10.5	Visit established effective program sites as identified through completed research.					0%
VII.10.6	Assess visited site programs to determine components that would best benefit KUSD disengaged students.					0%
VII.10.7	Make recommendations to superintendent along with a cost benefit analysis based on research for disengaged students programs for middle level.					0%
VII.10.8	Implement research based disengaged programs as approved					0%
VII.10.9	Evaluate annually the effectiveness of programs for disengaged students and revise accordingly.					0%