

East Mills Elementary

School Counseling Program Handbook

2023-2024



EAST MILLS
COMMUNITY SCHOOL DISTRICT

Students First ● Excellence ● Integrity ● Equity ● Service ● Tenacity

East Mills Elementary
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Introduction

The Mission of the East Mills Elementary School Counseling Department is to provide a quantifiable, comprehensive, and developmental counseling framework while addressing the individual academic, career, and personal social/emotional development of all students. The counseling department will guide students to overcome obstacles and create pathways in pursuit of individual excellence today, tomorrow, and beyond.

The Vision of the East Mills Elementary School Counseling Department is to support all students to become academically driven, career minded, and emotionally intelligent contributing members of society. Students will develop their unique skills, abilities, and interests to navigate the complexities of life and achieve their full potential. Graduates will be lifelong learners and leaders who demonstrate grit and resilience in the pursuit of individual excellence.

School Counselor Overview

Consistent with the mission statement of East Mills Elementary and the American School Counselor Association, we believe that all students will learn and achieve academic excellence and social/emotional development. It is our aim to develop and implement district-wide school counseling programs and activities which will increase opportunities for this excellence and development. The goal of the school counseling framework is for East Mills Elementary to benefit from clearly defined responsibilities and a cohesive structure to provide developmental guidance through a balanced, progressive program for all students. Moreover, it describes what constitutes a quality school counseling program and provides equal opportunities and equity for all students to receive support and counseling in caring, inspiring, and engaging environments as well as access to college and career programming.

School Counselor Goals

- o To provide all students with opportunities, access, and information on academic and social/emotional development
- o To provide students and parents/guardians with school and community resource information
- o To infuse social emotional learning and development via elementary counseling programs
- o To provide effective individual and group counseling sessions

The Role of the Professional School Counselor

School counselors are certified educators with a minimum of a master's degree in school counseling. They are qualified to address all students' academic, career, and social/emotional developmental needs. Additionally, they work with all educational team members, including: administrators, teachers, parents, and community partners to ensure the success of students. The overall mission of a school counselor is to provide a supportive and safe environment in which students can unlock their full potential, learn and succeed. The focus of all school counselors is based on three domains: Academic, Career and Personal/Social Development. School counselors create comprehensive school counseling programs that focus on student outcomes, teach student social and emotional learning (SEL) competencies and are delivered with identified professional competencies. Consistent with Iowa state regulations, School counselors are aware of the importance of state and district initiatives and incorporate these standards when developing their comprehensive school counseling program.

American School Counselor Association (ASCA) Domains

Academic development includes acquiring skills, attitudes and knowledge that contribute to effective learning in school, employing strategies to achieve success in school, and understanding the relationship of academics to the world of work, life at home and in the community. Academic goals support the premise that all students should meet or exceed the local, state and national goals.

Career development goals guide the school counseling program to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to the world of work and from job to job across their lifespan. Career development goals and competencies ensure that students develop career goals as a result of their participation in a comprehensive plan of career awareness, exploration and preparation activities.

Personal/social/emotional development goals guide the school counseling program to provide the foundation for personal and social growth as

students advance through school and into adulthood. Personal/social development contributes to academic and career success by helping students understand and respect themselves and others, acquire effective interpersonal skills, understand safety and survival skills, and develop into contributing members of society.

Direct and Indirect Services

School Counselors provide services to students, parents, school staff and the community in the following areas:

Direct Services with students

The concept of comprehensive school counseling is based on the assumption that there is program content that all students should learn in a systematic and sequential way. The curriculum typically consists of student competencies and structured activities presented systematically through classroom or group activities. Student competencies to be addressed in the content standards are identified in part through a needs assessment at the building or district level, and generally focus on skill development in the following areas:

- Self-direction
- Self-understanding and interpersonal relations
- Decision making and problem solving
- Teamwork and cooperation
- Cultural awareness
- Career/post-secondary investigation, options and planning
- Organization and time management
- Communication
- Peer pressure, conflict resolution, and peer mediation

Direct Services include:

Classroom Guidance: School counselors, in collaboration with teachers, deliver a large group learning activity or unit in the classroom.

Group Activities: Counselors facilitate group sessions in the classroom to respond to students' identified interests or needs. School counselors plan and lead structured activities that are designed to increase the skills and knowledge of student participants.

Lesson Plan/Activities: The school counseling program is a written document with lesson plans that have identified goals, student competencies, activities for

achieving the competencies, and a suggested timeline for implementation by grade level.

Scope and Sequence: The school counseling framework has a scope and sequence, which identifies what is taught at each grade level.

Indirect Services for students

Within the school community, school counselors collaborate to provide leadership and expertise by engaging in the following activities:

- Develop a plan to communicate school counseling program mission, goals, outcomes, activities and services to all constituents served by the school counseling program.
- Collaborate with teachers, administrators, and parents regarding student needs.
- Provide professional development and information to faculty and staff on student related issues, partner with administrators and teachers to remove barriers to academic success, develop strategies to enable students to achieve academic success, and to close the achievement gap.
- Conduct parent education programs in collaboration with community engagement specialists.
- Participate in and contribute to building and district-wide leadership teams on school improvement, strategic plans, school culture and climate planning.
- Collect, analyze and use data to show how the school counseling program contributes to student success and makes improvements to programming.

Referral Process

Overview of the Referral Process

A referral is made to the school counselor when a concern for a student is present. Referrals may include self-referral by students encountering an issue, concerned friends/peers, parent(s)/guardian(s), teachers, administration, and other school support staff. Crisis interventions are required in circumstances that warrant immediate attention, (e.g., peer worried about the individual security/safety of another student, passing of a pet or relative, physical as well as sexual maltreatment). The counselor may determine that other resources would be appropriate, including referral to other staff within the educational system, for example, the school principal, school nurse, or student support team members. An outside referral may be fundamental when an issue introduced is beyond the scope of practice, training, or potential mastery of school district personnel. In the case of suspected child abuse or neglect, the counselor has a legal mandate to report to the Department of Health and Human Services (DHS).

Steps in the Referral Process (See Referral Process Flow Chart)

STEP 1. Concern for student arises

STEP 2. Student is referred to counselor/concern is identified on referral form(s). (Student Self-Referral Form, Parent/Guardian Referral Form, Faculty/Staff Referral Form, Information about Counseling, Informed Consent Form)

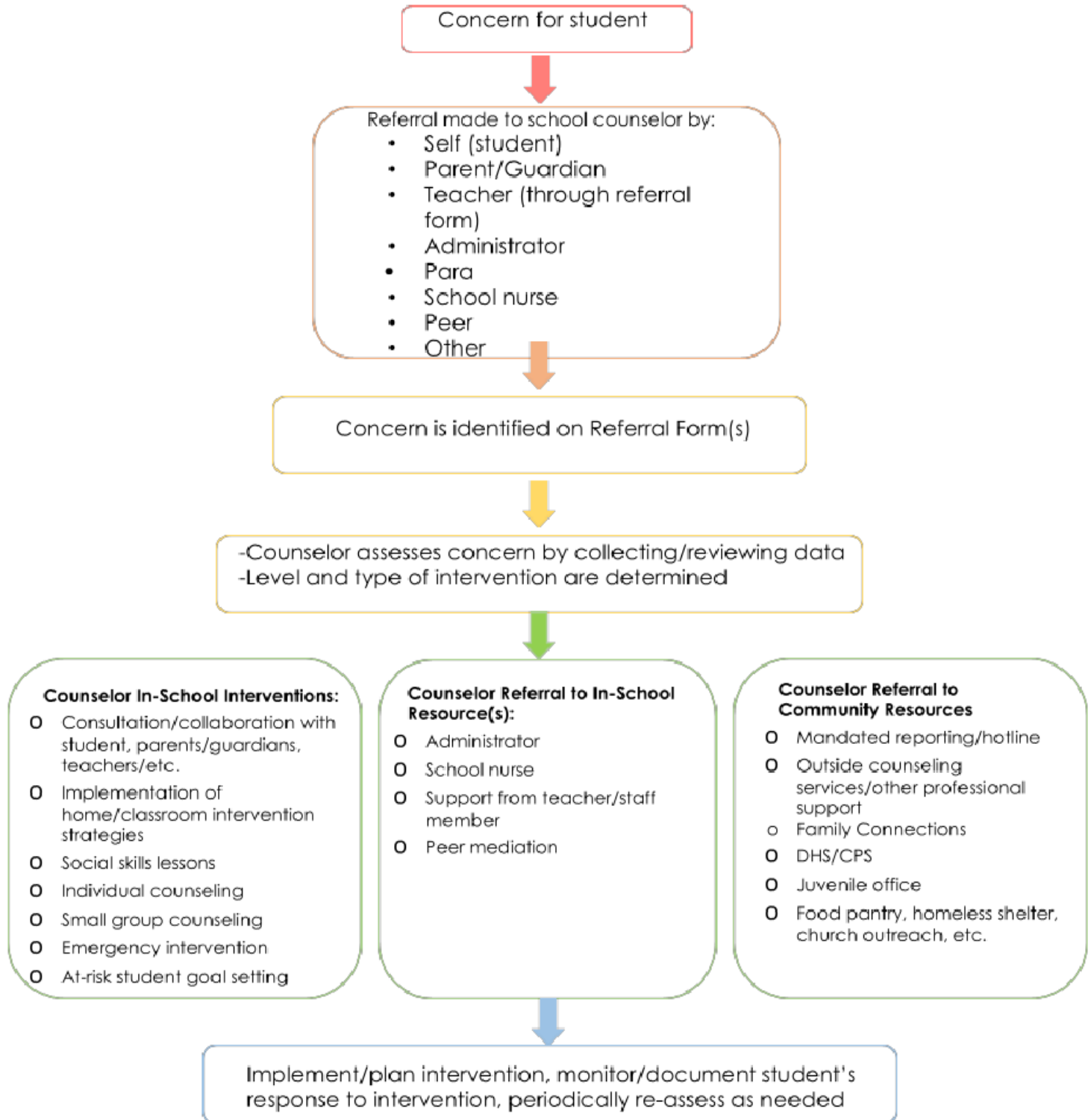
STEP 3. Once a concern is identified, the counselor uses objective and subjective data to assess the situation and determine the level and type of intervention to be taken on the student's behalf. (Student Behavior Data Collection)

Possible Interventions: 1. Counselor In-School Interventions 2. Counselor referral to In-School Resource(s) 3. Counselor Referral to Community Resource(s)

STEP 4. Interventions are implemented and the student's progress is monitored. The student's response to the intervention will be reassessed and the intervention plan modified as needed.

STEP 5. To follow up with the referring individual, the counselor maintains contact with the referring individual. Throughout this process, the counselor observes the guidelines of confidentiality (see ASCA Ethical Standards) as well as family privacy as mandated by the Family Educational Rights and Privacy Act (FERPA1, FERPA2). Consult local school board policies regarding student confidentiality (ethical) and family privacy (legal) as well as procedures to follow for a referral to a community agency.

Elementary School Counselor Referral Process



Suicide Risk Assessment Protocol

East Mills Community Schools Suicide Risk Assessment Guideline Elementary Procedure

When a district employee receives either direct or indirect information that a student has verbally or nonverbally communicated intentions of self harm, the following procedure will be followed:

1. Contact the school counselor immediately for intervention.
2. The district employee will complete the Suicide Risk Referral Form.

OR

1. If the school counselor is not available, the district employee will still complete the Suicide Risk Referral Form.
2. The district employee will immediately make verbal contact and give the completed form to the building principal.

Elementary Principal: Melissa Nielsen	Ext. 1002	Cell: 402-740-0929
School Counselor: Sidney Krajicek	Ext. 1004	Cell: 402-670-3193

Suicide Risk Assessment Form Guideline

1. Check online **Suicide Intervention Report** (excel doc via Google Drive) to determine whether student has had a previous assessment(s) completed.
2. Complete **Youth Suicide Risk Screening Form** and follow directions included regarding parent contact or further assessment. If student checks “past 24 hours” or “past week” to any question, reports a suicide attempt at any time, or checks “yes” to question 5, a full Suicide Risk Assessment **must** be conducted for safety.
3. Complete full **Youth Suicide Risk Assessment Form** if warranted. When possible, all interviews should be conducted with two staff members, one of whom is trained to conduct the assessment. Parents/guardians will be contacted and informed about completion of assessment and suicide risk level the same day as the assessment was performed.
4. **Safety Plan** should be completed, if warranted.
5. After parent contact is made, the **Suicide Intervention Report** (excel doc via Google Drive) should be updated and all written documentation should be filed (in counselor’s room).
6. **A student who is determined to be moderate or high risk and remains at school for the duration of the day should never be left unattended for any length of time, even to use the restroom, gather belongings, make a phone call, etc.**

Protocol for Level of Risk and Parent/Guardian Notification

- Parent/guardian notification is MANDATORY (anytime a student verbalizes, shows warning signs, or screener/assessment is completed).
 - The student's parent/guardian will be informed the same day as the assessment was performed by the counselor, principal, or other trained staff member.
 - If a student is low/moderate risk, the parent/guardian may have the choice to keep the student at school or to come pick the student up.
 - If the student stays at school, they must be monitored at all times. The parent/guardian must also provide written consent that the student is allowed to leave school as normal at the end of the day (bus, pick-up, etc.)
 - If the student is picked up by the parent/guardian to leave during the school day, the parent/guardian must sign the **Acknowledgement of Notification of Emergency** form.

- If the counselor, principal, or other trained staff member believes that contacting the parent or guardian would endanger the health or well-being of the student, they may delay such contact as appropriate. If contact is delayed, the reasons for delay should be documented in the Suicide Risk Assessment, reported to Child Protection Services and the local police authorities (if necessary).
 - In the event that a parent/guardian is unavailable to transport the student or the parent/guardian cannot be reached, the school administrator (principal or superintendent) will be involved and determine the best next steps. This can include making the choice to transport to the nearest hospital.

American School Counselor Association (ASCA) National Standards

ASCA Student Standards: Mindsets & Behaviors for Student Success K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards

School counselors encourage the following mindsets for all students.

- M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment
- M 3.** Positive attitude toward work and learning
- M 4.** Self-confidence in ability to succeed
- M 5.** Belief in using abilities to their fullest to achieve high-quality results and outcomes
- M 6.** Understanding that postsecondary education and lifelong learning are necessary for long-term success

Category 2: Behavior Standards

School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:

Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

School Counseling Curriculum

Social Skills

All elementary students receive “social skills” as a whole-group, classroom instruction. Our social skills classes are built upon the Second Step curriculum. Second Step lessons and activities help students to better understand and identify their emotions. It can help them develop empathy, increase self-control, and manage stress. It also helps them build better relationships and interpersonal skills that will serve them in school and beyond, helping them succeed as adults. When implemented holistically, Second Step can create positive systemic change that builds safe learning environments and addresses the needs of children, educators, and communities. Kindergarten through sixth grade receive two social skills lessons per month.

Competencies

Self-awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

- Identifying emotions
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self-management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations - effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and support.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible decision-making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

Community Resources

The **988 Suicide & Crisis Lifeline** (formerly known as the National Suicide Prevention Lifeline) offers 24/7 call, text and chat access to trained crisis counselors who can help people experiencing suicidal thoughts, substance use, and/or mental health crisis, or any other kind of emotional distress. People can also dial 988 if they are worried about a loved one who may need crisis support.

Mills County

Family Crisis and Support Network- 1-866-647-9596

Non-profit agency offering free and confidential services to Southwest Iowa victims of crime including domestic violence and sexual assault. Services include, but are not limited to, court advocacy, safe home/shelter, law enforcement advocacy, referrals, resources, and counseling, 24/7

Alegent Health, Counseling Services- 712-527-3699

Mills County Public Health- 712-527-9699

Julie Lynes, LBSW, MA, Support, resource and referral, free and confidential

Mill's County Attorney's Office- 712-527-5233

Jill McAleer, Victim Coordinator, free and confidential

Phoenix House- 712-328-0266 OR 1-888-612-0266

Substance abuse and mental illness, resource and referral, free and confidential

Catholic Charities Family Crisis Hotline- 1-888-612-0266

Resource and referral for any family crisis, free and confidential

Project Harmony- 1-402-595-1326

Counseling referrals for abuse issues, family advocates available, free and confidential

ReachOut- 1-800-273-8255, www.Reachout.com

Free online resource for teens getting through tough times, 24-hour hotline

Family Connections, Inc.- 712-256-4420

Therapy services, Behavioral Health Intervention Services, anger management classes, Glenwood office accepts Medicaid and private insurance

Mills County Outreach- 712-624-8172

Low-income Home Energy Assistance, Energy Crisis Intervention Payments, emergency food pantry, emergency clothing room,

Early Head Start- 712-579-6692

Federally funded program which offers free health, educational and social services to eligible families, including expectant families and families with children birth to three.

Mills County Storehouse- 712-527-5141

Food and clothing, closed Sundays and Wednesdays

Mills County General Relief- 712-527-9699

Emergency rent and utility assistance, emergency food assistance

Malvern Area Betterment Association- 712-624-8850

Volunteer organization, community events

Waubonsie Mental Health Center (Red Oak)- (712) 581-7900

Waubonsie Mental Health Center (Shenandoah)- (712) 581-7900

Outpatient therapy, medication management, community support services, supported community living, integrated health home, peer support services

Waubonsie Mental Health Center SUPPORT LINE- 712-303-7066

Available 24/7

Hotline Numbers

Suicide and Crisis Lifeline- 988

Crime Victims Hotline- 1-866-689-HELP (4357)

Rape and Sexual Assault Hotline- 1-800-656-4673

Child and Dependent Adult Abuse Hotline- 1-800-362-2178

Domestic Abuse, Sexual Assault, and Violence- 1-800-696-5123

Bets Off Problem Gambling Line- 1-800-238-7633

Iowa Coalition Against Domestic Violence- 1-800-942-0333

Girls & Boys Town National Hotline- 1-800-448-3000

Permission Letter to Elementary Parents/Guardians for Counseling

East Mills Elementary

Student: _____

Date: _____

Teacher: _____

Grade: _____

Dear Parent/Guardian,

The mission of the counseling department at East Mills Elementary is to provide students with the skills needed to be successful in school and in life. We offer a variety of individual counseling session topics and small counseling groups throughout the year that are designed to help students improve their classroom behavior, support academic progress, assist them in gaining insight into themselves and others, enhance self-concept, and to achieve skills in problem solving, decision making, and social interactions.

We would like to invite your child, _____, to participate in an individual counseling/small group counseling experience on _____. Your student will meet with the counselor for _____ sessions. I will work together with your student's teacher to arrange a schedule once you have approved of your student's attendance.

Participation in the sessions is voluntary and confidential. Because session activities are based on a trusting relationship between the counselor and student(s), all information shared is kept confidential except in certain situations in which there is an ethical responsibility to limit confidentiality. If a student reveals information about being hurt or hurting himself/herself or another person, confidentiality will be broken to ensure the child's safety.

If you have any questions about the individual counseling or group counseling sessions, please contact me by phone (712-624-8696) or email (skrajicek@emschools.org). This is a wonderful opportunity for your student! Please sign the permission slip below and return it to your student's teacher.

Sincerely,
Ms. Sidney Krajicek

-
- I give my student, _____, permission to participate in counseling sessions.
 - I do NOT give my student, _____, permission to participate in counseling sessions.

Signature: _____ Date: _____

East Mills Elementary PK- 6 Building Discipline Matrix

Responding to Misbehavior

Resources: De-escalation from CPI

Zones of Regulation calming strategies and tools

PBIS world website

Iowa Instructional Framework Indicators: Engaging students and managing behavior, Motivating Students, Expectations, Respectful Culture, and Environment

- Respond calmly and privately
- Use nonverbal cues
- Direct/remind student of expected behavior (what s/he can do or should do)
- Give specific, positive reinforcement and praise when students are acting correctly
- Provide clear, consistent consequences related to the misbehavior delivered with dignity and purpose

Staff Managed (Minor) Problem Behaviors - can be redirected quickly without significantly disrupting flow of instruction or activity; if performed infrequently would not be considered a problem

Minor Violation	Dealt With in the Classroom
<p><u>Disruptive Behavior:</u> Verbal or physical actions that distract other students, hinder or impair teaching. May include, but not limited to:</p> <ul style="list-style-type: none"> ● engaging in behaviors that distract the work of others (examples: tapping, noises, movement, sharpening pencil, blurting out) ● inappropriate voice levels at designated times of listening or quiet ● inappropriate out of seat behaviors during times of instruction that hinder, impair, or distract teaching 	<p>Classroom problem solving initiated based on classroom management plan.</p> <p>Below is a list of possible consequences. However, in the areas of disruptive behavior and non-compliance (defiance), the response should be based on the student and the intention or function of the behavior.</p> <p>Examples: If a student is tapping for sensory input, offer them a quieter option. If a student is making noise out of frustration, suggest a break or breathing strategy. If a student is sharpening their pencil during an inappropriate time, re-teach when it is ok to do so. If a student does not comply with a direction, state the rule or request again. If they still do not comply, and it isn't interrupting learning, do a walk and think at recess.</p> <p>Note: This is why building relationships is essential. It allows us to better understand what needs are being communicated through the behavior and how we can best respond to that child.</p> <p>Possible Solution/ Consequences: State rule and redirect Conference with student Discuss calming strategies or tools Re-teach rules Restitution/clean up duty Time out (in room) Move student to a different seat/desk/table area Using calming space in the classroom Take a break Call to parent Behavior contract Loss of privileges Walk and think at recess with teacher or para - 5 minutes max</p>
<p><u>Non-Compliance (Defiance):</u> Brief or low-intensity failure to follow directions or talks back May include, but not limited to:</p> <ul style="list-style-type: none"> ● Failing to follow the request or direction of school personnel ● Failing to comply with directions to be safe ● Failing to comply with directions to stop disrupting others 	
<p><u>Inappropriate Language/Gestures (Disrespect):</u> Inappropriate language or gestures which are socially rude.</p> <p>May include, but not limited to:</p> <ul style="list-style-type: none"> ● Making inappropriate comments (not directed at someone) ● Using an inappropriate gesture (not directed at someone) ● Using profanity (not directed at someone) ● Gestures, verbal or written language intended to disturb or disrupt class. 	
<p><u>Property Misuse:</u> Low intensity misuse of property May include but not limited to:</p> <ul style="list-style-type: none"> ● writing on desk, breaking pencils, ripping up papers 	

<p><u>Technology Violation:</u> Non-serious, but inappropriate use of electronic device May include, but not limited to:</p> <ul style="list-style-type: none"> • having device on without permission • modifying the work of others without permission • being on the wrong website or program • taking picture/videos without permission 	<p>Take away computer for the day</p> <p><u>Repeated minor violation ideas:</u> Refer to counselor Group or individual counseling sessions Start behavior intervention and collect data Meeting with parents</p>
<p><u>Physical Contact - Physical Aggression:</u> non-serious, but inappropriate physical contact May include but not limited to:</p> <ul style="list-style-type: none"> • Poking, tapping, kicking, tripping, elbowing, shoving • Roughhousing 	

Office Managed (Major) Problem Behaviors - behaviors that are significantly disrupting flow of instruction or activity and/or raise concerns of safety for the student or others

Major Violation	Dealt With in the Office
<p><u>Disruptive Behavior:</u> Verbal or physical actions that disrupt other students, halt teaching or cause/attempt to cause bodily harm to students or staff. May include, but not limited to:</p> <ul style="list-style-type: none"> • Repeatedly engaging in behaviors intended to distract the work of others • Repeated inappropriate voice levels at designated times of listening or quiet • Repeated inappropriate out of seat behaviors during times of instruction that cause har, to students or staff. • High Intensity behaviors (examples: pounding, yelling, throwing things) <p>Main Consequence: Time in office or loss of privileges</p>	<p>Electronic behavior referral is completed within the day on IC</p> <p>Teacher will contact administration</p> <p>Administration will arrange to meet with student.</p> <p>Possible Consequences:</p> <ul style="list-style-type: none"> • Time in Office • Loss of Privileges • Parent Contact • Detention • Restitution • Loss of computer • Individualized Instruction • In School Suspension • Out of School Suspension • Administration and Parent Meeting.
<p><u>Non-Compliance - Defiance:</u> Defiance of authority, refusal to obey directions of school personnel, and/or arguing. May include, but not limited to:</p> <ul style="list-style-type: none"> • Repeated incidents of refusal to follow the request or direction of school personnel • Refusal to comply with directions to be safe • Refusal to comply with directions to stop disrupting others <p>Main Consequence: Time in office, loss of privileges, or detention</p>	<p>All Major's will result in contact with parent/guardian whether that be the admin or teacher.</p> <p>Repeated = at least 5 times in 1 hour Refusal = Student not doing what they are asked to do</p> <p>EX: 5 times in 1 hour a student is using an inappropriate voice level. EX: 5 times during reading class a student interfered with their peers' work.</p>
<p><u>Inappropriate Language/Gestures (Disrespect):</u> Language or gestures of a profane nature May include, but not limited to:</p> <ul style="list-style-type: none"> • Inappropriate comments or actions of a sexual nature • Inappropriate gesture directed at a staff member • Inappropriate gesture directed at a student • Profanity directed at a staff member • Profanity directed at a student <p>Main Consequence: Time in office, loss of privileges, detention, and/or parent meeting</p> <p><i>If actions are determined by Administration to meet the criteria for bullying and/or harassment, an investigation will be conducted and district policy followed.</i></p>	

<p><u>Property Damage/Vandalism:</u> Student participate in an activity that results in destruction or disfigurement of property. Main consequence: Restitution, loss of privileges, or time in office.</p>	
<p><u>Technology Violation:</u> Repeated Inappropriate use of electronic devices May include, but not limited to:</p> <ul style="list-style-type: none"> ● Intentionally and/or repeatedly visiting inappropriate sites ● Repeated issues with modifying the work of others without permission ● Repeated misuse of device (on the wrong website or program, taking pictures/videos) <p>Main Consequence: Loss of computer and/or parent meeting individualized instruction</p>	
<p><u>Inappropriate location - Out of bounds area:</u> Student leaves without permission or is in an area outside the boundaries of the school Main Consequence: Time in office, individualized instruction, and/or parent meeting.</p>	
<p><u>Threats</u> Statement of an intention to inflict pain, injury, damage, or other hostile action on someone in retribution for something done or not done. Likely to cause damage or danger.</p>	
<p><u>Harassment</u> Delivery of disrespectful messages related to gender, ethnicity, sex, race, religion, disability, physical features, or other protected classes May include, but not limited to:</p> <ul style="list-style-type: none"> ● Verbal, physical, or written harassment or abuse ● Repeated remarks of demeaning nature ● Implied or explicit threats concerning one's grades, job, etc. ● Demeaning jokes, stories, or activities. <p>Main Consequence: Time in office, detention, or parent meeting</p>	
<p><u>Physical Aggression:</u> actions involving serious physical contact where injury may occur May include, but not limited to:</p> <ul style="list-style-type: none"> ● Fighting (mutual participation in an incident involving physical violence) ● Biting ● Physical contact with the intent to harm ● Striking someone with a fist ● Striking someone's head or face ● Throwing items with the intent to cause harm or damage <p>Main Consequence: Time in office, detention, or suspension. Parent meeting</p>	
<p><u>Illegal act or item:</u> May include, but not limited to:</p> <ul style="list-style-type: none"> ● Use or possession of a gun or knife ● Use or possession of drugs ● Use or possession of alcohol ● Use or possession of tobacco products ● Use or possession of matches, lighters or other fire starting devices ● Theft ● Arson ● Bomb Threat <p>Main Consequence: Parent meeting, suspension or detention</p>	<p>Possession or use of a gun or knife is an automatic minimum 3 day suspension.</p>

ACKNOWLEDGEMENT OF NOTIFICATION OF EMERGENCY

The undersigned parent / guardian of _____ was involved in a conference with school personnel indicated below on _____.

I have been advised that my child appears to be in a state of psychological emergency (danger of hurting self / suicidal ideation). I have been further advised that I should seek psychological / psychiatric consultation immediately. I have been provided with a list of agencies, emergency numbers, and private practitioners. I understand that the East Mills Community School District is not responsible for the provision of or payment for these services, but is alerting me to this emergency just as they would inform me of any health problem. Any further action that I undertake un regard to this matter is of my own decision and my own financial responsibility.

I understand the importance of increasing the supervision of my child and securing any lethal means in my home.

I acknowledge that I am removing my student from school premises, and my student is now in my care.

Parent or Legal Guardian

Parent or Legal Guardian

Staff members present:

_____	_____
_____	_____