Roy W. Martin MS

Request for Information Response

Nevada Department of Education as Provided by

SB 515, Section 23

Social worker or other licensed mental health professional

December 14, 2015

To:

Victoria Blakeney
Office for a Safe and Respectful Learning Environment
Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
(775) 687-9130
vblakeney@doe.nv.gov

Dr. Tammy Malich
Assistant Superintendent
Education Services Division

CCSD Contact:
Brian Adams, Coordinator
Office of Student Adjudication
Education Services Division
(702)799-0761

SECTION II
NARRATIVE

Roy W. Martin Middle School

The International Baccalaureate Program at Roy W. Martin Middle School, fully authorized since 2006, is unique to the State of Nevada. The program has been expanded in recent years to include a full school exposure to the well-rounded curriculum that produces students with the skills necessary to be effective global citizens. Martin Middle School is also a fourth year participant in the E3: 1 to 1 iPad project, a Title I undertaking, that provides devices for all students in order to level the playing field and to facilitate the integration of technology into daily instruction. The goal of the IB Middle Years Program is to provide a broad-based internationally recognized common education framework of teachers, students, and parents. Our population is approximately 75% Hispanic, 7% Black, and 11% White. In 20114-15, 17% of the students were Ell-English Language Learners. Approximately 550 students, selected by OCR lottery, attend Martin as magnet students. The school was recognized in 2014 and 2015 as a Magnet School of Distinction by Magnet Schools of America. Uniquely, the non-magnet student who lives in the adjacent neighborhood benefits from the full IB program offered as a CCSD magnet strand. Especially notable are the special curriculum enrichments of a technology-rich curriculum with equal emphasis on Foreign Languages, Fine Arts, and Technology as courses on par with Language Arts, Math, Science, and Humanities.

The makeup of Martin Middle School creates a unique need due to the differing, yet intertwined needs of our students. Due to significant crisis response needs, our school has been previously targeted as a school with need for Signs of Suicide triage attention. The incoming magnet population has historically been susceptible to high pressure academic demands and students have exhibited SOS attributed to the pressures placed on them by high demands to achieve greatness made by parents. At the other end of the continuum, low- achieving, low socio-economic students have exhibited higher than normal signs of SOS and have been targeted as well for the SOS interventions. They have been assessed in SOS triage to be quite depressed--significantly attributed to student desire to "bother" their parents who they feel have bigger worries than them. Ultimately, our desire is to improve the mental health needs of our students (whether from SOS aspects or from neighborhood susceptibility to gang involvement, hopelessness, or just non-involvement in the educational process. Further, the cultural competency aspects come into play as we expect tolerance and peace in school--these

students all need to get along and sometimes need help to accomplish that goal.

Our primary use of a mental health professional would be to supplement the personal counseling efforts of our three grade level counselors, to assist school personnel with suicide protocols and referrals to outside agencies, to assist parents in identifying problem mental health behaviors in their children and to refer families for appropriate services, and to counsel teachers and administrators on how to handle in-school mental health issues of various students. Ultimately, we would like to make many of our most difficult and most delicate students as successful as they can be.