Ira J. Earl 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:

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SECTION II
NARRATIVE

Ira J. Earl Elementary School

Ira J. Earl elementary school is a large elementary school located in East Las Vegas, Nevada. Earl services a predominately Hispanic population that encounters both social and academic challenges typically associated with high enrollment and a transient population that is predominately of low socioeconomic status in grades pre-K through fifth. The school's current enrollment is 908 students with .01% Asian, 86.0% Hispanic, .07% Black/African American, .046% Caucasian, .002% Hawaiian/Pacific Islander, and.007% Multi-Racial. There are no students currently attending Ira J. Earl that are identified as American Indian or Alaska Native. Due to a high percentage of students that qualify for Free/Reduced Lunch (FRL) Ira J. Earl operates under the Provision 2 program where universal breakfast and lunch are provided to 100% of enrolled students at no cost. Additionally, 58% have Limited English Proficiency (LEP), and 8% receive special education services through an Individualized Education Plan (IEP). There are 2 students that receive accommodations through Section 504 plans currently enrolled. Ira J. Earl's student population is considerably mobile, reporting a transiency rate of 24% in 2014-15. Most concerning is our homeless student population. Currently 16% (146) of enrolled students are registered as homeless.

The social worker/mental health professional will provide support primarily to the students and parents/families at Ira J. Earl Elementary School. Currently, the population at Earl consists of low income families that frequently struggle to meet the needs of basic living. Lack of basic needs results in poor student attendance, illness, and overall decreased academic performance. Specific services needed are assistance accessing housing, food, clothing, and healthcare. Increasing overall daily attendance is one initiative that the staff at Ira J. Earl has struggled with in past years. Absenteeism and truancy are being addressed through a school-wide push to increase overall daily attendance from 95% to 97.2%. By assisting families in meeting their basic needs, students will attend more frequently thus resulting in increased academic success.

The social worker/mental health professional will provide support to students, parents/families, staff, and community members at Ira J. Earl Elementary School. Ideally, the proposed social worker/mental health professional would serve as a liaison between the school and community for the use of students and their parents/families so that all available resources could be effectively utilized to maximize student success both academically and socially. Many

students at Earl are living with extended family members and/or are being raised by family members who are not their biological parents which places a strain on already limited resources. Specific services for students and their parents/families include assisting in alleviating family stress to enable children to function more effectively in school and within the community. Primarily, the social worker/mental health professional would assist parents/families in accessing and utilizing available school and community resources that many are hesitant to take advantage of due to language barriers, citizenship concerns, and lack of information regarding programs and resources. This person would also be instrumental in providing parents/families access to programs available to children with special needs both academic and social in nature. Areas of highest need are basic necessities such as shelter, clothing, and food. Though Ira J. Earl does participate in the weekend food bag program, only 15 bags are provided weekly resulting in a rotating schedule to reach as many families as possible. Specific services for school personnel include assisting teachers with behavior management and developing site-based programs, to address specific needs in order to positively impact academic and social growth among all students. In addition, such a person would be instrumental in developing and implementing a program to address habitual truancy and working with parents/families to improve overall attendance.