Doris Hancock 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

Doris Hancock Elementary School

Doris Hancock Elementary School is a medium-sized elementary school located in central Las Vegas. Hancock ES is striving to address numerous academic concerns related to its high transiency rate and predominantly low socioeconomic status. The school's 2015-2016 Count Day enrollment was 616 students with 0.8% American Indian/Alaskan Native, 5% Asian, 54% Hispanic, 15% Black/African American, 16% Caucasian, 1.8% Hawaiian/Pacific Islander, and 7% Multiracial. In addition, 86% of these students quality for Free/Reduced Lunch (FRL), 35.33% have Limited English Proficiency (LEP), and 14.49% have an Individualized Education Plan (IEP). Since Count Day on September 10, 2015, Hancock's enrollment has increased to 649 students. Hancock ES is a mobile population which resulted in a 40.7% transiency rate during the 2014-2015 school year. Along with its transiency rate, Hancock ES struggles with attendance concerns resulting in an Average Daily Attendance (ADA) rate of 93.8% during the 2014-2015 school year despite intensive targeted efforts to improve attendance rates. In addition to being a neighborhood school, Hancock ES is the zoned elementary school for Oasis On-Campus Treatment Homes. Oasis On-Campus Treatment Homes, a state-run facility, is a 24-hour intensive and structured treatment program for children ages 6 to 18 who suffer from severe emotional disturbances and developmental disabilities.

Hancock ES would benefit from the support of a social worker/mental health professional in a variety of ways. The social worker/mental health professional will provide support to the students, staff, parents, and community members of Hancock ES. During the 2014-2015 school year, Hancock ES had seven students who actively engaged in non-suicidal self-injury (NSSI—specifically cutting) and four students who committed self-harm using other methodologies. In addition, 17 suicide protocols/screeners were conducted with students during the 2014-2015 school year. It was often a serious challenge to find trained staff members to address all these crisis situations. The social worker/mental health professional would work with students in crisis to provide strategies and support for dealing with stress and crisis intervention and assist the students' families with accessing the necessary community services/supports. A social worker on campus is critically needed in order to enable the school to provide much needed support and assistance to families – a level of support that is currently outside of the scope of the Hancock ES staff's abilities. As the home school for Oasis On-Campus Treatment Homes and a school with multiple students with an IEP designation

of Emotional Disturbance, Hancock ES would benefit from the additional support of a social worker/health care professional that is trained to work with severe emotional concerns and provide support to both student and staff regarding conflict management and anger management. For the last four years, Hancock ES has had students hospitalized for mental health and violent behavior concerns. Our youngest student to be hospitalized this year was five-years-old. Our second youngest student was in the fourth grade. In addition to mental health concerns, Hancock ES has seen an increase in the amount of bullying and cyberbullying events reported on campus. The Hancock ES neighborhood has changed over the years. This school year, three of its families experienced shootings in their apartment complexes, or have had to handle being bullied on the way home from school. These incidents may have led to an increase in the instances of trauma and anxiety with in the school

As a low socioeconomic status school, Hancock ES would benefit from the support of a social worker/mental health professional by providing services to students and families in the form of accessing school and community resources related to meeting personal health care, nutritional, extended education, and job-related needs. Requests for such assistance are often received and the sheer volume of requests makes it impossible to respond adequately based on current staffing. Hancock ES currently subscribes to the Three Square Weekend Food bag program and has a weekly allotment of forty bags. This program has a wait list at the school, and this does not include unidentified families who may be food insecure but may not know of the programs. The families of the Hancock ES community have growing needs, and the school does not have sufficient resources to help treat their clothing, shelter, and employment needs. Hancock ES has seen an increase in the amount of Child Protective Services (CPS) reported cases, custody issues among parents, and aggressive parents coming to the school requiring police intervention. These three increases are all directly related to families being in crisis due to the previously mentioned need for clothing, shelter, and employment. Parental/familial support would also include helping families to access school resources, provide professional development on how to support literacy and math outside of the school setting, as well as providing support to parents of students with special needs. Support for Hancock ES staff members would come in the form of working with the school's crisis team to assess students with mental health concerns and providing strategies and support to ensure students are successful in the classroom. Staff assistance would also come in the form of behavior support through ideas for Positive Behavior Intervention Support (PBIS) school wide initiatives, behavioral management and strategies for Response to Intervention (RTI) Tiers 2 and 3 behavioral support, and specific strategies for supporting students who display characteristics of

Oppositional Defiant Disorder (ODD) as well as concerns of resiliency and lack of coping skills.

In addition, the social worker/mental health professional would provide specific services to meet Clark County School District initiatives, the Pledge of Achievement, by helping to develop programs that support students with behavioral/social/emotional needs and truancy/attendance needs. This individual would provide support for identifying and monitoring child abuse victims and/or neglect and serve as a case management avenue for accessing multiple resources.

At Hancock ES, the proposed social worker/mental health professional will assist and work with all of the initiatives and concerns previously indicated. This individual would work in conjunction with the school guidance counselor, participate in staff meetings, and conduct professional development sessions and trainings related to the needs of the Hancock ES community. Such needs include, but are not limited to: working with students of poverty, supporting students with mental health concerns, and student behavioral supports. The social worker/mental health professional would provide student support in the form of weekly support groups based upon the needs of Hancock ES students (coping skills, resiliency, anger management, stress management, etc.) as well as counseling/guidance related to overcoming struggles that impact school performance (both academic and behavioral). This person would also support and provide assistance to the Hancock ES administration by ensuring compliance with Senate Bill 504 through counseling students involved in bullying allegations. The proposed social worker/mental health professional would work with the school guidance counselor to identify challenges in a student's home situation that may affect his/her attendance and behavioral/academic performance in school. The social worker/mental health professional would work with the school guidance counselor and administration to develop and provide activities and support groups to increase parent involvement and engagement. In addition, this individual would play a key role on Hancock ES's Response to Instruction/Intervention (RTI) and Positive Behavior Intervention Support (PBIS) teams by helping to provide strategies and support to staff in planning for the educational needs of Hancock ES students.