Wendell P. Williams 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:

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

Wendell P. Williams Elementary School

Wendell P. Williams Elementary School students face numerous academic changes associated with lower socioeconomic status, English as a Second Language, and high transiency rates. The school serves an inner city urban population with a count day enrollment for 2015-16 as follows: total number of students: 309 students with 0.0% American Indian/Alaskan Native, 0.0% Asian, 27.5% Hispanic, 62.1% Black/African American, 3.88% Caucasian, 0.0097% Hawaiian/Pacific Islander, and 5.2% Multi-Racial. Additionally, 100% of these students qualify for Free/Reduced Lunch (FRL), 22%% have Limited English Proficiency (LEP) and 21.4% have an Individualized Education Plan (IEP). This school's student population is highly mobile, with a transiency rate of 48.7% in 2014-15. Sixteen (16) homeless students are currently enrolled at Wendell P. Williams Elementary School. Student health issues also impact attendance and academic proficiency.

Wendell P. Williams Elementary School participates in the Operation Respect Welcoming Schools Program and the 21st Century Community Learning Centers. Parents, students, and teachers have been surveyed as part of these programs. Operation Respect and Welcoming Schools survey data from 4th and 5th grade students and parents indicates that bullying impacts school climate. On 21st Century Community Learning Center parent and student surveys indicate a need for support in completing assigned homework across all grade levels. Parents report that they do not have the skills, time, or resources to help their children with homework.

The social worker/mental health professional will provide support to students, staff, parents, and community members at Wendell P. Williams Elementary School. This professional will provide innovative supports for classroom management and instruction to decrease the behaviors that result in lost academic time. Services will be provided that assist students in developing strategies to reduce absenteeism and emotional and physical stress related to transiency, homelessness, and family disruptions (i.e. birth of a new sibling, loss of a family member, or incarcerated family member); provide family services including basic parenting classes; foster effective communication and collaboration between parents and school staff; promote parent involvement in activities that support reading and math proficiency, including homework and project based learning opportunities; develop and maintain strong connections to community resources to enhance the school's capacity to support student

academic and social growth; and, improve access and use of external mental health, health and behavioral services.

Students need services and support to develop: academic problem solving skills and interventions, appropriate social interaction skills, crisis intervention, conflict resolution and anger management.

Families need services and support to access and utilize: school and community resources, programs for children with special needs, and to facilitate their child's adjustment to school.

School personnel need services and support in: assessing student mental health; behavior management; and, understanding cultural, societal, economic, familial and health factors affecting a student's academic performance and behavior.

This professional would promote community involvement, advocate for new and improved community and school support from social and mental health agencies, and obtain and coordinate community resources to meet student and family needs.

District initiatives would be promoted by: the development and implementation of programs for identified children with behavioral, social, and emotional needs; professional develop on alternative programs and strategies for absenteeism and excessively disruptive students; identification and monitoring of students who are victims of child abuse 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 policies and procedures.

At Wendell P. Williams Elementary School the proposed social worker or mental health professional will assist with all District and School initiatives, work alongside the counselor, attend and participate in staff meetings, professional development sessions and training. The person selected for this position will conduct home visits and meet with families regularly, contribute knowledge, skills, and techniques in the areas of mental health and human behavior to parents and school team members. This position will provide assistance to the school administration by ensuring compliance with Senate Bill 504; and, will counsel students involved in bullying allegations, both the targets and the students exhibiting bullying behaviors, by providing guidance and training on positive school climate strategies.

This professional will develop and facilitate weekly support groups and provide students with strategies to cope with and overcome difficulties impacting school performance, academic and behavioral; will provide parent support groups and activities that promote parent involvement and engagement; identify and mediate challenges in a child's living situation (home, school, and community) that affect the child's adjustment, performance, and attendance in the educational setting; identify, mobilize, and coordinate school and community resources to enable students to learn as effectively as possible in the educational setting; plan, conduct, and participate in educational workshops and presentations while serving as a member of school teams; and, provide information related to planning for the educational needs of children.

Services will be provided: to help students build a sense of emotional and academic competence, self-determination, and perseverance; and, ensure that students have the emotional and academic skills necessary to overcome obstacles to success.