Laura Dearing 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

Laura Dearing Elementary School

Laura Dearing is a FOCUS school for the state of Nevada due to pervasively low test scores. It transitioned to a year-round schedule starting in 2014-2015 and new administration was hired which resulted in a large turnover of staff. With a large number of new teachers along with new programs and practices being established, the school faces numerous challenges as it works toward increasing student achievement and creating a nurturing school climate for students.

The school's count day enrollment based on the 2014-2015 School Accountability Report was 770 students with 2.08% Asian, 64.03% Hispanic, 14.8% Black, 13.38% White, and 4.68% Multi-Racial. Additionally, 86.1% of these students qualify for Free/Reduced Lunch (FRL), 40.39% of these students have Limited English Proficiency (LEP), 14.94% of the students are eligible for special education services (IEP). The transiency rate for the school is 64.9% which is significantly higher than the District average of 28.8% and the State average of 26.50%. Currently, 130 students are signed up to receive free weekend food bags through the Three Square Backpack Program on a weekly basis.

As we look at the initial data for the 2015-2016 school year, we are seeing negative trends in our data including an increase in the number of students who qualify for Free/Reduced Lunch which is currently estimated at 96% and an increase in the number of students who are referred to the office for attendance issues.

As evidenced by the information listed in the previous question, the day to day living needs of our students and families are increasing. Our school is inundated with "in crisis" families that need assistance getting their basic needs met in order for their children to attend school.

The social worker/mental health professional will provide these needed supports to students, staff, parents and community members. In specific, those supports will include, but not be limited to the following: assisting school staff with communication with families through visits and phone calls, connecting our families with the many outside resources available in Clark County, reviewing/teaching students positive self-help strategies, reviewing/teaching students healthy hygiene skills, coordinating behavior plans of students in crisis to facilitate their adjustment to school, coordinating with families to determine and solve issues that may be keeping their child out of school, developing and delivering any needed staff trainings to educate the

staff on outside agencies and their processes, and assisting the Administration, Counselor and Office Staff in identifying the reasons why students are not attending school on a regular basis and providing necessary resources and training to families.

We have noticed that the group of students we will be focusing on with the most attendance problems also are members of families that are in great financial need. The social worker/mental health professional will be working closely with the counselor and the Truancy Diversion Program (TDP) personnel to target those students with chronic attendance issues. This group of students with high absences are missing out educationally by not being in school.

Identifying the family challenges that are impeding the child's attendance, performance and ability to learn will be a main duty of the social worker. After identifying the challenges, the social worker will facilitate the coordination of outside, school and any other available resources to break down any barriers that may be inhibiting the child's attendance.