D.L. "Dusty" Dickens ES

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

D.L. "Dusty" Dickens ES

D.L. "Dusty" Dickens Elementary School serves a diverse population of students and families in need of academic, social and economic support. School enrollment for 2015-16 was 810 students with 36.67 % African-American, 34.94% Hispanic, and 8.64% Multi-Racial, 3.95% Asian, 14.20% Caucasian, 1.42% Hawaiian /Pacific Islander, and .01% Native American. The school participates in the state's Breakfast After the Bell program due to 75% of the population qualifying for Free/Reduced Lunch (FRL). The transiency rate is above the district at 36.50%, 12.96% of students have Limited English Proficiency (LEP), and 15.68% of students have an Individualized Education Plan (IEP). The school also serves 30 students within the foster care system and students with autism in four self-contained classrooms.

The social worker would provide support to students, staff, and families in the school community by addressing the social and psychological issues that can block academic progress. Office referral data demonstrates a need for students to develop appropriate conflict resolution skills and appropriate ways to express and address feelings of frustration. Students would develop strategies for dealing with conflict, communicating ideas and opinions respectfully, and improve self-concept and acceptance of others. Students will also receive support in crisis management and developing appropriate social interaction skills. Parents would be provided with tools to support their child's emotional well-being, training in communication with school personnel, and assistance with accessing community resources for mental health, adult education, and employment services. Behavior referral data also indicates a need for staff training in behavior management strategies that are culturally appropriate and support students with special needs and other factors that contribute to behavior. The school implements inclusive practices to increase the access to the general education setting to students with special needs. Further support and training for staff is needed to ensure students are gaining full access and teachers are aware of strategies to manage behaviors and support appropriate peer interactions. The school community would benefit from greater access to resources to support programs such as Peer Mediators and Student Council. Greater access to community mental and physical health resources, assistance with support for students in foster care, and the development of strategic interventions for students with chronic disruptive behavior are necessary to improve the school climate.

The social worker and school counselor along with school administration will develop a system for identifying students, families, and staff members in need of the services described. The social worker will provide direct services to students in strategies for stress management, conflict resolution, and social skills. Support for students who report bullying will be provided through counseling, connection to community resources, and conferencing with parents. Parents will be provided with regular trainings on strategies that support their child's academic and social growth. The social worker will strengthen the connection between home and school through facilitating communication between families and school staff. Home visits, interviews, and surveys will be implemented to assess the needs of families and establish priorities. As a member of the Behavior Intervention Committee, this person will work with school staff to implement strategies that promote a positive and respectful school campus as well as support individual teachers with addressing specific disruptive behaviors. The staff member will meet regularly with the school counselor and administrator to coordinate services and maintain data on the effectiveness of services provided.