



Grant Application

Name of Organization or Individual Glenshire Elementary School
Primary Contact Rachel Falk - School Counselor
Mailing Address 10990 Dorchester Dr.
City Truckee State Ca. Zip 96161
Phone 530-412-4383 Email rfalk@ttusd.org
Executive Director (if applicable) Jeff Santos
Fiscal Sponsor (if applicable) TTUSD
Business Tax ID or Individual Social Security Number 94-6003109

Intended Use of Funds/Project Description

| Focus Area (choose one) | Type of Funding Request |
|---|---|
| <input checked="" type="checkbox"/> Education <input type="checkbox"/> Youth Development <input type="checkbox"/> Human Services <input type="checkbox"/> Recreation | <input checked="" type="checkbox"/> New Project/Program <input type="checkbox"/> Existing Project/Program <input type="checkbox"/> Capacity Building/Operations Support |

Use of Funds/Project Description (see additional instructions below) To staff a Wellness Center at Glenshire Elementary School in order to have a place for students to talk, regulate, connect, problem-solve, ask questions, meet new friends, and join clubs.

Funding Request
Amount Requested \$ 30,000. Total Project Cost \$ 55,000. Annual Operating Budget \$ 0

Authorized Signature [Signature] Carmen D. Muzels Date 7/11/22

Board President Signature _____ Date _____

Instructions for Your Formal Letter of Request

- Your letter should be no more than three pages in length.
- It should provide a brief overview of your organization's mission, history and key activities/programs.
- It should clearly state the purpose of the requested funds and identify how they will serve one of the four focus areas of the Martis Camp Foundation.
- Please provide the target population, start and end date, and anticipated benefits or outcomes.
- It should describe how your organization will track and evaluate these benefits/outcomes.
- In addition to your completed application and formal letter of request, please submit the following supporting documents:
 - A recent P&L or balance statement for your organization
 - A list of all current Board members
 - A copy of your 501(c)3 letter, if you are a first-time applicant

Contact Information

Please make sure the contact information you provide is accurate, as we rely upon it to reach out to you.

Submitting Your Application

Email your completed application to mcf@martiscamp.com by 5:00 p.m. on Thursday, September 1, 2022. Grants will be announced by December 1, 2022.

June 24, 2022

Overview of the Proposed Wellness Center Specialist Program

The job of the Wellness Specialist is to support students' access to mental health and wellness resources, learn new skills to develop sustainable wellness practices for life. Under the supervision of the TTUSD Wellness Manager, the Wellness Specialist is responsible for managing all aspects of the school site Wellness Center, including: program implementation, day to day operations, coordinating direct student support Services, and student outreach. The Wellness Specialist also assures compliance with school district wellness policies, data tracking and evaluation.

Essential Functions

- Manages the day to day operations of the school site Wellness Center.
- Provides Tier 1 wellness supports to all students to include but are not limited to:
 - o Wellness Center student check-ins. Work directly with students to help them learn how to manage themselves, organize information, manage stress, make decisions, develop empathy, problem-solve, develop and maintain healthy relationships, and learn healthy coping skills and wellness practices.
 - o Promote overall health and wellness school-wide and support overall school climate for students and staff.
 - Liaison between students/families and community resources

The Purpose of the Requested Funds

Tahoe Truckee Unified School District started the Wellness Center model approximately twelve years ago at the high school level to meet the many social emotional needs of the teens in our district. The counseling staff worked hard to meet those needs as well as academics but there was a definite need to have a place where teens could congregate at lunch and during the day and just talk about their lives, their needs, have guided discussions, drink tea and have a snack, as well as regulate. It also became a place for new students to assemble and meet other new students. Last year the school district started this model at our two middle schools as well. It has been extremely successful at both levels serving the needs of hundreds of students per week. This year at Glenshire Elementary School the school counselor, Rachel Falk, was given a 1000 square foot room with the title of Wellness Center. She has been in a 50 square foot room for the last ten years and this new room allows her to have group, have students come in and regulate through sensory stimulation; sand, drawing, games, Beanie Babies, rocking, mindful breathing, and music. They can eat lunch, be involved in counseling groups, restorative circles, ask questions, share feelings and much more. Rachel was fortunate to have a counseling intern this year that could help run the Wellness Center while she saw the students who needed counseling support. The intern has graduated and the school district does not have funding for a Wellness Specialist to run the Wellness Center at elementary school at this time. The school counselor is asking for \$30,000. at this time to fund a Wellness Specialist at Glenshire Elementary School

three days a week. She has also asked for \$25,000. from our Parent Teacher Organization which they are considering at this time. Our superintendent has the vision to have a Wellness Center at every school in the next two years. Therefore the funding is short term until the district has the money to fund these elementary wellness centers.

Anticipated Benefits that the Target population will Gain

- I. The School Counselor sees approximately 70-80 students per year- Two- 10 week rotations of 1:1 and small group- This year, with a counseling intern, 3 days a week, we were able to support 130 students, through three- ten week rotations, which is 26% of our school population of 492. The goal is for the additional staffing to work the entire school year.
- II. The Wellness Center is a new model of social-emotional support at Glenshire- Teachers send dysregulated students to calm down all day and other students self-refer in order to talk about many different topics: friendship, problem-solving, empathy, grief, anxiety, loss, anger, sadness, isolation, puberty/hormones. . . It is important to have another trained individual in the center to work with these kids while the counselor is seeing her daily caseload. We do not want to turn kids away that need help. Approximately 20 kids per day come in needing support. The Wellness Center is also the Counseling Room so multiple kids are being seen at once.
- III. The pandemic has created many more versions of trauma and kids needing to work through very strong feelings- Additional support is required in order to help students process these feelings. We have seen many kids in crisis this year who need outside therapeutic support. Those students usually come to the Wellness Center first to let the school know they are in crisis and need help.
- IV. Students need a place where they feel accepted, can have clubs, eat lunch while they are making friends- The Wellness Center is that place, but it needs staffing in order to facilitate the above
- V. Counselor and Vice Principal work closely on many different students- VP asks for social-emotional support daily on several students. Currently, if the counseling intern is not at school, the school counselor is not able to see all of her regular students in order to meet the sudden needs of the day.

Tracking and Evaluation of Program

Currently, there is a clipboard for students to sign when they come to the Wellness Center. This gives staff the ability to see how many students utilize the Wellness Center daily. Additionally, if the staffing is funded GES administration/Counseling Department will survey staff annually on students' ability to regulate, have their emotional needs met, and ability to feel accepted and safe and have a trusted adult to meet and talk with as needed.