

**Request for Information from
Nevada Department of Education
as Provided by**

SB 515, Section 23

Social worker or other licensed mental health professional

Due: December 14, 2015

Return to:

**Victoria Blakeney
Office for a Safe and Respectful Learning Environment
Nevada Department of Education
700 E. Fifth St.
Carson City, NV 89701
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**Washoe County School District
Social Workers in Schools
December 2015**

Section I: General Information

1. LEAs may apply on behalf of schools:

The SB 515 section 23 Social Worker grant will be managed by Washoe County School District's (WCSD) Counseling Department under the direction of Katherine Loudon. This proposal targets seven high schools who have school counselor ratios of more than 1:400 well above the American School Counselor Association recommended ratio of 1:250.

The targeted high schools include: Damonte Ranch, Galena, Incline, McQueen, Reed, Reno and Spanish Springs. WCSD proposes contracting with seven Licensed Social Workers (LSW) and seven Marriage and Family Therapist (MFT) to provide services for students. This model of service is already being practiced with other schools in the District through two U.S. Department of Education grants, Project SERV and Project Prevent. This model will allow the District to expand this service model to more students.

All high school counselors are supported by the Counseling Department. Procedures for identifying students through the Multi-Tiered System of Supports (MTSS) is implemented across all schools in WCSD. MTSS, one of WCSD's Four Fundamentals, is a *three-tiered¹ system of service delivery* that is crucial to ensure all students achieve at high levels and graduate from WCSD schools highly-skilled, college- and career-ready. WCSD's MTSS provides the structure that allows all students to receive appropriate academic, social, emotional, and behavioral supports based on their current needs and skill levels. The MTSS merges the commonly known Response to Intervention (RTI) and Positive Behavioral Interventions and Supports (PBIS). All high schools have an MTSS team, which is comprised of at least one administrator, school counselor, school psychologist, and teachers. This system will be employed to help identified students who would be suited for assistance from a LSW and/or MFT. WCSD will collaborate with the Office for a Safe and Respectful Learning Environment to provide training to the contracted employees consistent with the mission of the Office (i.e. bully prevention programs, Social and Emotional Learning (SEL) instruction, Positive Behavior Interventions and Supports coaching, etc.). Under the direction of Counseling Coordinator, Ms. Loudon, hourly pay will be given to a Counseling Department staff member to set up the contracts with the LSWs and MFTs and oversee the work of these contractors and assist in helping school counselors with data collection.

¹ Tier 1 – Universal Supports; Tier 2 – Targeted Group Supports; Tier 3 - Individualized, Intensive Supports.

Section II: Narrative

1. Describe the population of the school.

Table 1 describes the demographic data for each targeted high school.

	FRL*	IEP*	LEP*	CIT	Minority Rate*	Graduation Rate
Damonte Ranch	24%	10%	4%	17	43%	88%
Galena	24%	10%	8%	28	44%	89%
Incline HS	18%	11%	9%	3	40%	83%
McQueen	22%	9%	2%	18	41%	88%
Reed	27%	11%	3%	56	50%	81%
Reno	17%	8%	2%	17	33%	89%
Spanish Springs	28%	11%	5%	11	40%	81%

2. Describe the needs of the population, using supporting data.

Contracted LSWs and MFTs will focus their work with students who are in Tier 2 or Tier 3 of the MTSS process, that is, “those students whose failure to respond to universal and selected interventions indicates the need for more intensive, comprehensive, and expansive interventions on a longer-term basis” (Massat, et al. 2009, pgs. 54-55). Examples might be students with distinguishing risk factors, depression, or aggressive behavior. Substantial numbers of students in WCSD high schools experience high levels of risk and exhibit behaviors that indicate need for focused intervention. See Table 2 for targeted school populations for at risk behaviors.

- **Concentrations of Risk at Target Schools**

An early warning tool, known as the **risk index**, is currently in place at WCSD. The risk index was introduced in the SY 2010-11 for incoming ninth grade students. In SY 2011-12, the risk index was expanded to include all incoming students in grades 1-12. Since that time the index has been honed and validated through ongoing research with WestEd and District leadership. All schools have immediate access to the risk level of students currently enrolled at their school sites through BIG (Business Intelligence Gateway), WCSD’s student data warehouse with automated online reports. The index is used as an early warning system by teachers, school counselors, and school administrators to target students who may be in need of additional support to address barriers to learning. A number of risk factors known to predict academic failure comprise the indices, including attendance, transiency, retention, credit deficiency, and suspensions (See Appendix A, p. A-2, *Modified (Non-Assessment) Risk Index Definitions* for included factors by grade level).

The number of students at each of the target high schools who are at moderate or high risk for academic failure is substantial. At four of the seven target schools the number of students who are at high risk is at or more than 100 students. Students in the high risk category often require extensive school support and case management to uncover and overcome barriers to learning, which can strain resources. At Incline HS, 14% of the school’s student body are at moderate to high risk. See Table 2 for number of students at risk at each high school.

Table 2: Number of Students by Risk Status and Target School.				
School	No Risk	Low Risk	Moderate Risk	High Risk
Damonte Ranch	1444	154	84	83
Galena	1137	115	85	92
Incline	263	19	22	16
McQueen	1456	137	97	119
Reed	1637	172	155	140
Reno	1429	101	94	100
Spanish Springs	1749	209	193	198

Data was obtained from the Student Risk report in BIG. Data was accessed on December 7, 2015.

- **Student Participation in Problem Behaviors (Substance Abuse, Weapons, and Truancy)**

Over a three year period, the percentage of students who used substances declined at McQueen and Damonte Ranch HS, has increased at Reed and Galena HS, and has remained stable at Incline and Reno HS. The decline of substance use at McQueen HS is dramatic: Marijuana use declined by 10 percentage points and the use of alcohol decreased by 4 to 8 percentage points. Other schools experienced substantial gains: At Incline and Reed HS the use of marijuana steadily increased by almost 4 percentage points. Reed HS also saw an increase in alcohol use by 2 to 4 percentage points. (See Appendix A, p. A-3, Table A1). Over a three year period the percentage of students who have brought weapons to school in the past 30 days increased steadily at Damonte Ranch HS (+5 percentage points), and has decreased at McQueen (-2 percentage points) and Incline (-1 percentage point) (See Appendix A, p. A-4, Table A2). The prevalence of students skipping class has decreased at Damonte Ranch, Galena, Incline, and McQueen HSs (-7 to 12 percentage points) and has increased at Reed HS (+6 percentage points) (See Appendix A, p. A-4, Table A2).

- **Staff Perception of Student Problem Behaviors**

School staff are positioned to observe students and can gauge the prevalence of student behaviors and qualities. According to school staff who completed the *School Climate and Safety Survey*, large percentages of students engage in risky behaviors, particularly in the use of alcohol and drugs. Of specific concern is the percentage of staff who believe students at their schools have depression or mental health problems. Staff at Damonte Ranch, Galena, and Reno HS reported seeing an increase in the use of alcohol (+7 to 14 percentage points) and drugs (+7 to 16 percentage points) over a three-year period. Spanish Springs HS staff report a decrease in the use of alcohol (-7 percentage points). Interestingly, trends in the perceptions of staff regarding drug and alcohol use differ from the student reporting of substance use. For example, students report decreased use of alcohol and marijuana while staff report seeing an increase in the use of those substances (See Appendix A, p. A-5, Table A3). School staff at Spanish Springs HS have reported a steady increase in the in depression and mental health problems among students over a three-year period (+3 percentage points). Staff at other schools have also seen an increase in depression and mental health problems, although the trends are not as stable (See Appendix A, p. A-5, Table A2). Over a three-year period, staff at Damonte Ranch and Galena HS report dramatic decreases the prevalence of students cutting class or being truant (-9 to 12 percentage points). McQueen, Reno, and Spanish Springs HS staff report seeing an increase in student truancy and cutting class (+5-14 percentage points) (See Appendix A, p. A-5, Table A2).

- **Discipline**

The number of discipline events and suspensions varies across target schools. Reed HS has the largest number of discipline events at 164 incidents for every 100 students. Reno HS has the lowest rate of discipline incidents at 16 per 100 students. The number of suspensions per 100 students is considerably less than the number of major discipline events – 3 suspensions for every 100 students occurred at Reno HS and 35 suspensions for every 100 students occurred at Spanish Springs HS. See Figure 1 for the number of major discipline events at targeted high schools.

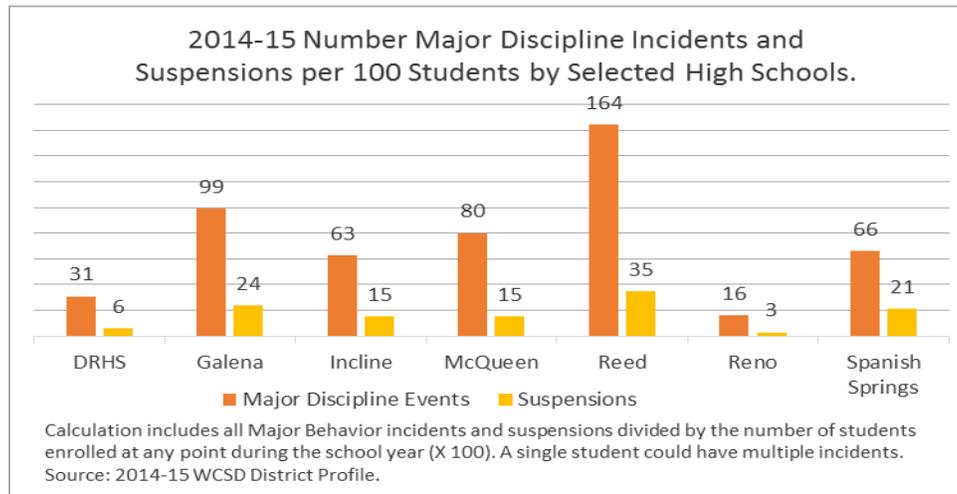


Figure 1

- **Discipline among Sub-Populations – Major Discipline Events and Suspensions**

Across all target schools, the rate of major discipline events² and suspensions is higher among students within vulnerable student populations, such as students who are homeless, qualify for free or reduced priced lunch, have an individual education program, or whose primary language is one other than English. These students are often engaged in multiple major discipline offenses throughout the year, which suggests a need for deep intervention to address underlying issues that are driving the behavior. Across all target schools, the rate of major discipline is highest among students who have an Individualized Education Plan (IEP) or who are English Language Learners [ELL] (155 for every 100 students). The rate is also highest for suspensions among students who have an IEP (51 for every 100 students) across target schools. Surprising to some, gifted and talented students also engage in acts that require school intervention and discipline. At Reed HS gifted students participated in 65 major discipline events per every 100 students and 9 suspensions per 100 gifted students occurred at Spanish Springs HS. Table 3 describes major discipline events among sub-populations by school. Table 4 describes number of suspensions by targeted school.

² Major discipline incidences are acts of behavior that result in substantial disturbance to the school community, often resulting in referral to the school’s Intervention Assistance Team and possible suspension. Examples of major discipline incidents include, but are not limited to violence to self or others, threats to other students or staff, possession of a controlled substance, and possession of a weapon.

Table 3: Number of Major Discipline Events per 100 Students Among Student Sub-Populations across Target High Schools.

School	Whole School	Free or Reduced Priced Lunch	Individualized Education Program	English Language Learner	Homeless	Gifted
Spanish Springs	66	123	172	134	117	24
Reno	16	30	37	7	47	3
Reed	164	209	269	310	390	65
McQueen	80	152	187	153	103	18
Incline	63	93	140	165	--	16
Galena	99	151	234	270	225	40
Damonte Ranch	31	45	47	43	52	12
Target High Schools	74	115	155	155	133	25

Calculation includes all major discipline events divided by the number of students enrolled at any point during the school year (X 100). A single student could have multiple incidents.
 Source: 2014-15 WCSD District Profile.
 "--" Less than 10 students within sub-population.

Table 4: Number of Suspensions per 100 Students Among Student Sub-Populations across Target High Schools.

School	Sub-Population					
	All Students	Free or Reduced Priced Lunch	Individualized Education Program	English Language Learner	Homeless	Gifted
Spanish Springs	21	43	58	42	31	9
Reno	3	5	11	7	10	0
Reed	35	47	72	83	102	7
McQueen	15	35	53	33	26	3
Incline	15	31	66	70	--	0
Galena	24	46	80	88	68	7
Damonte Ranch	6	7	15	7	14	3
Target High Schools	17	31	51	47	36	4

Calculation includes all suspensions divided by the number of students enrolled at any point during the school year (X 100). A single student could have multiple incidents.
 Source: 2014-15 WCSD District Profile.
 "--" Less than 10 students within sub-population.

Of particular concern is the number of students who are bullied in high school. Bullying can have lasting mental health effects. Research suggests not only victims but also bullies display increased risk of depression, and depression may predispose students to being victimized. Further, those who bully are likely to have additional mental health issues (Riittakerttu & Fröjd, 2011). Across target schools in SY 2014-15, the number of incidents of bullying ranged from 5 at Incline HS to 33 at Reno HS. It is suspected that incidents of bullying are underreported as a

result of student embarrassment to tell an adult in the school building and reluctance of some staff to document these incidents for fear of further harming the student. See Figure 2.

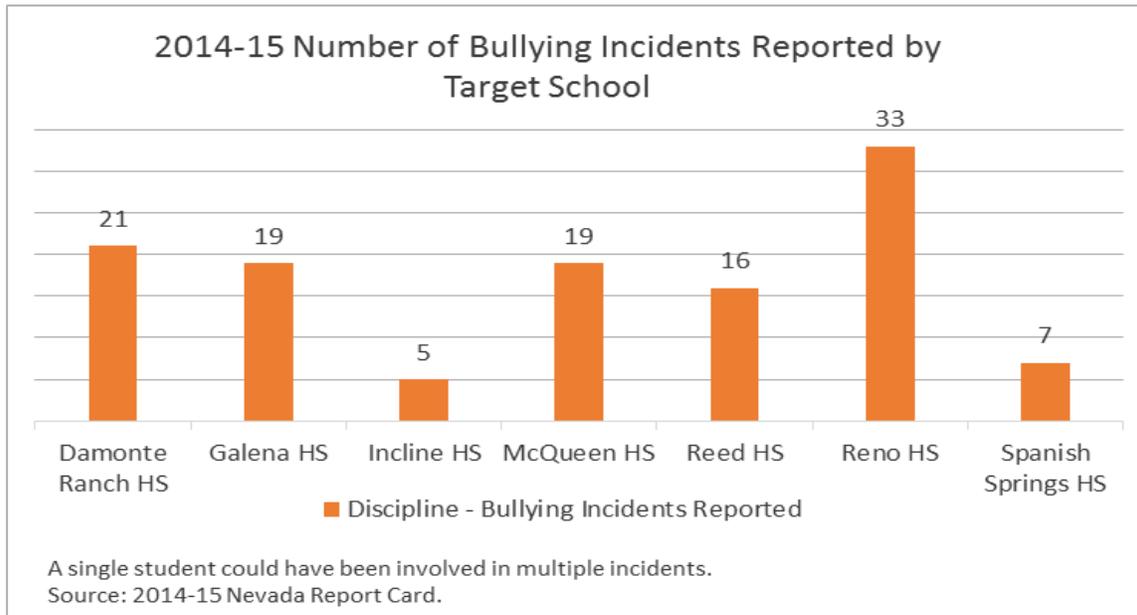


Figure 2

- **Student Social and Emotional Skills Composite**

Research has documented that social and emotional skills are foundational to non-academic outcomes that influence learning, such as social skills, dispositions, and behaviors that undergird students’ academic and social adjustment. Although the majority of students who responded to the School Climate and Safety Survey indicate they have the social and emotional skills to do well in school (78% to 83% percent agree at target schools), many students disagree (17% to 22%) see Figure 3.

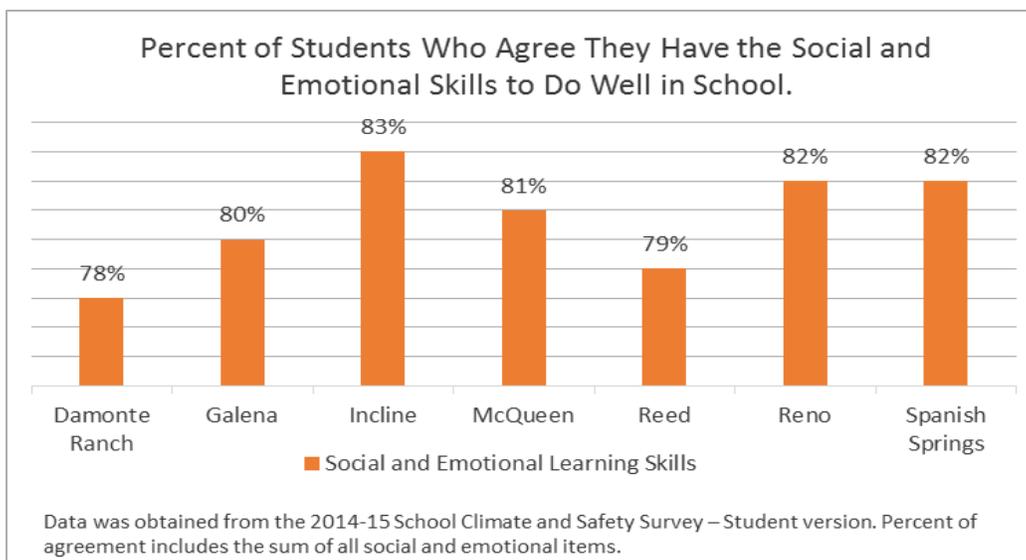


Figure 3

- **Academic Support at School**

Academic support includes such characteristics as school staff conveying high expectations for student learning, and staff dedicating their time, interest, and attention to support the learning needs of students. This type of support is related to school connectedness, engagement, and educational outcomes (CDC, 2009). The majority of students who responded to the School Climate and Safety Survey believe adults provide them with the academic support they need (77% to 96%). Although these percentages demonstrate strong support for most students, substantial portions of students do not agree that they are adequately. See Figure 4.

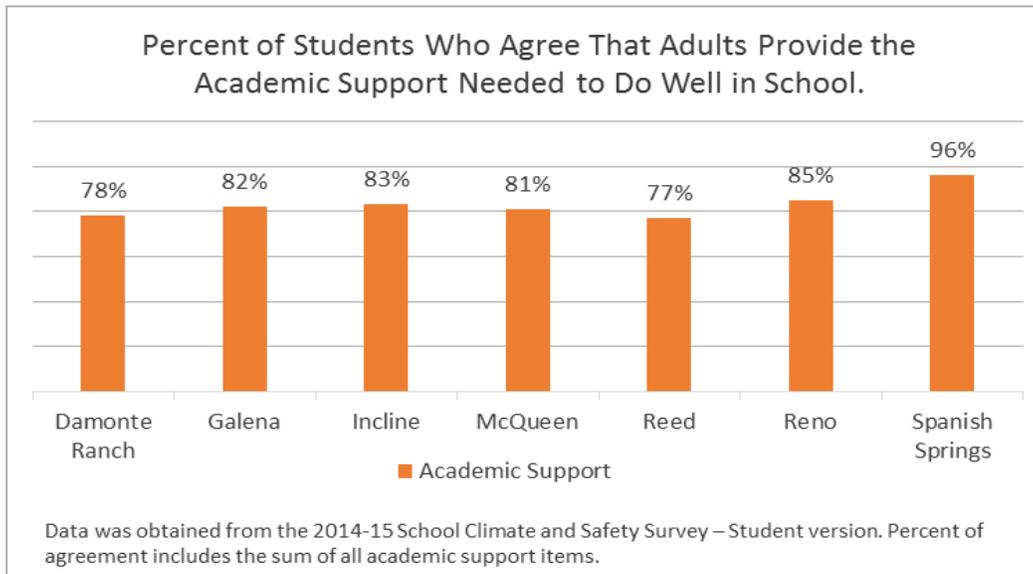


Figure 4

- **Adult Caring at School**

The percentage of students who believe adults at their school care how they are doing is slightly lower overall than the percentages of students who believe they have the SEL skills needed to be successful and those who feel adequately supported at their school sites, but still constitutes the majority of students. Adult caring is connected to academic engagement and achievement (Anderson, Christenson, Sinclair, & Lehr, 2004), and it is the goal of the WCSD for every student to be connected to at least one adult in school. See Figure 5.

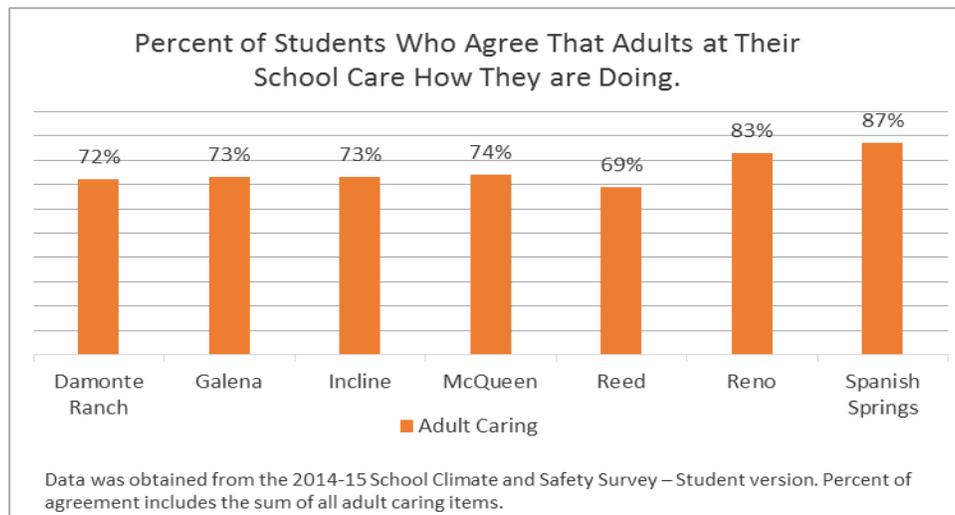


Figure 5

- **Social and Emotional Supports – School Readiness**

SEL supports at target schools provide a foundation of support for the LSWs and MFTs will conduct. Staff indicate widespread agreement that expectations and school practices aligned with SEL are present within their schools (items 1-4). Agreement to the statement “My school has developed a vision for SEL” (item 5) is less than the other items and might suggest a need for direction in this area. LSWs will coordinate with SEL and MTSS Department staff to assist schools in developing a vision to support the SEL skills of highly impacted, Tier 3 students within each target school. Table 5 describes SEL teacher survey by school.

Table 5: Percent of Staff Who “Agree” or “Strongly Agree” to Statements About Social and Emotional Learning Expectations and Practices at Their School by Target High School.							
SEL Item	Damonte Ranch	Galena	Incline	McQueen	Reed	Reno	Spanish Springs
1. The adults in this school are expected to actively promote students’ social and emotional development.	93%	89%	92%	85%	86%	93%	86%
2. All staff are expected to address students' social and emotional needs.	85%	89%	77%	87%	86%	90%	71%
3. The adults in this school interact with students in a way that supports students’ social and emotional skills.	85%	91%	85%	91%	80%	93%	86%
4. The culture at my school supports social and emotional learning.	91%	94%	85%	91%	74%	93%	82%
5. My school has developed a vision for academic, social, and emotional learning.	75%	74%	54%	65%	73%	90%	61%

Data was obtained from the 2014-15 School Climate and Safety Survey – Staff version.

3. Describe how you would propose to use the social worker or other mental health professional to meet the needs of the population. Who is your target audience and how would use the social worker/mental health professional?

WCSD proposes to assign one LSW and MFT to serve at each of the seven targeted high schools. WCSD is perfectly positioned to implement and institutionalize this expanded capacity. Over the last several years, the District has made a major paradigm shift in its organizational culture to one that now strongly promotes collaborative professional development, uses data to drive instructional decisions, and incorporates MTSS into daily instruction and student intervention strategies. The MTSS framework provides a structure for supporting student academic and behavioral well-being along a continuum that includes Tier 1, Tier 2, and Tier 3 interventions. Tier 1 interventions can be described as classroom level strategies that support success for all students. Tier 2 interventions are typically small group social-emotional supports for students who exhibit significant risk factors associated with academic and/or behavioral challenges. Tier 3 interventions help to reduce the adverse impact of intensive or complex student needs using individualized function-based supports, including behavior modification. WCSD intends to dedicate the contracted social work and counseling resources to support students at the Tier 3 level with intensive case management and evidence-based counseling strategies. Other services could include home visits and wraparound services.

To generate project referrals, the MTSS teams at participating schools will follow a structured screening process to identify students in need of resources. This screening process will include a review of academic, attendance, and behavioral records for all students with identified criteria for determining students in need of Tier 2 and Tier 3 supports. Additional screening measures can include the collection of student health data, teacher feedback regarding students who exhibit symptoms of depression and/or anxiety, as well as universal mental health self-report data from students. Students in need of Tier 3 support will be identified through the screening protocols and by responding to students who do not benefit from Tier 2 interventions. As students are identified, school sites will refer cases to the district counseling department. The District's counseling team, in turn, will enlist the support of the project LSWs and MFTs for follow-up support.

The seven project LSWs will coordinate wraparound services for students identified through the MTSS process as in need of Tier 3 support. Wraparound services are determined through a strengths-based team approach where students and families identify school and community-based representatives who can best assist with establishing goals for social-emotional growth and interventions to support progress related to these goals. Wraparound team meetings are then scheduled on a routine basis to guide interventions. These interventions will include connecting students and families to mental and physical health services, and assisting families in enrolling in a Medicaid or medical insurance under the Affordable Care Act. Finally, the project social workers will work with the site-based school counselors and psychologists, school staff, and parents to coordinate an integrated approach to addressing student mental health needs.

The seven MFT's will receive referrals from the project social workers as well as MTSS teams at each school site. These MFT's will then offer evidence-based brief interventions for the students and families referred. Evidence-based brief interventions provide an opportunity for

students and families to clarify the challenges they face, identify strengths and resources to support their problem-solving efforts, and enhance their motivation and intention to learn and practice new coping skills. It is anticipated that these services will be offered at school locations primarily during evening and weekend hours to promote easy access for students and families.

- **Evaluation Approach**

A formative evaluation approach will be used to document the service delivery model. The measurement emphasis will be on different aspects of the services provided by the LSWs and MFTs, such as process of service delivery, access to services, and breadth of the interventions. This information will allow District leadership to assess areas of strength and weakness within the delivery model so that decisions to modify and scale-up the inclusion of social work within the WCSD can be made during the six month implementation period. Three areas of focus within the evaluation will include:

1. Screening protocols, number of students identified for services at each project school, problem areas targeted for intervention, and the number of students actually served;
2. Types of wraparound services provided, the frequency and characteristics of wraparound team meetings, and receipt of services by students and families; and
3. Evidence-based brief interventions, types of interventions provided, and number of students and families who receive interventions.

Outcomes of the service delivery and interventions, such as goal attainment and perceived effectiveness will also be captured; however, this type of evaluation approach requires time to accurately determine effectiveness. Beneficial effects of the interventions will likely be observable within the project period, but these effects will be partially influenced by relationship factors (i.e. connectedness to adults) and placebo factors (i.e. belief that change can occur) that are likely to grow out of the working relationship between students and the LSWs and MFTs (Massat, et al. 2009)

The evaluation plan will be written in partnership between project leaders and WCSD Office of Accountability staff upon funding. Evaluation questions will be written to reflect the priorities of project and District leadership. The scope of the plan will be determined by the feasibility to accomplish evaluation tasks and from guidance provided by NDE (e.g. evaluation rubric).

Job Descriptions

Licensed Social Worker (LSW)

Under general direction of the Principal and Coordinator of School Counseling, Contract LSWs will receive referrals from school MTSS teams to provide wraparound case management services for students in need of individualized support to address significant emotional and behavioral barriers to school success. LSWs will assess home, individual and community factors that affect a student's readiness to learn and facilitate the wraparound case management process to align school and community resources to promote student social-emotional skill development and academic progress. LSWs will document process and outcome data and correspond regularly with school and counseling department liaisons regarding project activities, successes, and barriers. LSWs will also provide crisis intervention support at assigned schools.

Marriage and Family Therapist (MFT)

Under general direction of the Principal and Coordinator of School Counseling, MFTs will receive referrals from school MTSS teams and LSWs to provide clinical, evidence-based brief intervention services for students in need of individualized support to address significant emotional and behavioral barriers to school success as well as the families of these students. These services will be provided in individual, group, and family formats. The MFTs will assess home, individual and community factors that affect a student's readiness to learn and implement clinical interventions that improve student and family capacity to cope effectively with trauma and other risk factors. The MFTs will document process and outcome data and correspond regularly with school and counseling department liaisons regarding project activities, successes, and barriers. The MFTs will also provide crisis intervention support at assigned schools.

Citations

Anderson, A., Christenson, S., Sinclair, M., & Lehr, C. (2004). Check & Connect: The importance of relationships for promoting engagement with school. *Journal of School Psychology, 42*(2), pgs. 95-113.

Centers for Disease Control and Prevention. School Connectedness: Strategies for Increasing Protective Factors Among Youth. Atlanta, GA: U.S. Department of Health and Human Services; 2009.

Massat, C., Constable, R., McDonald, S., & Flynn, J. (eds.) School Social Work: Practice, Policy, and Research, 7th edition. Lyceum Books, Inc. Chicago, IL.

Riittakerttu, K., & Fröjd, S. (2011). Correlation between bullying and clinical depression in adolescent patients. *Adolescent Health, Medicine and Therapeutics, 2*, Pgs. 37-44.

Section III: Budget/Expenditure

**NEVADA DEPARTMENT OF EDUCATION
State or Federal Budget Expenditure Summary**

SCHOOL DISTRICT Washoe County School District PROJECT NUMBER _____

SCHOOL / GRANT NAME: SB511 Social Workers FISCAL YEAR 15-16

CHECK ONE: BUDGET AMENDMENT _____ FINAL REPORT _____

OBJECT	DESCRIPTION	INSTRUCTION COST	SUPPORT SERVICES	TOTAL
100	Salaries	0.00	5,400.00	5,400.00
200	Benefits	0.00	120.00	120.00
300	Purchased Professional Services	0.00	472,500.00	472,500.00
400	Purchased Property Services	0.00	0.00	0.00
500	510 Student Transportation Services	0.00	0.00	
	580 Staff Travel	0.00	0.00	
	500 Other	0.00	0.00	
	Total 500	0.00	0.00	
600	810 General Supplies (exclude 812)	0.00	0.00	
	812 Non InfoTech Items of Value *	0.00	0.00	
	820 Energy	0.00	0.00	
	830 Food	0.00	0.00	
	840 Books and Periodicals (Ex 841)	0.00	0.00	
	841 Textbooks	0.00	0.00	
	860 Supplies; Info Tech (Ex 851, 852, 853)	0.00	0.00	
	851 Software	0.00	0.00	
	852 Information Tech Items of Value *	0.00	0.00	
	853 Web-based and Similar Programs	0.00	0.00	
	Total 600	0.00	0.00	
800	810 Dues and Fees	0.00	0.00	
	890 Other Miscellaneous	0.00	0.00	
	800 Other	0.00	0.00	
	Total 800	0.00	0.00	
Subtotal 100 - 600 & 800		0.00	478,020.00	478,020.00
** Approved Indirect Cost Rate : 3.52%				194.00
700	730 Equipment: over \$5,000 each	0.00	0.00	
	700 Other	0.00	0.00	
	Total 700	0.00	0.00	
TOTAL				478,214.00

Signature: *Prof Luna* _____ Date: December 9, 2015
 Signature of Authorized Representative

* All Items of Value must be itemized on the Budget Detail.

** Indirect Cost Rates must be approved by the Dept. of Education before the subgrantee may budget for and charge those costs to the grant.

DEPARTMENT OF EDUCATION USE ONLY	
_____	_____
Initial	Date Approved

SFP-01
Revised 07/2009

825-3

Grant Name:		SB 515 Social Workers		Project No:		
				Fiscal Year:	15-16	
A	B	C	D	E	F	G
Function	Object Code	Title of Position or Description of Item	FTE	Quantity	Unit Amount/ Calculations	Total Amount
	100	PERSONNEL:				
2110	1690	Hourly Pay		180	\$30.00	\$ 5,400.00
		NARRATIVE:				
		Hourly Pay: For staff member of the WCSD Counselor Department to manage social workers and community therapist work and contracts and assist with data collection.				
		TOTAL				\$ 5,400.00
	200	BENEFITS:				
	2100	Group Insurance		\$ 7,500.00		
	2101	Life Insurance: Cert / Class		\$ 125.00		
	2101	Life Insurance: Admin / Pro		\$ 690.00		
	2102	Long Term Disab: Admin / Pro		0.25%		
	2200	FICA		6.20%		
	2300	PERS		28.00%		
2110	2400	Medicare		1.45%	\$ 5,400.00	\$ 79.00
2110	2700	Workers Compensation		0.75%	\$ 5,400.00	\$ 41.00
	2880	Other Post Employment Ben.		\$ 1,000.00		
	2881	Public Employees Benefit Prog.		\$ 750.00		
		NARRATIVE:				
		Standard fringe benefits rates.				
		TOTAL				\$ 120.00
	300	PURCHASED PROF. SERVICES:				
2110	3401	Social Workers		7	\$ 40,500.00	\$283,500.00
2110	3401	Therapists		7	\$ 27,500.00	\$189,000.00
		NARRATIVE:				
		Social workers: Seven contracted to work with school counselors at the following high schools: Damonte Ranch, Galena, Incline, McQueen, Reed, Reno and Spanish Springs. Services will include assisting with case management, connecting students to community wrap around services, and conducting home visits when needed.				

		Community-based licensed therapists (MFTs and/or MSWs): To provide individual counseling services for students who have been identified as having severe behavior and/or emotional problems as identified by the school counselor and/or school psychologist. Approx. 270.0 hours x \$100 per hour = \$27,000 unit cost.			
				TOTAL	\$472,500.00
	400	PURCHASED PROP. SERVICES:			
		NARRATIVE:			
				TOTAL	\$ -
	500	OTHER PURCHASED SERVICES:			
		NARRATIVE:			
				TOTAL	\$ -
	600	SUPPLIES:			
		NARRATIVE:			
				TOTAL	\$ -
	800	OTHER OBJECTS:			
		NARRATIVE:			
				TOTAL	\$ -
Subtotal Objects 100 - 600 & 800					\$478,020.00
Approved Indirect Cost Rate: <u> 3.52% </u> x Subtotal Above					\$ 194.00
	700	EQUIPMENT:			
		NARRATIVE:			
				TOTAL	\$ -
					GRANT TOTAL
					\$478,214.00

**SECTION IV
ASSURANCES**

The undersigned provides the following assurances:

1. Through training, professional development and collaboration – all Social Workers and Mental Health Professionals are subject to abiding by the theory of action and mission statement of the Office for a Safe and Respectful Learning Environment.
2. The funding will be utilized to fund the mental health professional. The funds will not be used for any other purpose.
3. The schools and districts funded will administer that Nevada School Climate/Social and Emotional Learning Survey in the spring annually.
4. The district will submit data as requested for the required annual report.
5. If it is determined that a school or district is not implementing the programs or services for which it received money, or does not meet performance levels, a plan of corrective action will be developed and implanted that results in meeting the requirements and/or performance levels.
6. Any remaining balance of funds will not be committed for expenditure after June 30, 2016, and will be reverted to the State General Fund after all payments of money committed have been made.
7. Districts will submit an annual Financial Report.

Signature:



Authorized Representative

Lauren Ohlin, Director of Grants

Print Name Here

December 11, 2015

Date

Washoe County School District

Organization



Washoe County School District
Every Child, By Name And Face, To Graduation

SOCIAL WORKERS IN THE SCHOOLS
WASHOE COUNTY SCHOOL DISTRICT
APPENDIX A

Modified Risk Index A-2

**Table A1. Percent of Students Who Have Used Substances 1 or More Times to
Get High in the Past 30 Days..... A-3**

**Table A2. Percent of Students Who Have Engaged in Risky Problem Behaviors One or
More Times in the Past 30 Days. A-4**

**Table A3. Percent of Staff Who Believe Behavior Problems are “Moderately Common”
or “Very Common” Among the Student Population at Their School A-5**



2015 – 2016 Modified (Non-Assessment) Risk Index Definitions

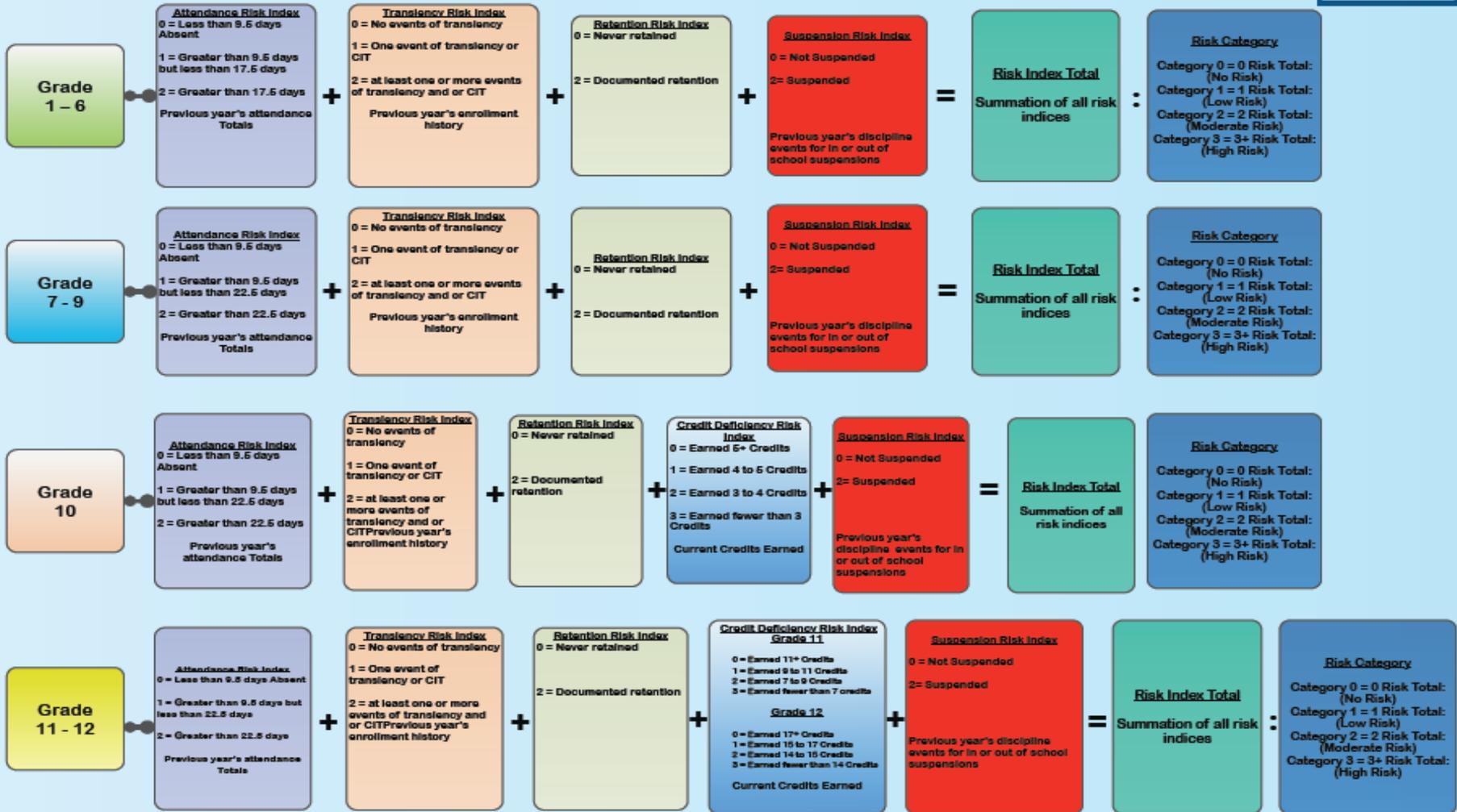


Table A1. Percent of Students Who Have Used Substances 1 or More Times to Get High in the Past 30 Days by Drug Type and Target High School.

Substance	Damonte Ranch			Galena			Incline			McQueen			Reed			Reno			Spanish Springs		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
A drink of alcohol	22%	15%	12%	16%	19%	19%	16%	16%	8%	26%	21%	15%	13%	16%	17%	18%	18%	18%	--	16%	33%
Five or More Alcoholic Drinks in a Row	10%	9%	6%	8%	10%	10%	13%	8%	8%	15%	11%	7%	7%	9%	9%	11%	12%	11%	--	8%	20%
Marijuana	12%	13%	10%	14%	16%	11%	11%	12%	14%	19%	13%	9%	9%	12%	13%	13%	18%	13%	--	11%	20%
Cocaine	2%	2%	4%	1%	2%	2%	4%	6%	3%	4%	1%	< 1%	1%	3%	3%	3%	2%	4%	--	1%	7%
Inhalants - Glue, Paint	1%	2%	3%	1%	1%	1%	4%	2%	3%	4%	1%	< 1%	1%	2%	3%	2%	1%	2%	--	1%	0%
Methamphetamines	1%	2%	2%	1%	1%	1%	2%	2%	3%	4%	1%	< 1%	1%	2%	2%	2%	1%	2%	--	1%	0%
Prescription Drugs	4%	3%	4%	2%	3%	3%	7%	2%	0%	4%	3%	3%	3%	3%	4%	5%	3%	4%	--	2%	7%
Other Illegal Drugs	2%	3%	4%	2%	2%	1%	4%	4%	3%	4%	4%	2%	1%	3%	4%	5%	2%	5%	--	1%	0%
<i>n</i>	279	327	291	302	281	304	45	49	38	96	361	436	414	497	311	275	280	394	2	379	15
"--" Less than 10 students responded.																					

Table A2. Percent of Students Who Have Engaged in Risky Problem Behaviors One or More Times in the Past 30 Days by Behavior and Target High School.																					
	Damonte Ranch			Galena			Incline			McQueen			Reed			Reno			Spanish Springs		
Behavior	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Weapon to School	1%	2%	6%	2%	2%	2%	4%	2%	3%	3%	1%	1%	1%	2%	2%	2%	1%	2%	0%	1%	0%
Skipped Class	23%	23%	16%	28%	22%	16%	21%	22%	14%	38%	30%	28%	21%	25%	27%	28%	31%	29%	50%	25%	47%
<i>n</i>	279	327	291	302	281	304	45	49	38	96	361	436	414	497	311	275	280	394	2	379	15

Table A3. Percent of Staff Who Believe Behavior Problems are “Moderately Common” or “Very Common” Among the Student Population at Their School by Target High School.

Behavior	Damonte Ranch			Galena			Incline			McQueen			Reed			Reno			Spanish Springs		
	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015	2013	2014	2015
Alcohol Use	27%	37%	40%	37%	40%	44%	60%	68%	65%	38%	49%	44%	46%	30%	46%	44%	43%	58%	53%	48%	47%
Drug Use	27%	36%	43%	33%	39%	40%	65%	72%	70%	35%	44%	39%	53%	30%	46%	39%	43%	50%	45%	41%	45%
Harassment or Bullying	24%	24%	23%	15%	16%	17%	25%	16%	13%	25%	20%	15%	25%	20%	28%	13%	17%	4%	24%	29%	20%
Disruptive Behavior	34%	36%	36%	35%	27%	25%	35%	32%	43%	23%	39%	32%	55%	49%	53%	24%	18%	10%	49%	45%	43%
Depression or Mental Health Problems	22%	32%	25%	16%	15%	14%	35%	32%	39%	18%	24%	23%	24%	22%	27%	19%	13%	17%	16%	18%	19%
Cutting Class or Truancy	34%	27%	25%	20%	13%	8%	45%	56%	39%	31%	39%	45%	46%	33%	50%	30%	28%	35%	45%	43%	58%
<i>n</i>	84	84	105	82	83	76	21	29	26	52	82	85	80	69	83	78	86	52	85	95	83