

Heroin and Other Illicit Drug Task Force School District of La Crosse System of Supports



Introduction & Background:

At my first Heroin Task Force meeting (2.26.15), an inquiry was posited regarding the vast landscape of personnel, services, curriculum, partnerships, etc., comprising the larger umbrella constituting the School District of La Crosse System of Supports. The following information is not intended to be—nor should it be perceived to be—and all-encompassing document. If I understand correctly, inquiries specifically surrounding mental health and AODA were volleyed for a deeper dive of information.

Mental Health & AODA

Recognizing that a growing number of mental health issues are creating barriers to student learning, the School District of La Crosse – in collaboration with volunteer community partners – has embarked in an ongoing process of establishing an embedded multi-tiered system of support that include a team of social service professionals (i.e. mental health liaisons) who are accessible to students in the School District of La Crosse.

We all experience emotional ups and downs from time to time caused by events in our lives. Mental health conditions go beyond these emotional reactions and become something longer lasting. They are medical conditions that cause changes in how we think and feel and in our mood. They are not the result of personal weakness, lack of character, or poor upbringing. With proper treatment, people can realize their full potential, cope with the stresses of life, work productively and make meaningful contributions to the world. Without mental health we cannot be fully healthy. But understanding mental health isn't only about being able to identify symptoms and having a name for these conditions (<http://www.namilacrossecounty.org>). There is a complicated ecosystem involving the local community, our school district, research and medical institutions, private companies and other pieces that are all trying to fit together. Each piece contributes to our understanding of mental health—if one is missing, the picture isn't complete.

The goals of the mental health liaison collaboration include enhancing and supporting school personnel efforts, enriching and fortifying children's coping skills, responding to crises, increasing partnerships between families and schools, and to help provide seamless access to community supports. Each school site follows a “tiered” approach to potential service options that may be available to staff, students, and families.

Level I - Training

1. NAMI (National Alliance on Mental Illness) in-service entitled, *Parents & Teachers as Allies*¹.
The two-hour in-service is provided at all schools and focuses on helping school professionals – and families within the school community – better understand the early warning signs of mental illnesses in children and adolescents, and how best to intervene so that youth with mental health treatment needs are linked with services. It also covers the “lived experience” of mental illnesses and how schools can best communicate with families about mental health related concerns.
Contact: Patti Jo Severson

¹ You can find out more about La Crosse County NAMI on their website www.namilacrossecounty.org

2. QPR² (Question, Persuade, Refer) training for all secondary schools; this training is optional for elementary schools. This one-hour training identifies three (3) simple steps to help save a life from suicide. Just as people trained in CPR and the Heimlich Maneuver help save thousands of lives each year, people trained in QPR learn how to recognize the warning signs of a suicide crisis and how to question, persuade, and refer someone to help.

Contacts: Sergeant Tom Walsh and Lieutenant Avrie Schott La Crosse Police Department

Level II – Mental Health Liaison

Our school liaison model is a volunteer based, consult model that pairs a mental health provider with a school representative to help the school identify what is needed in order to work more effectively with student mental health needs. The services provided by the mental health provider can include, but are not necessarily limited to:

- Surveying school personnel on needs related to knowledge and skills necessary to work effectively with students addressing mental health issues
- Consultation with school personnel
- Facilitating the use of mental health resources in the community
- Providing training to staff on mental health topics
- Trouble shooting vexing situations
- Facilitating referrals to mental health treatment
- Providing information about educational resources for school personnel on mental health topics

Please Note: Level II does not include providing direct services to students

Current Liaison Partnerships (by level):

Elementary Schools³

- Emerson Elementary & North Woods International Schools – Dr. Denyse Olson-Dorff, Psy.D., Clinical Psychologist, Gundersen Health System, Behavioral Health and Pediatrics Department
- Hamilton/SOTA I Elementary Schools – Jeffrey Reiland, MS, CSAC, Gundersen Health System, Behavioral Health Department
- Spence Elementary School – Nicole Milliren, MS, LPC, Clinical Therapist, La Crosse County Human Services

Middle Schools

- Longfellow/LDI Middle School – Jay Clark, L.P.C.C. Licensed Professional Counselor, Peace of Mind Counseling
- Logan Middle School – Janice Schreier, MSW/LCSW/SAC Child & Adolescent Clinical Therapist/Substance Abuse Counselor, Mayo Clinic Outpatient Behavioral Health

² You can find out more about QPR as well, just access the website at www.qprinstitute.com

³ Hintgen, Northside, Southern Bluffs, State Road, and Summit Elementary Schools and 7RCHS will hopefully have matches soon!

- Lincoln/SOTA II/Coulee Montessori Middle Schools – Brett Knutson, MS, LPC, SAC-T, Adolescent Therapist/AODA Counselor, Driftless Recovery Services

High Schools

- Logan, Central, and LaCrossroads High Schools – Sarah Johnson, MS, LPC, Gundersen Health System

Level III – 1:1 On-Site Direct Services to Students (Appendix A, B, C and D)

- Appendix A: 1:1 School Based/Linked Mental Health Services Flow Chart
- Appendix B: Permission for Access to Mental Health Services
- Appendix C: Contractor Agreement
- Appendix D: School Based/Linked Mental Health Services Information Form

Between 12% and 20% of American students have a diagnosable mental health disorder, and many others suffer quietly with subclinical symptoms. School-wide mental health supports are most effective when all staff members are involved at one level or another (Phi Delta Kappan, January 2015, pg. 35).

I apologize for the sports analogy about to come your way, but it provides a nexus to the aforementioned Kappan quote, and the daily supports being provided. Every person who puts on a nametag for the School District of La Crosse is considered a “playmaker”; a caring adult who often makes the difference for a child. It is with that in mind that I provide the following macro-level perspective on some of the “in-house”⁴ playmakers working on behalf of youth everyday.

- Educators (614)
- School Nurses (5) & Health Assistances (14)
- School Nutrition Personnel
- Secretaries
- Teacher Assistants (130)
- School-Based Administration
- Custodians
- Program Support Specialists
- Co-Curricular Coaches

- School Social Workers
- School Counselors
- Special Education (SLD, EBD, CD, OHI, HI, etc.)
- Occupational Therapy
- Physical Therapy
- English Language Learners
- Cultural and Family Connections
- Juvenile Detention Facility Educators (3) and Teacher Assistant

As previously mentioned, this document is not intended to paint the entire picture but rather to give a snapshot of the School District of La Crosse’s multi-tiered system of supports. With that in mind, I have culled just a couple of the program areas that may be of assistance in deepening any “next step” conversations. I will begin with a brief overview of our erudite, compassionate, and student-focused school counselors and school social workers. Then I will share a bit about our Homebound Program efforts, and finally illuminate just the proverbial tip of the iceberg regarding prevention programming.

⁴ Many outstanding supports not included herein included our five (5) School Resource Officers (SROs).

School Counselors and Social Workers

The mission of the School District of La Crosse School Counselors and Social Workers is to provide services to students, families, and schools with the primary focus of removing barriers to learning. The District is committed to providing each school with a professional school counselor and/or social worker. The role of the school counselor and/or social worker is to become aware of the needs of the students and the school so that they may respond appropriately to those needs through best practices and quality standards. Listed below are some, but certainly not all, of the responsibilities charged to our school counselor and/or social worker.

Education:

- Educate school staff and community on issues of cultural diversity.
- Facilitate support groups for the development of social skills, positive decision making.
- Help students achieve maximum academic success.
- Assist parents in understanding and supporting their children's education.
- Encourage and monitor regular school attendance and punctuality of students.
- Encourage students to participate in academic, career, and personal/social counseling.
(The delivery systems for the school counseling program are often coordinated and reflected in planned classroom guidance, individual counseling, and group counseling.)

Advocacy:

- Serve as a voice for students struggling to communicate their needs and opinions.
- Guide families in pursuit of needs, goods and services in the community.
- Serve as liaison between student/family/school in conflict situations.
- Report concerns of child abuse and neglect to appropriate agencies.
- Assist parents in better understanding children's social/emotional needs.
- Represent school position and needs in crisis situations and court interventions.
- Provide counseling to students and families and consultations to school staff.
- Initiate parent conferences and make home visits to assess environmental factors affecting a student's education and social and emotional well-being.

Community:

- Seek out and establish relationships with representatives of local agencies
- Establish community resource directory
- Encourage community and business leaders to participate in school activities
- Serve on community outreach organizations and input ideas on development of policy
- Maintain visible presence in the community as a volunteer in various organizations advocating for the welfare of children and youth
- School counselors and social workers adhere to the ethical standards of the profession and are often involved in professional development.

Homebound Program

Generally, Homebound Services may be requested when, (1) a student is expected to be out of school for more than one full grading period/quarter, (2) there are nine or more weeks of a health related absence, and a student is only able to return to school part time, (3) medical personnel determine that it is necessary for a student to remain at home to provide for the care of that student's newborn child for nine weeks or more, (4) a student is unable to handle the social or emotional demands of school because of

mental health conditions, and/or (5) a student is participating in a clinically supervised drug or alcohol recovery program.

Two Examples of Prevention Programming

Champions Cross Mentoring Programs:

“Champions” is a school cross-mentoring program linking high school students to current 8th graders in our middle schools. The goal of the program is to make younger students aware of peer pressure and the effect it has on some of the decisions they make regarding drug and alcohol. It is designed to help students make life-long positive decisions concerning substance abuse. In addition, the high school Champions provide positive models to incoming freshmen each school year.

Project Northland Alcohol Refusal Program:

Project Northland is a multi-grade program designed to reduce alcohol, tobacco and marijuana use. The program uses student-led activities to support the “no use” message. Parents and the community are also involved in an effort to reduce youth access to chemicals.

- At the 6th grade level, “Slick Tracy” comic books provide a forum for students and parents to discuss alcohol-related issues.
- At the 7th grade level, the “Amazing Alternatives” strategies include games, audio tapes and problem-solving activities.
- At the high school level, the “Class Action” curriculum challenges students to examine real-world consequences of alcohol use through mock trials.
- An adult component of Project Northland known as “Supercharged” offers insight and techniques for raising awareness about youth alcohol use and engaging our community in prevention efforts.

At the “universal level,” our articulated curriculum affords educators and students to discuss mental health and AODA topics with age-appropriate language and developmental readiness considerations. Permit me to provide a brief snapshot of one strand of health curriculum examples in the School District of La Crosse.

Curriculum:

At the elementary level, school counselors often facilitate lessons in classrooms on topics ranging from social skills and positive relationships, to decision making and AODA.

Kindergarten – Emotional Health

1st Grade – Emotional Health

2nd Grade – Drugs (over the counter / prescription); Interpersonal Relationships (violence prevention)

3rd Grade – Emotional Health (loss and change; self-awareness, social skills); Refusal Skills (ref: alcohol and drugs)

4th Grade – Communication and conflict resolution in various situations

5th Grade – AODA, long and short term use of tobacco, alcohol, inhalants, and other currently used drugs; community resources to provide assistance with drug and alcohol issues, etc.

6th Grade Unit Examples⁵:

- I. Dimensions of Wellness (emotional, social, intellectual, physical, etc.)
- II. AODA
 - a. Tobacco Smoke & Smokeless
 - i. Refusal Skills
 - ii. Media Messaging/Influence
 - iii. Consequences of misuse
 - iv. Healthy Alternatives
 - v. Cultural & Social Issues
 - b. Alcohol, Marijuana, Inhalants, Prescription, and Designer Drugs

7th Grade Unit Examples:

- I. D.A.R.E
- II. AODA Health Effects
 - a. Classifications
 - b. Chemical Dependency
 - i. Identifying signs and symptoms
 - ii. Prevention
 - iii. Treatment
 - iv. Alternatives
- III. Emotional Health
 - a. Stress Management
 - b. Communication
 - c. Coping Skills
 - d. Problem Solving

Students in the School District of La Crosse are required to take a minimum of ½ credit of health education at the high school level and many of the aforementioned topics are revisited via scope and sequence planning that broadens and deepens the learning experiences.

Finally, in addition to the day-to-day observational and anecdotal data utilized by the various “playmakers” in the School District of La Crosse, we also rely on an assortment of feedback tools to ascertain viable status information. Examples include, but are not limited to: National Student Clearinghouse, United Way Compass, Youth Risk Behavior Survey, Gallup Student Survey (measuring student hope, engagement, and well being), and the Senior Exist Survey to name just a few.

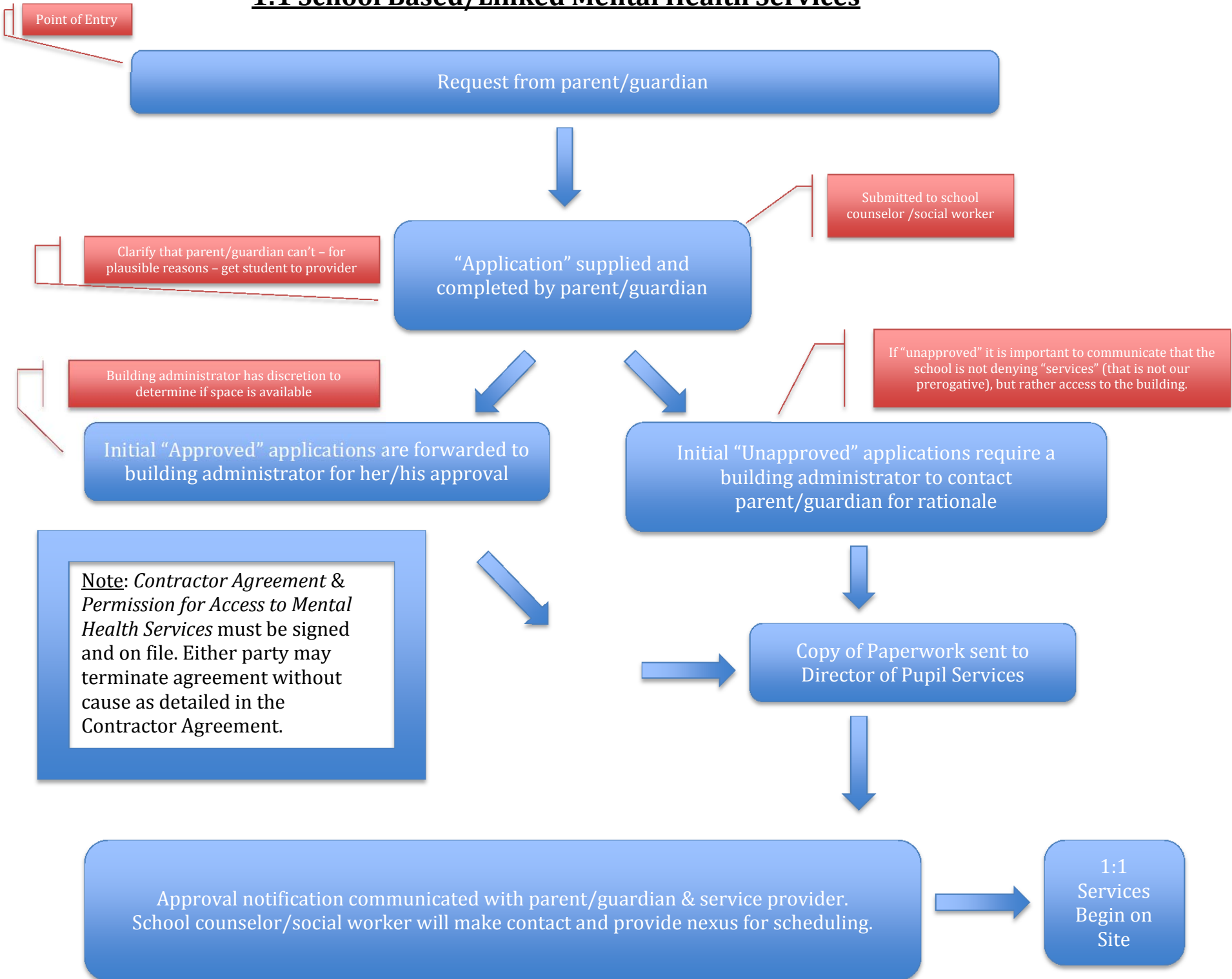
Among children who receive mental health services, an estimated 70% to 80% of them initially receive those services at school (Phi Delta Kappan, January 2015, pg. 13).

We recognize the important nexus between mental health and AODA considerations and a youngster’s academic performance and overall quality of life. We strive to have students thrive, and thus our community’s collective mobilization of resources – via seminal efforts such as Rebuilding for Learning – are avenues for meaningful progress in awareness, prevention, and support services for youth.

⁵ The School District of La Crosse requires more health education than the State Department of Public Instruction mandates.

1:1 School Based/Linked Mental Health Services

APPENDIX Appendix A: 1:1 SCHOOL BASED/LINKED MENTAL HEALTH SERVICES



Appendix B: PERMISSION FOR ACCESS TO MENTAL HEALTH SERVICES



PERMISSION FOR ACCESS TO MENTAL HEALTH SERVICES

I understand that _____ is offering Mental Health Services (“the Services”) in a facility owned and operated by the School District of La Crosse (“the District”). I recognize that the Services are not sponsored by or provided by the District. I understand that the District will not be monitoring the Services provided and the District will not be reviewing any records related to the Services. Thus, I understand that the District is only providing the facility within which the Services will be provided.

I hereby give permission for my child, _____, to receive Mental Health Services from _____ in a District owned facility. I understand the nature of the Services to be provided to my child and my right to revoke my permission at any time.

Furthermore, I recognize that this permission slip does not excuse my child from any individual class(es) to receive the Services. I recognize that I must provide notice to the District if my child is absent from a class(es) in order to take advantage of the Services during the school day.

Finally, I hereby waive, release and forever discharge the District, its officials, agents and employees, and their successors individually and in their official capacity, from all claims, rights, causes of action, damages and demands whatsoever, whether caused by negligence or otherwise, including, but not limited to, all liability and judgments for personal injuries, known or unknown, property damage, costs, loss of services or expenses of any type, including attorney’s fees, which any person may have against the District, arising out of, relating to, concerning or in any way connected with the Services provided to my child. I have considered that if this waiver of liability was not as broad as it is, the Services would not be offered, and as I wish to have these Services offered within the District’s facilities, I waive the right to bargain for different waiver of liability terms.

Parent/Guardian Signature

Date

Appendix C: CONTRACTOR AGREEMENT

CONTRACTOR AGREEMENT

This Agreement is entered into on this _____ day of _____, 2013, by and between the School District of La Crosse (“the District”) and _____ (“Contractor”).

PREAMBLE

WHEREAS, Contractor is engaged in the business of providing individual, one-to-one (i.e. only therapist and child) mental health counseling services (“the Services”) for student populations; and

WHEREAS, Contractor wishes to have access to the District’s facilities in order to provide mental health counseling services for students in the District, who would otherwise seek such services, subject to the terms and conditions contained herein; and

WHEREAS, the District recognizes that offering mental health counseling services on-site provides significant benefits to the students without substantial disruption to the educational process.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows:

1. INDEMNIFICATION AND INSURANCE

- (a) **Indemnity.** Contractor hereby holds harmless, defends and indemnifies the District (and all affiliates, officers, directors, employees and representatives) from and against each and every demand, claim, loss, liability, or damage of any kind, including actual attorneys fees and expenses, whether in tort or contract, whether personal injury or property damage, that the District may incur by reason of, or arising out of, (i) any claim made by any third party with respect to the Services or any work product provided as part of the Services, or (ii) any misrepresentation made in, or breach of the terms or warranties of, this Agreement, including without limitation any claim or action of any type or nature by or related to Contractor’s infringement or misappropriation of any copyright, trade secret, patent or other intellectual property right with respect to the distribution, use or creation of such work product.
- (b) **Insurance.** Contractor shall, during the term of this Agreement, maintain, at his/her own expense, all necessary insurance, including but not limited to malpractice insurance and general liability insurance. Upon request, Contractor shall provide the District with a certificate of insurance evidencing such coverage.

2. MAINTENANCE OF LICENSURE

Contractor shall maintain all appropriate licenses required by the State of Wisconsin. If at any point Contractor has allowed his/her licenses to lapse, expire, or otherwise become invalid, or if any other actions or omissions of Contractor render him/her unfit or unable to perform the Services, this Agreement shall immediately terminate.

3. ASSUMPTION OF RISK

Contractor assumes all risk of property loss or damage and of personal injury or death, other than that caused solely by the gross negligence of the District, or its employees, which may be sustained by Contractor or as a result of or arising in connection with performing Services.

4. EQUIPMENT, SUPPLIES & RECORDS

- (a) Equipment. Contractor shall provide, at no cost to the District, all equipment and/or supplies necessary for Contractor to perform the Services.
- (b) Records. Contractor shall maintain appropriate records for all patients and maintain such records according to the requirements of the Health Insurance Portability and Accountability Act and other applicable state and federal laws. Records maintained by Contractor are not pupil records (Wis. Stat. § 118.125) or public records (Wis. Stat. §§ 19.31-19.39). Further, Contractor shall not have access to any pupil records maintained by the District without express written consent in accordance with Board policies and Administrative Regulations.
- (c) Notice. The District may provide periodic written notice to students and families about the Services offered by Contractor and the method to be used to access the Services. If Contractor intends to advertise the Services offered at the District's facility(ies), Contractor must submit such advertisement to the District and obtain written approval from the District before publishing/issuing it. Such advertisements must include explicit language stating that the Services are NOT SCHOOL-SPONSORED SERVICES.
- (d) Fees. The District shall provide Contractor with access to an adequate facility(ies) within the District, to provide the Services to the students in the District. However, Contractor's access to such facility is not use of District facilities, in accordance with Administrative Regulation KG. As such, Contractor shall not be required to pay fees to the District related to the use of the District's facilities. To the extent Contractor charges students for the Services provided, the District shall not be involved in any recordkeeping or collection related thereto.
- (e) Hours of Access. The District shall establish the schedule when Contractor is permitted to offer the Services at the facility(ies) within the District, in order to avoid interfering with the operations of the District. Upon request, Contractor shall provide the District with his/her schedule within those approved times. Nothing herein shall be interpreted as the

District regulating or monitoring Contractor's hours of work. Contractor maintains control over his/her hours of work.

5. RELATIONSHIP

- (a) Independent Contractor. Contractor shall perform under this Agreement as an independent contractor, and not as an agent, employee, representative or partner of the District. Neither party shall have any right, power or authority to act or create any obligation, express or implied, on behalf of the other party, except as otherwise provided herein.
- (b) Rights of Contractor. Contractor shall have the right to perform work for others as long as Contractor fulfills Contractor's obligations hereunder.
- (c) Taxes of Contractor; Indemnity. Contractor shall pay and report all applicable taxes and assessments, including without limitation federal, state and local income tax withholding, social security, Medicare and similar taxes, and unemployment insurance, if applicable. Contractor shall file all required forms and make all required payments, as applicable. Contractor acknowledges that because Contractor is not an employee of the District, the District will not provide Contractor with any benefits of employment, such as health or disability insurance, retirement or welfare benefits, and the like. Contractor shall maintain his/her own liability insurance. Contractor hereby indemnifies the District, and each of its officers, directors and employees from and against all payments, losses, costs, liability, expenses, damages, fines, penalties or judgments (including without limitation actual attorneys fees and expenses) as a result of a failure by Contractor: (i) to pay all the taxes due in connection with the compensation paid to Contractor under this Agreement; (ii) to respond to any administrative inquiry concerning Contractor's payment of such taxes; or (iii) to defend against any administrative or judicial proceeding with respect to Contractor's payment of such taxes.
- (d) Nonassignment of Rights or Obligations. Contractor shall not assign his/her rights or obligations under this Agreement or any other Agreement entered into between Contractor or the District.
- (e) Compliance with Board Policies and Administrative Regulations. Contractor shall comply with all applicable Board policies and Administrative Regulations, including, but not limited to those, governing his/her presence on school grounds and interactions with staff, students, and community members. Contractor shall not, however, be obligated to disclose confidential information to the District, its officers or agents, except as required by law.
- (f) Non-Exclusive Relationship. The District may enter into an Agreement with another individual/entity to provide similar (or the same) services to the students in the District, as those provided by Contractor. The District has no obligation to notify Contractor, in writing or otherwise, upon entering into such an Agreement with another individual/entity.

6. COMPLIANCE WITH STATUTES AND REGULATIONS

Both parties warrant and certify that in the performance of this Agreement, they will comply with all applicable statutes, rules, regulations and orders of the United States, and of any state or political subdivision thereof, including laws and regulations pertaining to labor, wages, hours and other conditions of employment; and that the Services delivered hereunder shall be produced in compliance with the Fair Labor Standards Act and any other applicable labor law. Contractor is solely responsible for payments related to any medical, disability, retirement or other welfare or pension benefits to which he/she is entitled. Contractor shall maintain any necessary liability insurance. Contractor shall comply with all requirements of the Health Insurance Portability and Accountability Act, the Family Educational Rights and Privacy Act, and Wisconsin Pupil Records law. During the performance of this Agreement, both parties will comply with any applicable federal, state or municipal law or regulation governing non-discrimination and affirmative action in employment as may be applicable. Contractor shall treat all persons he/she encounters on a work assignment with respect and dignity and will not engage in any type of harassment or discrimination prohibited by state, federal or local law. Contractor hereby indemnifies the District for any expenses and/or damages arising from a lawsuit that may be brought against the District based on Contractor's discriminatory or harassing behavior. Contractor and the District shall pay and report all applicable taxes and assessments, including without limitation federal, state and local income tax withholding, social security, Medicare and similar taxes, and unemployment insurance, if applicable.

7. WAIVERS

No waiver of any right or remedy with respect to any occurrence or event shall be deemed a waiver of such right or remedy with respect to such occurrence or event in the future. No waiver of any of Contractor's obligations under this Agreement shall be effective unless in writing and signed by the District. No failure on the part of either party to exercise, and no delay in the exercising of, any right or remedy shall operate as a waiver thereof; nor shall any single or partial exercise of any right or remedy hereunder preclude any other or future exercise thereof or the exercise of any other right or remedy granted hereby, by any related document or by law.

8. AMENDMENTS

This Agreement may not be and shall not be deemed or construed to have been altered, modified, clarified, amended, rescinded, canceled or waived in whole or in part, except by written instrument signed by the parties hereto.

9. GOVERNING LAW; INJUNCTIVE RELIEF

This Agreement is governed by laws of the State of Wisconsin, without regard to its conflict of laws provision.

10. SEVERABILITY

It is agreed that if any provision, or part of a provision, of this Agreement is held to be invalid or unenforceable under any applicable statute or rule of law, then the parties shall use their best efforts to replace the invalid or unenforceable provision with a provision that, to the extent permitted by applicable law, achieves the purposes intended under the original provision. The balance of this Agreement shall remain valid, unchanged and in full force and effect.

11. TERMINATION

Either party may terminate this Agreement at any time with or without cause, with or without a hearing, by providing written notice to the other party.

IN WITNESS WHEREOF, the parties have executed this Agreement as of the date first written above.

Agreed and Accepted:

For Contractor

For School District of La Crosse

_____, 2013

_____, 2013

Appendix D: SCHOOL BASED/LINKED MENTAL HEALTH SERVICES INFORMATION FORM

School Based/Linked Mental Health Services Information Form

Date: _____ Services requested by: _____ Phone: _(____)_____

Student (Client) Name: _____ Age: _____ Home Address: _____

Grade: _____ School: _____

Please list any services or therapists student is currently involved with: _____

Home Phone: _(____)_____ Work Phone(s): _(____)_____ (____)_____

Cell Phone: _(____)_____ E-mail: _____

Best day & time to be reached: _____ Can a message be left at home? Yes ___ No ___ at work? Yes ___ No ___

Cultural Needs: Preferred Language: _____ Interpreter Needs: _____

Safety: Is this a crisis situation? Yes ___ No ___ If yes, please explain: _____

What are your hopes/expectations/goals: _____

What extenuating circumstances prevent counseling services from taking place off school campus? _____

What efforts are you making to address the extenuating circumstances you are currently facing? _____

Are you willing to sign release of information (ROI) documentation so we may best serve your students while at school? Yes ___ No ___
(Note: Signing the ROI does not guarantee approval for 1:1 on-site therapy. Also, please know that if at any time you'd like to revoke the ROI please contact your school counselor/social worker.)

Parent(s)/Guardian(s) Signature Date Approval (Y/N)

School Counselor/Social Worker Signature Date Approval (Y/N)

Building Principal Signature Date Approval (Y/N)

TO BE COMPLETED BY SCHOOL PERSONNEL:

Last Quarter GPA: _____ Last Quarter Percentage of Days Attended: _____ Last Quarter # of Disciplinary Referrals: _____

White copy – Building Administration Yellow copy – Director of Pupil Services Pink copy – Parent/Guardian