Lucile Bruner 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

Lucile Bruner Elementary School

Lucile Bruner Elementary School is facing numerous academic challenges with a transient population that is predominantly of low socioeconomic status. The student enrollment varies but hovers around 750 students in grades PreK-5th. The transiency rate is about 32%. Demographics include 4% Asian, 53% Hispanic, 25% Black, 13% white, two or more races 6% and 50% males and 50% females. Special populations consist of 17% IEP, 29% ELL, and 75% FRL. In the past two years, the number of homeless families has increased. The change over the past five years from a predominantly white, middle class population to a more diverse one is creating a need for adjustment and change within the staff and families to be more accepting and understanding of different cultures.

The social worker/mental health professional will provide support to students, staff, parents, and community members at Bruner ES. Although the school has a counselor, the school is not able to provide the needed services. The addition of the social worker/mental health professional could work hand in hand with the counselor. Specific services would include assisting in assessing students with mental health concerns, assisting teachers with behavior management, developing staff training programs, educating staff with essential information to better understand factors (such as cultural, societal, economic, familial, health, etc.). This all impacts the student's performance and behavior. Currently, the school does not have anyone to assist families as they deal with family stress and to assist them in utilizing district and community resources. Specific services to promote district/state initiatives including assisting in development and training on alternative programs and strategies for dealing with potential drop-outs, truants, social and/or emotional needs, developing and training on the alternative programs and strategies to support these students. The school frequently has new students transferring in who are two or more grade levels behind. These students often have behavior problems and are no longer motivated and do not have the home and other supports necessary. This grant will provide opportunities to consult in regards to the Nevada Revised Statutes (NRS), mental health standards, and district/school policies and procedures.

We would expect the social/worker/mental health professional would work with other staff members (such as counselor, nurse, etc.) in attending and participating in staff meetings, professional development activities and trainings. Our expectation would include working with students and families

by making home visits and when appropriate meet with them frequently to assist them in gaining the knowledge and skills necessary to support their children. It would also be our expectation that the individual will work with administration and the counselor to deal with bullying and make sure we are in compliance with Senate Bill. The school has adopted the "Be Kind" program. The school participates in "respect" activities and the individual could assist in expanding and enhancing such activities. They would work to develop a culture where individuals and groups would appreciate the differences, how they are alike and learn to be accepting of each other. Develop groups to support students and their families including "parenting," finding resources needed to meet their needs. Coordinate school, family and community resources to meet the student's individual needs so they can be successful in school performance (both academic and behavioral). Work with staff members to address attendance issues. We have a number of students who have already missed over 20 school days. Educational Neglect is filed but rarely results in a change in the attendance. If they are not here, they don't have the opportunities to learn. The person would work with the RTI Team to address the student needs and make recommendations for interventions.

Without this extra assistance, we increase the odds that many of the Bruner students will drop-out, become delinquents and unproductive citizens. They feed into Swainston Middle School and Cheyenne High School. The more problems solved at the elementary school, the less the secondary schools will have to deal with on a daily basis. Problems often involve Bruner students and students from the secondary schools. We have many students that are capable and can be successful with the right support and assistance.