Jesse D. Scott ES

Request for Information Response

Nevada Department of Education as Provided by

SB 515, Section 23

Social worker or other licensed mental health professional

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To:

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SECTION II
NARRATIVE

Jesse D. Scott Elementary School

Jesse D. Scott ES is a Title I school located in a unique area of North Las Vegas. It is comprised of severely impoverished, low-income and military families, with 74.56% of its students receiving Free and Reduced Lunch (FRL). The school's count day enrollment for 2015-16 was 829 students with 1% American Indian or Alaskan Native, 5% Asian, 42% Hispanic, 31% Black/African American, 13% Caucasian, 2% Native Hawaiian, and 6% Multi-Racial. Additionally, 17% have Limited English Proficiency (LEP), 13.72% have an Individualized Education Plan (IEP), and the transiency rate was 33.50% in 2014-15.

Our population is unique in that the students who attend Scott ES were greatly affected by the decline in the housing market due to the recent recession. Prior to the recession, this area of North Las Vegas was the fastest growing city in the country. Many of the homes in this area were sold at peak prices and were funded by the banks by what became known as "junk loans". Many families in the neighborhood lost their homes due to foreclosure. Suddenly, the market was flooded with inexpensive new homes and those homes were quickly purchased by investors. These investors placed the homes on the market for rent. At about the same time, the low income housing in Las Vegas was being condemned and many low income families were looking for new housing. Many of those impoverished families found housing using the Housing Choice Voucher Program also known as Section 8 Vouchers to rent many of the homes that were suddenly available in this 89081 neighborhood. The majority of families who qualify for a Section 8 Housing Voucher have to be 30% below the poverty line. These families are the poorest of the poor. There is also a huge lack of public transportation in our area. This causes many families to have to walk miles to the nearest area transit bus in order to travel outside of the area for doctors or mental health care. This causes an additional hardship on our population as many parents make the choice to refrain from obtaining these services as the travel to and from is too stressful. Many of our students have been exposed to domestic/sexual violence, anger, aggression, and other traumas. Therefore, our students have several social, emotional and academic challenges that are typically associated with high impoverished and transient families. Positive Behavioral Intervention Supports (PBIS) and CHAMPs are used throughout the school day to ensure that students have a clear understanding of schoolwide expectations and behaviors.

The social worker/mental health professional will use the Behavioral Intervention Team (BIT) aspect of our school's Response to Intervention (RTI) process to establish, maintain and evaluate evidenced-based practice interventions in the school. The focus of the BIT/RTI process would be to increase the school's ability to meet the social-emotional and behavioral needs of students. Universal Supports would be used to provide support to students, staff, parents, and community members at Scott ES. He/she would focus on school-wide supports with staff and administration to establish school wide behavioral interventions to limit potentially risky behaviors of individual students and to increase overall empathy and problem solving skills of students. Last year in the fall, we had an opportunity to have a social worker from Wrap Around Services. With her help from September to December, we established a peer mediation group, Safety Enforcement Officers (SEO), who handled student conflicts at lunchtime. The social worker taught students how to handle conflict and mediate success. Reports of recess conflicts declined after the installation of the Safety Enforcement Officers.

Students at Scott ES have a wide range of behavioral disruptions with other students as well as staff. During the 2014/2015 school year Scott ES had the following behavioral issues; 115 aggressive behavior, 58 assault to student, 10 assault to staff, 48 bullying, 1 battery, 7 campus disruption, 4 battery student, 56 classroom disruptions, 51 disregard of school rules, 27 fighting, 22 hitting, 2 immoral conduct, 16 inappropriate touching, 73 insubordinate, 4 weapons, 13 theft, 24 threats to another student, 4 threats to staff members, 14 unacceptable language, 69 unacceptable school behaviors, 6 vandalism, 9 violence to staff and 20 violence to student. During the 2015/2016 school Scott ES has had the following behavioral; 63 aggressive behaviors, 16 assault student, 31 bullying, 21 class disruption, 9 disregard of schools rules, 14, fighting, 16 hitting, 13 inappropriate touching, 15 insubordinate, 3 weapons, 11 theft, 6 threat to another student, 37 unacceptable school behaviors, and 1 vandalism. It is clear that Scott ES students need additional support to help with social emotional learning. Services for students would include helping students to increase confidence in one's own worth and abilities, having self-respect , assertiveness training for those with low self-esteem, empathy building skills, development of intervention strategies to increase academic success, assisting students to develop appropriate social interaction skills, providing crisis intervention, conflict resolution without violence, improve attendance, build self-discipline and anger management, increase problem solving skills and express emotions appropriately.

Last year at Scott, we had to administer from seven to nine Suicide Protocols for our students. We have since developed a school-wide protocol and a

phone tree for providing the needed support in the event that one of the required protocol staff members is off-campus. This year, there have been two protocols administered. The social worker would provide short-term crisis intervention and group/individual counseling to children and their families.
Many in our population have asked for help that reaches beyond the scope of what Scott ES, as an educational entity can provide. The social worker can meet that need by providing specific services for parents/families which include conducting Family Needs Assessments either at school or via home visits with parents/families to help identify and meet children's specific needs to function more effectively in school and community. The social worker would assist parents in accessing and utilizing school and community resources and serve as a liaison between home, school and community to help improve the students' chances for success in school/life, and to improve the students' overall educational and social-emotional success. The social worker will offer parenting classes to the families as well as family therapy to support positive family system change.

As a school, our staff needs support in order to properly meet the needs of our students. The social worker can provide specific services for school personnel to support student success with the use of indirect and direct services and through assessment and consultation with school staff and community providers. The person(s) selected would help increase educators understanding of how factors such as family, culture, and socioeconomic status, physical and mental health issues can affect a student's performance. The social worker, in conjunction with school staff can assess students with mental health concerns, assist teachers with behavior management, and develop staff training programs to increase understanding of student population.

Currently, we have several community partnerships which support our families with food, clothing, shelter, and language acquisition services. The social worker would help promote further community outreach/involvement by continuing these partnerships and reaching out for additional supports/agencies to help ease the stress of commuting outside of the area/neighborhood for specific social services. The ultimate goal would be for Scott ES to be seen as the neighborhood hub for community connection and resources for students and families.

The population also needs specific services to promote district initiatives which include assisting in the development and implementation of programs for identified children with behavioral, social, and/or emotional needs; developing and training on alternative programs and strategies for truants, delinquents, and excessively disruptive students; identification and monitoring

of students who are victims of child abuse and/or neglect; providing case management for students and families requiring multiple resources; and providing consultation regarding related Nevada Revised Statutes (NRS), mental health standards, and district/school policies and procedures.

The 854 Early Childhood (Pre-K) –Fifth grade students of Scott ES are the target audience for the proposed supports. Our school improvement plan identifies an increase in academic achievement through targeted academic supports and greater levels of parental engagement. As a staff, we have endeavored to get to know our students for who they really are, and the social worker is crucial in helping us achieve these goals.

The social worker at Scott ES will assist with all aforementioned initiatives, as well as work alongside the counselor and school psychologist to form a Mental Health Team as well as be a part of school wide positive behavioral supports and the BIT team. Together, the team would provide crisis counseling and short term and on-going individual, group and family counseling. The social worker would attend and participate in staff meetings, professional development sessions and trainings. The person selected for this position will conduct home visits and meet with families regularly, contribute knowledge, skills, and techniques in the areas of mental health and human behavior to parents and school team members. This position will provide assistance to school administration with ensuring compliance with Senate Bill 504 by counseling students involved in bullying allegations, both the targets as well as the bullies, as well as providing guidance and training on positive school climate strategies.

It will be expected that he/she will develop and facilitate weekly support groups and provide students with strategies to cope with and overcome difficulties impacting school performance, academic and behavioral. He/she will develop and implement parent support groups and activities that promote parent involvement/engagement. The social worker will conduct psychosocial assessments to identify challenges in a child's living situation (home, school, and community) that may affect the child's adjustment, performance, and attendance in the educational setting. He/she will identify, mobilize, and coordinate school and community resources to enable students to learn as effectively as possible in the educational setting. The social worker will advocate for new and improved community/school services to meet the needs of students and families and help the school to receive adequate support from social and mental health agencies by coordinating with various programs at the district, state, and federal levels. He/she will also plan, conduct, and participate in educational workshops and presentations while serving as a member of

school teams and provide information related to planning for the educational needs of children.