

NORTHFIELD PUBLIC SCHOOLS
Office of the Superintendent
Memorandum

TO: Board of Education
FROM: Matt Hillmann Ed.D., Superintendent
RE: Table File Items for February 10, 2020, Regular School Board Meeting

VI. Consent Agenda

B. Gift Agreement

- \$1,056.25 donation to the Greenvale Park Elementary School snack program.

C. Personnel Items

d) Retirements/Resignations/Terminations

4. Kenneth Engen, Custodian Engineer at the High School, resignation effective 02/20/2020.

D. Grant Application Approval

School Psychologist Carrie Duba, as well as Greg Gelineau, Marnie Thompson, Meleah Follen, Katie Arnold, and Laura Stelter, are requesting School Board approval of a \$30,000 Social and Emotional Learning (SEL) programming grant request from the Minnesota Department of Education. The Northfield Middle School and the Northfield High School are seeking this funding to support and expand current practices and programs that provide a safe, accepting, positive and healthy learning environment for students and that promote social and emotional learning and mental wellness among our staff and students.

NORTHFIELD SCHOOL DISTRICT GIFT AGREEMENT

This agreement made this 7th day of February, 2020, by and between Bethel Lutheran Church, hereinafter the "Donor", and Independent School District No. 659, Northfield, Minnesota, pursuant to the District's policy for receiving gifts and donations, as follows:

TERMS

CK#14803 \$1,056.25 donation to the Greenvale Park Elementary school snack program.

Bethel Lutheran Church

Donor

By: *Received in the Greenvale Park Office*

Approved by resolution of the School Board on the _____ day of _____, _____.

INDEPENDENT SCHOOL DISTRICT No. 659

By: _____

Clerk

RESOLUTION ACCEPTING DONATIONS

The following resolution was moved by _____ and seconded by _____:

WHEREAS, Minnesota Statutes 123B.02, Sub. 6 provides: “ The board may receive, for the benefit of the district, bequests, donations, or gifts for any proper purpose and apply the same to the purpose designated. In that behalf, the board may act as trustee of any trust created for the benefit of the district, or for the benefit of pupils thereof, including trusts created to provide pupils of the district with advanced education after completion of high school, in the advancement of education.”; and

WHEREAS, Minnesota Statutes 465.03 provides: “Any city, county, school district or town may accept a grant or devise of real or personal property and maintain such property for the benefit of its citizens in accordance with the terms prescribed by the donor. Nothing herein shall authorize such acceptance or use for religious or sectarian purposes. Every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full.”; and

WHEREAS, every such acceptance shall be by resolution of the governing body adopted by a two-thirds majority of its members, expressing such terms in full;

THEREFORE, BE IT RESOLVED, that the School Board of Northfield Public Schools, ISD 659, gratefully accepts the following donations as identified below:

Donor	Item	Designated Purpose (if any)
Bridgewater Booster Club	\$2,713.85	\$1,600 for Skatetime School \$ 132.35 for classroom rug \$ 150.04 for cultural books for EL program \$ 831.46 for Riverbend field trip transportation
Bethel Lutheran Church	\$1,056.25	Greenvale Park snack program

The vote on adoption of the Resolution was as follows:

Aye:

Nay:

Absent:

Whereupon, said Resolution was declared duly adopted.

By: Julie Pritchard, Chair

By: Noel Stratmoen, Clerk

Grant Application Approval Form

Date 2/7/2020

Any proposal submitted to an external funding source that involves any entity within the Northfield Public Schools must be approved by the School Board before the proposal is submitted. This form will accompany all requests to the School Board and will be filed along with a copy of the completed grant proposal. All proposals must:

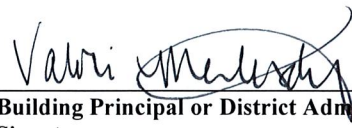
- Support the District's mission and goals.
- Be financially feasible and supported by all affected District departments or buildings.
- Demonstrate collaboration and commitment from the District, if required.

Grant Proposal Information	
Project Title	MDE SEL programming grant
Project Period	From: April 20th 2020 To: June 30th 2021
Funding Source	MDE
Application Deadline	February 14th 2020
List all Grant Applicants	NMS and NHS
School/Department	MTSS
Contact Person	Carrie Duba Phone No. 507-645-3447
Project Information	
Brief Proposal Description	<ul style="list-style-type: none"> • Expand community awareness of and participation in addressing adolescent mental wellness data • Continue funding current professional development and youth practices in SEL • Leverage Youth Data Summit model by recruiting and training youth as principal investigators into their data to help the district (and community partners) identify and prioritize SEL needs and develop programming.
Project Goal (in one Sentence)	To increase the percentage of adolescents in our community who report a Positive Identity and Outlook on the MN Student Survey and decrease the percentage of students who report considering and/or attempting suicide in the previous year on the MN Student Survey.
List All Personnel Involved in Application	Greg Gelineau, Marnie Thompson, Carrie Duba, Meleah Follen, Katie Arnold, Laura Stelter
Budget Information	
Amount Requested	\$ 30,000
Matching Funds	<input type="checkbox"/> Are Required <input checked="" type="checkbox"/> Not Required
Source of Matching Funds	

Required Documents Attached: Completed Application Rough Draft Summary of Application



 Project Initiator Signature



 Building Principal or District Administrator Signature

Approved by the School Board Not Approved by the School Board Date _____

2020 MDE Grant - Board Summary DRAFT

Carrie Duba

Marnie Thompson

Meleah Follen

Greg Gelineau

The Northfield Public Schools and the Northfield Middle and High Schools (NMS and NHS respectively) specifically, are seeking funding to support and expand current practices and programs that provide a safe, accepting, positive and healthy learning environment for students and that promote social and emotional learning (SEL) and mental wellness among our staff and students. Our programs target emotional regulation, and awareness of and responsibility for self-management of mental well-being, with the ultimate goal of suicide prevention. The identified initiatives are being developed in accordance with our district-wide vision of our strategic plan that states: "We will prepare every student for lifelong success within a world class learning environment with a commitment to community partnerships and sustainability," and with specific regard to our district near term priorities, one of which is "Building and fostering relationships – commitment to social/emotional health for all." The purpose of the current grant application is to request funding to continue to fund these current SEL efforts and as well as to expand them with particular emphasis on including the student voice in the determination of what our youth need and how they prioritize their needs.

The emotional wellness state of our students is told in the data. Nationally our student mental health numbers are alarming. Mental illness is rising faster among 18-25 year olds than the total population, nearly 1 in 3 teens report an anxiety disorder, and there has been a 48% increase in suicide among youth ages 15-19. In Minnesota, like the national statistic, suicide is the second leading cause of death for 10 to 24 year olds. The numbers in the Northfield community reflect the national trends. Results from the 2019 Minnesota student survey for Northfield students indicate that 17% of eighth graders, 25% of ninth graders and 28% of eleventh grade students report a 'long-term, emotional, behavioral, mental health problem' - slightly higher than the expected rate of occurrence in a typical adolescent population, which is about 20%. Further, our students report feeling down, depressed or hopeless at a rate of 33% to 42.5% in 8th to 11th grade respectively, and up to 49% of 8th to 11th grade students state they can't control their worrying several days a week to every day. Fifty percent of 8th graders and 61% of 9th and 11th grade students report feelings of anxiety at least several days a week, and 15.5% of students in 8th grade have either attempted suicide or considered it in the previous year. That figure rises to 17% among 9th and 11th grade students. All these data are trending worse across time. When we disaggregate our data to examine the impact of emotional stressors on various populations we find that while half of all students report a positive identity and outlook, only 43% of our students of color report a positive identity and outlook. Further, only 31% of our trauma experienced youth endorse feeling positive about their identity and outlook, and 47% report having some level of mental distress. This state of emotional dysregulation drives our referrals for Section 504 accommodation plans, to special education evaluations, and to an increasing number of inpatient hospitalizations.

In response to national trends as well as to our community and school level trends, we have been providing an array of programs and activities to support the SEL and mental well being of our students. Mental and emotional wellness have been embedded in district staff development activities. All staff renewing their licenses in the past three years have completed suicide prevention and awareness training, all staff working with students in grades 6-12 have been certified in Youth Mental Health First Aid and all district building level crisis teams have been certified in the PREPaRE crisis prevention and response program. Twenty-five percent of the high school staff have completed basic and/or advanced training in the mindfulness curriculum offered through Mindful Schools.

Additionally, all students in grades k-8 are participating in the Second Step social-emotional curriculum and further, all 6-12 graders are engaged with the Ramp up to readiness Career and College Readiness curriculum that includes SEL elements. In addition to these curricula, NMS and NHS both have well-established Positive Behavior Interventions and Supports (PBIS) and other school climate initiatives such as WEB (Where Everybody Belongs) at NMS and LINK at NHS. Further, at NHS there are well established peer helpers teams, supporting student academic success (Academic Student Coaches) and social emotional wellness (Students Supporting Students – SSS). SSS has logged well over 1500 peer helping contacts since it started 2.5 years ago and SSS team member logged contacts indicate that school stress, peer relationships, and mental health concerns are among the most frequent topics for supported conversations. The high school also has instituted a FLEX hour as an opportunity in our day to promote adult-student relationships, give students access to stress-relieving activities, and provide equitable access to academic help or program participation. In addition, we have an Multi-Tiered Systems of Support (MTSS) Study Center and our nationally recognized TORCH (Tackling Obstacles Reaching College Hopes) program that provide safe spaces for connecting with our crew of six Americorps Promise Fellows for consult, mentoring and academic and social-emotional support and connectedness. Finally, NMS and NHS have partnered with our local therapeutic community to provide school-based mental health supports with embedded therapists from Fernbrook and Healthfinders, and outreach programs from Allina Health's Change to Chill programming. All of our existing programming is coordinated by our school-based teams that address our buildings' SEL needs. These include our MTSS and student support teams as well as our climate teams. These teams include school administrators, psychologists, counselors, social workers, English Language teachers, MTSS, EL ad TORCH interventionists, general education and special education staff. Teams examine collected data around student engagement, attendance, and academics, and evaluate current programming and adjust for student success.

NMS and NHS also work extensively with our community partners to ensure *all* Northfield youth have access to supportive programs, environments and adults that can facilitate their emotional growth and promote their mental wellness through safe and caring relationships and access to factual and relevant information. NHS and NMS have representative members on the Social Emotional Learning Action Team of the Northfield Promise (NP), a collective impact community organization. Our NP SEL Action Team charge is to ensure that our middle and high school students have connections to caring adults, exhibit physical, social and emotional well-being, and report feeling engaged in their community. On this community-wide team we partner with

members of the therapeutic community, the Northfield Union of Youth, the Area Learning Center, Northfield Healthy Community Initiative's Youth on Boards program, the Rice County Chemical and Mental Health Collective and Arcadia Charter School. This action team has supported the training of hundreds of adults in Rice County in YMHFA, the development of CYAN a community support group for GLBTQ youth, community discussions about how to support our students' mental wellness, including a screening of and panel discussion about Angst, a documentary about adolescent anxiety, the KEY – a community youth drop-in center, and the SEL efforts at Arcadia charter school such as restorative justice and developmental design. Lastly, this group partnered with youth leaders on SSS, the District Youth Council's Diversity and Mental Health subcommittees and academic student coaches to bring three Youth Data Summits to Northfield. Action steps developed by the youth about the youth programming adults have developed has guided our efforts as we continued to attempt to meet the social and emotional learning and mental wellness needs of our youth that will allow them to flourish with good mental health.

Because bringing the youth voice to the process has proven to be a powerful, rewarding and successful strategy, we are seeking funds to significantly expand our ability to engage our youth as investigators into, and advocates for, their own social emotional support needs. Embracing the ethos of "nothing about us without us" we aim to engage our youth in a partnership in further examination of our data by training them as the principal investigators into the factors that contribute to some of our alarming student survey data points. Then, the fruits of that authentic, youth-led, youth-empowered, and youth-engaged research will be used to guide the program and professional development of our community members, principally at NMS and NHS with extensive collaboration with the Northfield Union of Youth, TORCH, the KEY, ALC, and Arcadia Charter School. But first, we will respond to the needs identified by the youth in the previous data summits with expanded professional development in the areas of identified need: strategies for supporting our youth's emotional needs in school, recognizing the complex trauma stories of our youth, and increasing community awareness of and investment in the social and emotional needs of our youth.

In year one of the grant, we seek funding for:

1. \$3000 – Two licenses, one for the documentary LIKE (youth and social media) and one for the documentary ANGST (youth in the age of anxiety) and professional facilitator fees for school and community films with facilitated conversation around the factors that strain our youth mental health – including sleep, peer and community conflict.
2. \$1500 – Training for our youth in a peer-peer suicide prevention program (e.g. Signs of Suicide or Teen-Youth Mental Health First Aid, both Evidence Proven Practices)
3. \$10,000 – Expanded Student Supporting Students training at a community level – including training students at the ALC, KEY (and Arcadia) to be Peer Helpers

In year two of the grant, we seek funding for:

1. \$2000 – Mindfulness training for staff, provided through the Mindful Schools credentialing program.
2. \$ 5000 – Market research training for our youth investigative corps (e.g Girl Effect TEGA program)

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3. \$8500 – Promise Fellow to provide the staff support and guidance to ensure the successful execution of our youth investigative efforts.