Green Valley HS

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:

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SECTION II
NARRATIVE

Green Valley High School

Green Valley High School has a large diverse student population with a 34.30% transient rate that is predominately of low socioeconomic status. The school's count day enrollment for 2015-16 was 3,026 with 0.79% American Indian/Alaskan Native, 6.84% Asian, 29.31% Hispanic, 8.06% Black/African American, 44.88% Caucasian, 1.82% Hawaiian/Pacific Islander, and 8.29% Multi-Racial. Additionally, 30.89% of these students qualify for Free/Reduced Lunch (FRL), 4.7% have Limited English Proficiency (LEP), and 8.38% have an Individualized Education Plan (IEP). The graduation rate for 2014-2015 was 88.7%. Additionally, most notably is the increase of the transient rate from 16.70% in 2013-2014 to 34.30% in 2014-2015. Green Valley High School's suicide protocol as well as the homeless population has also increased throughout the last few years. Counselors have documented 33 suicide protocols since the 2014-2015 school year with 48 duplicate student reporting. There are currently 36 homeless students enrolled at Green Valley High School.

The social worker/mental health professional will provide support to students, staff, parents, and community members at Green Valley High School. Specific services for students include assisting students develop appropriate social interaction skills, providing crisis intervention, teaching conflict resolution, anger management, and transition skills upon return to Green Valley High School from a behavior school or a mental health facility. He/she will work one-on-one and/or small support groups with long-term Alternative to Suspension Classroom (ATS) students. Specific services for staff include staff development training to educate staff on cultural, social, and economic factors, as well as mental health concerns that may affect a student's academic performance and behavior. The social worker/mental health professional will assist counselors with suicide protocols and counseling students involved in bullying allegations. Specific services for parents/guardians will include assisting parents in accessing and utilizing school and community resources such as mental health agencies, family counseling, and working with parents to facilitate their support in their child's adjustment to a comprehensive high school. Specific services to promote community involvement include advocating for new and improved community/school services to meet the needs of students and families and assisting schools to receive adequate support from social and mental health agencies, helping the system respond effectively to each student's needs, and obtaining and coordinating community resources to meet students' needs. Specific services to promote district

initiatives include assisting in development and implementation of programs for identified children with behavioral, social, and/or emotional needs; developing and training on alternative programs and strategies for drop-outs, 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 proposed social worker/mental health professional at Green Valley High School will assist with all aforementioned initiatives, as well as working directly with counselors and administration, attend and participate in staff meetings and professional development sessions. He/she will provide assistance and advocacy to improve social and psychological functioning of students and their families by meeting with them regularly, one-on-one, and in small support group settings. In school, he/she will address problems such as truancy, disruptive behavior, poor choices, bullying, cyber-bullying, teen pregnancy, drug use, and poor grades. It is expected that regular communication with students will provide them with strategies to cope with and overcome difficulties impacting school performance, academic and behavioral. It is expected that implementing regular parent support groups and activities will promote parent involvement and engagement. It is expected that identifying and coordinating school and community resources will enable students to learn as effectively as possible in the educational setting. The goal is to attempt to maximize academic functioning of students as well as improving the family's overall well-being.