



**Douglas County School District - Minden, Nevada**  
**Request for Information (RFI) for:**  
**SB515 – section 23 – Social Worker or other Licensed Mental**  
**Health Professional**  
**December 14, 2015**

**Narrative**

**Part 1 - Describe the population of the district:**

The Douglas County School District (DCSD) serves the rural communities of Gardnerville, Minden, and South Lake Tahoe, Nevada located in the beautiful Carson Valley and Lake Tahoe regions. The District is comprised of seven elementary schools, three middle schools, two traditional high schools, and one alternative high school. The district also provides instruction to students from various Nevada communities who are incarcerated at the China Springs Detention Center (JHS). Of the seven elementary schools, three are Title I schools based on the percentage of students eligible for free or reduced lunch of those three, two sites are in high poverty with over 50% of their student population qualifying for free or reduced lunch. Total student enrollment during the 2014-15 school year was 6,054 students. The Douglas County School District student population is predominantly Caucasian with 68.8% of the current population identifying themselves as 'white' followed by 19.8% of the population identifying themselves as 'Hispanic'. We have two other significant subpopulations of 'multi-race' (5.5%) and Native American at 3.6%. The Native American population is largely of the indigenous Washoe tribe.

While DCSD is considered a 'rural' district, we have a representative population of disadvantaged and at-risk youth and geographical areas of the community where poverty is prevalent and with an increased potential for at-risk behaviors. DCSD certainly doesn't want to and won't compare ourselves to the larger urban areas – they have multitudes of disadvantaged and at-risk student populations and the comparison is not equitable. The following table shows district enrollment for the following subpopulations: low income 'FRL', students in special education with an IEP, students

receiving services and supports via a 504 accommodation, students identified as Limited English Proficient (LEP), former LEP students (one to two years), homeless students identified under McKinney-Vento Homeless Assistance Act, and students qualifying for additional services for gifted and talented (GT).

	TTL Enrollment	FRL	IEP	504	LEP	FORMER LEP	HOMELESS	GT
TOTAL	6054	2279	884	165	315	342	101	284
		37.6%	14.6%	2.7%	5.2%	5.6%	1.7%	4.7%

The District has experienced an increase in the number of disadvantaged and at-risk youth over the last several years due to the high unemployment rate and the recent recession. One indicator of the overall poverty level of Douglas County is contained in the 7.5% current (April 2015) unemployment rate, one of the highest in the state; down from a high of 15.6% in January 2011. From a school standpoint, this information is exhibited in our Title 1A qualifying data across the last seven years. The current Title 1 served schools, two of which were Title 1 served seven years ago, have grown by 36.85% and 26.33% while their enrollments have only increased by 50 students during the same time.

Disadvantaged and at-risk students in the Douglas County School District (DCSD) when compared to their academic peers are more likely to (a) not be on grade level academically, (b) not be proficient on State and local assessments, and (c) be at significant risk of being credit deficient in high school, not passing their HSPEs (soon to be EOCs), and not graduating with a standard diploma. Disadvantaged students in the Douglas County School District include, but are not limited to, students who receive free or reduced lunch (FRL) and those students who are on Individualized Education Plans (IEPs) or 504 Plans. In addition, other students are deemed at-risk and disadvantaged because they have been identified as limited English proficient (LEP), Homeless (SIT), are enrolled in our alternative school (ASPIRE), or have been court ordered to the local residential correctional facility where the DCSD provides an academic program (JHS).

**Part 2 - Describe the needs of the population, using supporting data:**

Douglas County School District provides an education to a diverse population of students with an average of 36.5% of students qualifying for free or reduced lunch. Research indicates that children who live in poverty are more likely to suffer from mental health issues. According to the ASCD report, *How Poverty Effects Classroom Engagement*, "...distress [caused by poverty] affects brain development, academic success, and social competence. It also impairs behaviors, reduces attention control, boosts impulsivity, and impairs working memory." (Jensen, 2013)

"Schools are an ideal setting in which to identify and respond to mental health concerns in children. Teachers are in a key position to identify mental health problems." (Headley and Campbell, 2011) Students spend the majority of their waking hours in school with peers, teachers, administrators, and other support staff. According to Headley and Campbell, "anxiety disorders can have detrimental consequences on children, both in the short term and long term...it is important to ensure that preventative measures are taken and early intervention is provided."(2011). Early intervention requires early identification. It is imperative to ensure that school staff be trained to have the skills and the confidence to be able to identify signs and symptoms of mental health issues in students so interventions can be implemented before situations become serious or acute.

Through a combination of training for school staff in identification of early indicators of mental health challenges and support that can be provided to students and families in need, an interconnected system of social emotional support can be provided. The Douglas County School District is a rural district with limited mental health supports in the community. The opportunity to hire and train mental health professionals to support students and families in the schools during the school day will fill a gap that currently exists. The following table provides a snapshot of County and District mental health and at-risk data:

**County Data - Nevada Rural and Frontier Data Book (2015)**

Mental Illness any age through 18+ in Rural and Frontier Counties	18.6%.
Mortality Rate by suicide, intentional self-harm in 2013	20.4 per 100,000 in population
Douglas County Poverty Rate 2002-2012	6.4% to 9.9%

**Douglas County School District Data (IEPs and 504 plans)**

Students eligible for special education supports eligible under the category of Other Health impaired	158 out of 940
Students with a DSM diagnosis	126 out of 940
Students on a 504 plan with a DSM diagnosis	55 out of 155

**Mental Health Resources: Douglas County Partnership of Community Resources data**

Licensed Marriage and Family Therapist	23
Licensed Clinical Professional Counselors	2
Licensed Psychiatrists	1
Licensed Psychologists	5
Licensed Clinical Social Worker	10

**Nevada Rural and Frontier Data Book (2015) - Suicide Statistics - Kids Count 2010**

Suicide rates in kids age 15-19	
	2003 13.2%
	2004 11.2%
	2005 14.0%
	2006 11.8%
	2007 7.8%
	2008 4.7%
Percentage of students who seriously considered attempting suicide during the past 12 months:	
	2001 14.0%
	2003 12.2%
	2005 10.9%
	2007 9.8%
	2009 12.8%
Percentage of students who made a plan about how they would attempt suicide during the past 12 months	
	2001 12.2%
	2003 12.7%
	2005 11.5%
	2007 11.0%
	2009 11.5%

Percentage of students who actually attempted suicide one or more times during the past 12 months		
	2001	8.3%
	2003	5.9%
	2005	5.9%
	2007	5.9%
	2009	8.7%

Using district data including data provided in the previous table, and incidents that have occurred state and nationwide, DCSD determined school climate, safety, and mental health are top priorities for students in the District. The DCSD Strategic Plan highlighted a focus on creating a multi-tiered behavioral support framework through PBIS along with Youth Mental Health First Aid training to ensure students and families are provided needed mental health and social emotional supports. The well-being and safety of our youth is critical, not only in academics, but through mental health and social emotional supports as well. Students spend the majority of their waking hours in school with peers, teachers, administrators, and other support staff, so it is imperative to create a culture and climate in schools that promote safety and support. It is a natural fit to employ supports within the school system for students.

Based on the identified needs of improving and supporting a positive school climate, increasing student and staff safety, and providing appropriate supports, interventions, and resources to support students with mental health challenges, the Douglas County School District proposes to hire mental health professionals under the supervision and guidance of a clinical social worker to provide supports and facilitation of resources to students and families who struggle with mental health challenges, support the site implementation tiers 1, 2, and 3 of PBIS, and provide training to sites with regard to effective strategies in managing students with behavioral challenges related to mental health issues.

**Part 3 – Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. Who is your target audience and how would you use the social worker/mental health professional?**

A mental health professional under the supervision and guidance of a clinical social worker will provide the following supports to students and families who struggle with mental health challenges:

- Provide strategies in designing planned interventions for challenging students.
- Provide service for the progressive reduction of the effects of a Mental Health disability.
- Provide interventions and service to promote the highest possible level of success – behavioral, academic - through restoration and maintenance.
- Build connections with other local organizations and agencies to increase resources for families with specific and/or multiple physical and mental health needs
- Provide training for site staffs to identify students and families with physical and mental health needs in needs
- Work with sites to implement Tiers 1, 2, and 3 of PBIS
- Record and maintain student specific information and to access student records.

<b>Professional</b>	<b>Target Audience</b>	<b>'Support Plan' to meet the needs of the target audience</b>
Mental Health Professional (7)	Students and families who struggle with mental health challenges.	<ul style="list-style-type: none"> <li>• Provide strategies in designing planned interventions for challenging students.</li> <li>• Provide service for the progressive reduction of the effects of a Mental Health disability.</li> <li>• Provide interventions and service to promote the highest possible level of success – behavioral, academic - through restoration and maintenance.</li> </ul>
Mental Health Professional (7)	School Staffs	<ul style="list-style-type: none"> <li>• Provide training for site staffs to identify students and families with physical and mental health needs in needs. 10 days per site.</li> <li>• Work with sites to implement Tiers 1, 2, and 3 of PBIS</li> </ul>
Mental Health Professional (7)	Community interaction	Build connections with other local organizations and agencies to increase resources for families with specific and/or multiple physical and mental health needs
Clinical Social Worker (1)	Students	<ul style="list-style-type: none"> <li>• Utilize methodologies to reduce the negative behaviors associated with student mental health issues.</li> <li>• Supervise and train Mental Health Professionals</li> </ul>

The Douglas County School District is comprised of two distinct geographic regions within the Carson Valley and Zephyr Cove regions. The schools within these two distinct regions will be organized into seven clusters to include:

<b>Cluster</b>	<b>Schools</b>
Cluster 1 Schools	CC Meneley Elementary & Scarselli Elementary
Cluster 2 Schools	Gardnerville Elementary & Minden Elementary
Cluster 3 Schools	Piñon Hills Elementary & Jacks Valley Elementary
Cluster 4 Schools	Carson Valley Middle School & ASPIRE High School
Cluster 5 Schools	Pau-Wa-Lu Middle School & Jacobsen High School
Cluster 6 School	Douglas High School
Cluster 7 Schools	Zephyr Cove Elementary and Whittell High School

A Mental Health Professional (total of 7) will be assigned to each Cluster and will provide the services outlined in the Support Plan outlined above including the recording and maintenance of student information. Mental Health Professionals and the Licensed Clinical Social Worker will attend the National Social Work Conference in Baltimore, MD on March 9-12, 2016 to access appropriate training in best practices for supporting students and families with mental health issues.

**Budget/Expenditure**

**For each school or district proposing to hire a contracted social worker or other mental health professional, submit a budget and budget narrative.**

The budget and budget narrative is contained in the attached spreadsheet. The budget provided is scaled for Fiscal Year 2016 only. This reflects only 50% of a full time salary or contract. The budget will be scaled to reflect a full fiscal year if funds are made available.

# ASSURANCES

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:

  
\_\_\_\_\_  
Authorized Representative

December 14, 2015

\_\_\_\_\_  
Date

Brian Frazier, Director

\_\_\_\_\_  
Print Name Here

Douglas County School District

\_\_\_\_\_  
Organization

# Nevada Department of Education Budget Expenditure Summary

REV 12-14-2015

Agency: Douglas County School District Project Number: \_\_\_\_\_

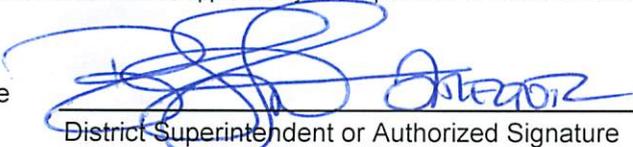
Project Name: DCSD SB515-23 Social Worker Grant Fiscal Year: FY16

Check One: Budget  Budget Amendment  Final Report

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	\$240,770.76		\$240,770.76
200	Benefits	\$77,176.14		\$77,176.14
300	Purchased Professional Services	\$4,920.00		\$4,920.00
400	Purchased Property Services			\$0.00
500	510 Student Transportation Services			
	519 Student Travel			
	580 Staff Travel	\$32,000.00		
	Other (520, 530, 540, 550, 560, 570, 590)			
	<b>Total 500</b>	\$32,000.00	\$0.00	\$32,000.00
600	610 General Supplies (excludes 612)	\$8,000.00		
	612 Non-Technology Items of Higher Value*	\$0.00		
	640 Books and Periodicals (exclude 641)			
	641 Textbooks			
	650 Supplies - Information Technology Related			
	651 Software			
	652 Technology Items of Higher Value*	\$6,400.00		
	653 Web-based and Similar Programs			
	Other (620, 630)			
	<b>Total 600</b>	\$14,400.00	\$0.00	\$14,400.00
800	810 Dues and Fees	\$0.00		
	890 Other Miscellaneous			
	Other (820, 830)			
	<b>Total 800</b>	\$0.00	\$0.00	\$0.00
<b>Subtotal 100 - 600 &amp; 800</b>				\$369,266.90
**Approved Indirect Cost Rate: 2.66%				\$9,822.50
700	730 Equipment	\$0.00		
	Other (710, 729, 740, 790)			
	<b>Total 700</b>	\$0.00	\$0.00	\$0.00
<b>GRAND TOTAL EXPENDED</b>				<b>\$379,089.40</b>

\* All items of value must be itemized in the budget detail

\*\* Indirect cost rates must be approved by the Department of Education before the sugrantee may budget for and charge those costs to the grant.

Signature  District Superintendent or Authorized Signature

Date 12/14/2015

DEPARTMENT USE ONLY	
Initial	Date Reviewed
850-5	Posted 8/3/2012

**Budget Detail / Supplemental Schedules**

REV 12-14-2015

Agency Douglas County School District

Project Name DCSD SB515-23 Social Worker Grant

A	B	C	D	E	F	G
OBJ CODE	TITLE OF POSITION / PURPOSE OF ITEM	PROJECT TIME (FTE)	QTY	SALARY, RENTAL, OR UNIT COST	BUDGETED AMOUNT	Expended Amount
100	<p><b>Salaries</b> Licensed Clinical Social Worker <i>Placement on DCSD Licensed Personnel Salary Schedule for 210 days (186 student days and 24 summer and break days). Salary based on MA+32 Step 16.*FTE is for January to June 30, 2016 contract.</i></p> <p><b><u>Budget Narrative:</u></b> Licensed Clinical Social Worker to work with students and supervise and train Mental Health Professionals. <b><u>Application reference:</u></b> "A mental health professional under the supervision and guidance of a clinical social worker will provide the following supports to students and families who struggle with mental health challenges. The Clinical Social Worker will work with students and (1) Utilize methodologies to reduce the negative behaviors associated with student mental health issues; and (2) Supervise and train Mental Health Professionals. (page 6 &amp; Table) <b><u>Budget Clarification:</u></b> Budget and budget narrative contained in attached spreadsheet. Budget provided and scaled for Fiscal Year 2016 only. This reflects only 50% of a full time salary or contract. Budget will be scaled to reflect a full fiscal year if funds are made available."</p>	0.5	1	\$75,071.52	\$37,535.76	
100	<p><b>Salaries</b> Mental Health Professional <i>Placement on DCSD Classified Salary Schedule for 210 days (186 student days and 24 summer and break days). Salary based on \$37/hr x 7 hrs/day x 210 days = \$54,390.*FTE is for January to June 30, 2016 contract.</i></p> <p><b><u>Budget Narrative:</u></b> Licensed Clinical Social Worker to work with students and supervise and train Mental Health Professionals. <b><u>Application reference:</u></b> "A mental health professional under the supervision and guidance of a clinical social worker will provide the following supports to students and families who struggle with mental health challenges:  <ul style="list-style-type: none"> <li>• Provide strategies in designing planned interventions for challenging students.</li> <li>• Provide service for the progressive reduction of the effects of a Mental Health disability.</li> <li>• Provide interventions and service to promote the highest possible level of success – behavioral, academic - through restoration and maintenance.</li> <li>• Build connections with other local organizations and agencies to increase resources for families with specific and/or multiple physical and mental health needs</li> <li>• Provide training for site staffs to identify students and families with physical and mental health needs in needs</li> <li>• Work with sites to implement Tiers 1, 2, and 3 of PBIS</li> <li>• Record and maintain student specific information and to access student records. (Table) - Mental Health Professional (7) will work with Students and families who struggle with mental health challenges and: <ul style="list-style-type: none"> <li>• Provide strategies in designing planned interventions for challenging students.</li> <li>• Provide service for the progressive reduction of the effects of a Mental Health disability.</li> <li>• Provide interventions and service to promote the highest possible level of success – behavioral, academic - through restoration and maintenance.</li> </ul> </li> </ul> </p>	0.5	7	\$54,390.00	\$190,365.00	

**Budget Detail / Supplemental Schedules**

REV 12-14-2015

Agency **Douglas County School District**

Project Name **DCSD SB515-23 Social Worker Grant**

	<p><i>The Mental Health Professional (7) will work with School Staffs to • Provide training for site staffs to identify students and families with physical and mental health needs in needs. 10 days per site.</i></p> <ul style="list-style-type: none"> <li>• Work with sites to implement Tiers 1, 2, and 3 of PBIS and will Build connections with other local organizations and agencies to increase resources for families with specific and/or multiple physical and mental health needs. (page 6 &amp; Table) <b>Budget Clarification:</b> Budget and budget narrative contained in attached spreadsheet. Budget provided and scaled for Fiscal Year 2016 only. This reflects only 50% of a full time salary or contract. Budget will be scaled to reflect a full fiscal year if funds are made available."</li> </ul>					
100	<p><b>Salaries</b></p> <p>Substitutes for Professional Development</p> <p><i>Daily rate for substitutes based on negotiated agreement. Rate is based on 10 days per site x 13 sites x \$99/day.</i></p>	10	13	\$99.00	\$12,870.00	
	<p><b>Budget Narrative:</b> <i>The Mental Health Professional (7) will • Provide training for site staffs to identify students and families with physical and mental health needs in needs. 10 days per site.</i></p> <ul style="list-style-type: none"> <li>• Work with sites to implement Tiers 1, 2, and 3 of PBIS (page 6 Table)</li> </ul>					
				<b>100 Total</b>	<b>\$240,770.76</b>	
200	<p><b>Benefits - Licensed Clinical Social Worker</b></p> <p><i>Standard and customary benefits per negotiated agreement. Includes: PERS, Health, Medicare, Workers Comp, &amp; PRIS</i></p>	0.5	1	\$31,037.88	\$15,518.94	
200	<p><b>Benefits - Mental Health Professional</b></p> <p><i>Standard and customary benefits per negotiated agreement. Includes: PERS, Health, Medicare, Workers Comp, &amp; PRIS</i></p>	0.5	7	\$17,306.20	\$60,571.70	
200	<p><b>Benefits - Substitutes for Professional Development</b></p> <p><i>Standard and customary benefits per negotiated agreement. Includes: PERS, Health, Medicare, Workers Comp, &amp; PRIS</i></p>	10	13	\$8.35	\$1,085.50	
				<b>200 Total</b>	<b>\$77,176.14</b>	
330	<p><b>Purchased Professional Services</b></p> <p>Training - National School Social Work Conference</p> <p><b>Budget Narrative:</b> <i>Registration fees for 7 Mental Health Professionals and 1 Licensed Clinical Social Worker to attend the National School Social Work Conference in Baltimore MD in March 2016. Application Reference: "Mental Health Professionals and Licensed Clinical Social Worker will attend the National School Social Work Conference in Baltimore, MD on March 9-12, 2016 to access appropriate training in best practices for supporting students and families with mental health issues."</i></p>	1	8	\$615.00	\$4,920.00	

**Budget Detail / Supplemental Schedules**

REV 12-14-2015

Agency **Douglas County School District**

Project Name **DCSD SB515-23 Social Worker Grant**

580	<b>Staff Travel</b>			<b>300 Total</b>	<b>\$4,920.00</b>
	Training - National School Social Work Conference	1	8	\$4,000.00	\$32,000.00
	<p><b><u>Budget Narrative:</u></b> Travel expenses (hotel, air/mileage, per deim, etc.) for 7 Mental Health Professionals and 1 Licensed Clinical Social Worker to attend the National School Social Work Conference in Baltimore MD in March 2016. <b><u>Application Reference:</u></b> "Mental Health Professionals and Licensed Clinical Social Worker will attend the National School Social Work Conference in Baltimore, MD on March 9-12, 2016 to access appropriate training in best practices for supporting students and families with mental health issues."</p>				
610	<b>General Supplies</b>			<b>500 Total</b>	<b>\$32,000.00</b>
	General Supplies and materials to support Mental Health Professionals and the Clinical Social Worker with their work with students and families.	1	8	\$1,000.00	\$8,000.00
	<p><b><u>Budget Narrative:</u></b> General Supplies and materials to support Mental Health Professionals and the Clinical Social Worker with their work with students and families. One allocation per individual (8 total). <b><u>Application reference:</u></b> "A mental health professional under the supervision and guidance of a clinical social worker will provide the following supports to students and families who struggle with mental health challenges:</p> <ul style="list-style-type: none"> <li>• Provide strategies in designing planned interventions for challenging students.</li> <li>• Provide service for the progressive reduction of the effects of a Mental Health disability.</li> <li>• Provide interventions and service to promote the highest possible level of success – behavioral, academic - through restoration and maintenance.</li> <li>• Build connections with other local organizations and agencies to increase resources for families with specific and/or multiple physical and mental health needs</li> <li>• Provide training for site staffs to identify students and families with physical and mental health needs in needs</li> <li>• Work with sites to implement Tiers 1, 2, and 3 of PBIS</li> <li>• Record and maintain student specific information and to access student records. "</li> </ul>				
612	<b>Non-IT Items of Value</b>			<b>610 Total</b>	<b>\$8,000.00</b>
	<b><u>Budget Narrative:</u></b>				
				<b>612 Total</b>	<b>\$0.00</b>

**Budget Detail / Supplemental Schedules**

REV 12-14-2015

Agency Douglas County School District

Project Name DCSD SB515-23 Social Worker Grant

652	<b>Technology Items of Higher Value</b> <i>Staff device: Dell Latitude 3450 Laptop - Standard Base BTX (210-ACZF); includes VLA Office Pro Plus 2013</i>	1	8	\$800.00	\$6,400.00
	<p><b>Budget Narrative:</b> Device meets District specifications for staff device use. Device is required for staff use to access student information system, data collection applications, assessment data applications, and for report writing and communication. One device per individual (8 total).</p> <p><b>Application reference:</b> "A mental health professional under the supervision and guidance of a clinical social worker will provide the following supports to students and families who struggle with mental health challenges:</p> <ul style="list-style-type: none"> <li>• Provide strategies in designing planned interventions for challenging students.</li> <li>• Provide service for the progressive reduction of the effects of a Mental Health disability.</li> <li>• Provide interventions and service to promote the highest possible level of success – behavioral, academic - through restoration and maintenance.</li> <li>• Build connections with other local organizations and agencies to increase resources for families with specific and/or multiple physical and mental health needs</li> <li>• Provide training for site staffs to identify students and families with physical and mental health needs in needs</li> <li>• Work with sites to implement Tiers 1, 2, and 3 of PBIS</li> <li>• Record and maintain student specific information and to access student records. "</li> </ul>				
				<b>652 Total</b>	<b>\$6,400.00</b>
810	<b>Dues &amp; Fees</b>				
				<b>810 Total</b>	<b>\$0.00</b>
	<b>SUBTOTAL 100-600 &amp; 800</b>				<b>\$369,266.90</b>
	Indirect costs @ 2.66%				<b>\$9,822.50</b>
730	<b>Equipment</b>				\$0.00
	<u>Budget Narrative:</u>				
				<b>700 Total</b>	<b>\$0.00</b>

**TOTAL \$379,089.40**

If additional space is needed, duplicate this page and number the additional pages. All items must be explained in specific terms. All items must be named and must be directly related and necessary to the operation of the program