

FY23 Calming Spaces Application Cover Page

Option: Calming Space in Classrooms Calming Room Calming Cart
 Cooperative Region: CKEC GRECC KEDC KVEC NKCEDs OVEC
 SSCEC WKEC JCECES or state schools

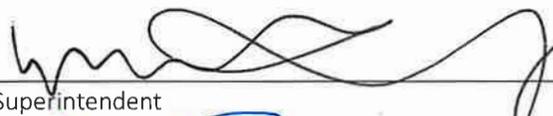
DISTRICT NAME	Boyd County Public Schools	
DISTRICT ADDRESS	1104 Bob McCullough Drive Ashland, Kentucky 41102	
SCHOOL 1 NAME	Ponderosa Elementary	
SCHOOL 1 ADDRESS	16701 Ponderosa Drive Catlettsburg, Kentucky 41129	
PRINCIPAL 1 NAME	Brian Eerenberg	Email: Brian.eerenberg@boyd.kyschools.us
SUPERINTENDENT	Bill Boblett	Email: Bill.boblett@boyd.kyschools.us
GRANT WRITER	Kelly Fox	Email: Kelly.fox@boyd.kyschools.us
GRANT CONTACT*	Kelly Fox	Phone: 606-928-7110 Email: Kelly.fox@boyd.kyschools.us

Fiscal Agent UI # [REDACTED]

Fiscal Agent SAM CAGE Code# [REDACTED]

*This person should be reachable during June 15- July 17, 2022 and have the authority to assist KDE staff with any budget and/or MOA issues.

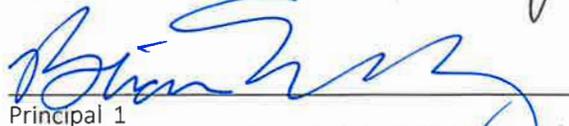
I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of grant and may impact future funding.



 Superintendent

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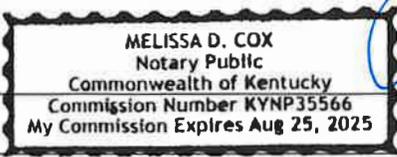
 Date



 Principal 1

5/26/22

 Date



 Notary

5/26/2022

 Date

Notary commission expiration date

FY23 Calming Spaces Additional Schools Supplement

SCHOOL 2 NAME	Cannonsburg Elementary	
SCHOOL 2 ADDRESS	12219 Midland Trail Road Ashland, KY 41102	
PRINCIPAL 2 NAME	Jon Stevens	Phone: 606-928-7131 Email: jon.stevens@boyd.kyschools.us
PRINCIPAL 2 SIGNATURE		
SCHOOL 3 NAME	Catlettsburg Elementary	
SCHOOL 3 ADDRESS	3348 Court Street Catlettsburg, KY 41129	
PRINCIPAL 3 NAME	Jeffery Frasure	Phone: 606-739-5515 Email: Jeffery.frasure@boyd.kyschools.us
PRINCIPAL 3 SIGNATURE		
SCHOOL 4 NAME	Summit Elementary	
SCHOOL 4 ADDRESS	830 State Route 716 Ashland, KY 41102	
PRINCIPAL 4 NAME	Sean Stewart	Phone: 606-928-6533 Email: Sean.Stewart@boyd.kyschools.us
PRINCIPAL 4 SIGNATURE		

Calming spaces will be located within every elementary school classroom, allowing teachers to monitor, assist and supervise the space during structured and unstructured classroom times throughout the day. It is important for the teachers to support the emotional wellbeing of the students while the space is in use. It is also vital that the space not be used in a disciplinary fashion in response to a few students' undesirable behavior but instead be seen as a tool that benefits all students in the classroom.

Implementing the calming spaces will create a safe space that will help all students self-regulate their emotions in the classroom setting. The contents of the calming space will belong to the school and the assigned room, and in the event that a teacher leaves their school, the calming space and its contents will remain in the classroom. The calming space has the opportunity to become a new normal, a part of students' daily routines, if used appropriately and effectively. The skills developed during students' elementary years will benefit their mental health and self-awareness through adulthood.

Part 2: Sustainability

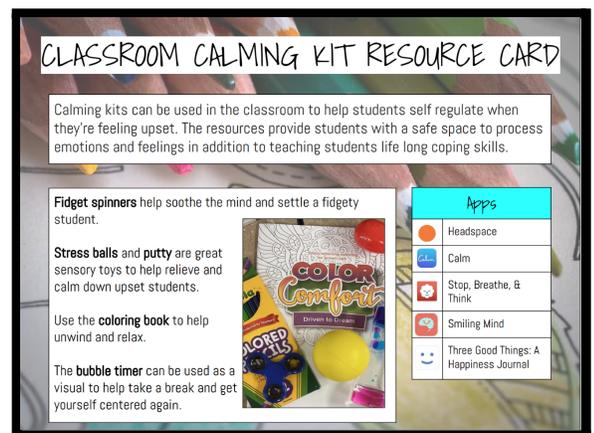
The sustainability plan will consist of school personnel buy-in and partnerships with community partners and the Boyd County Public Schools Family Resource Centers. School personnel buy-in will be a critical piece to sustainability. By implementing the project with fidelity, it is expected that behavior referrals will decrease. Positive relationships with peers and staff, as well as students' self-confidence, self-awareness and self-control are expected to increase. The positive outcomes of calming corners will demonstrate their value to school personnel, thus prioritizing their use and maintaining their locations in classrooms over time. It is expected that items within each calming space may need to be replenished or replaced after some time. The following partnerships could help with the sustainability of the calming spaces.

- *Boyd County Public Schools Family Resource Centers*
Through this partnership, every teacher in Boyd County (K-12) received a starting calming kit during the 2020-2021 school year. Pictured to the right is a resource card that was placed with every kit and sent to all teachers with the initial start up supplies that is pictured on the card.

The FRC has been instrumental in reaching all students and bridging the gap that exists due to the world-wide pandemic that has occurred over the past two years which has had a rippling effect on our communities, especially among our youth. They are continually helping meet the needs of students and address the mental health concerns that arise.

- *Mental Health Community Partners*

Through a memorandum of agreement, our school district has had the opportunity to create strong and supportive relationships with school-based therapists and school-based directors employed by community mental health agencies. Through this partnership they provide training for staff as needed, meet monthly to discuss student needs, and continue to meet the clinical needs of referred clients, which can include wrap-around services that positively impact students in and out of school. A new initiative through this collaborative partnership is called Camp Courage, a mental health wellness camp. Camp Courage will provide students opportunities to strengthen their social skills and interpersonal relationships and improve their emotional and mental health well-being. Students will learn healthy coping strategies and engage in skills that will help rewire negative thought patterns and help regulate emotions. Students will create tools to help calm emotions in



addition to receiving supplies to continue healthy habits while at home. Supplies may include - but are not limited to - yoga mats, diffusers, journals, colored pencils, & books.

Part 3: Student Engagement and Voice

Student voice and engagement is an essential factor in the creation and use of the calming space. It is important for the teacher to consider what needs his/her students may have and what the desired outcome is for using the space. The calming corner should never be a forced activity but given as a choice for students. Having known expectations and consistency regarding the space allows students and teachers to have the same knowledge and understanding about the proper use of the calming area.

If students have a shared understanding of the who, what, when and why for the space then each student has a shared responsibility and ownership. With this shared responsibility comes the upkeep for the space. It will be necessary for students to understand that if an item gets broken, misused or taken out of the space that it will impact the other students. Part of this shared responsibility of the students' will be returning items to their designated spots so that the space is ready and available for the next student to use when needed. Over time, items will need to be replenished, and it will be important for the students to feel safe in sharing the needs of the space with their teacher.

Another way for students to have a voice in this project is for the teacher to survey/check-in with the students after they have used the calming space. The following questions could be used to reflect on their time and experience in the space:

- "How did you find the space helpful today?"
- "What strategy did you use today?"
- "After visiting the calm down corner, how did you feel?"
- "How could the calming corner be changed to meet your needs?"

It may be helpful to rearrange the space, as needed, once the students begin using it regularly and teachers receive feedback. Teachers will listen and respond to their feedback regarding how the space could be improved to meet their needs.

Part 4: Informing Students

Calm Corner Lesson Plan

Purpose: Teach students about emotions and show them how to use the calm corner to self-regulate difficult emotions.

1. Begin the lesson with watching a video about emotions, such as the one linked below.
<https://www.youtube.com/watch?v=dOkYKyVFnsS>
2. Discuss emotions that students may feel during the school day.
3. Ask students if they have felt difficult emotions, such as frustration, anxiety, anger, or sadness. Ask, "What does it feel like?" "How do you work through those feelings?"
4. Mention that some people like to be alone when they work through hard feelings. Ask students if they have a place at home where they can be alone. Inquire about what they do in that space.
5. Share with students that they have a calm space in the classroom, where they can go when they need to take a break and find calm.
6. Show them where the calm corner is located in the classroom and note its boundaries.
7. Model how to go to the calm corner. Emphasize that students should move quickly and silently.
8. Once in the corner, explain that students should identify how they feel, then choose a calming strategy.
9. Many calming strategies involve tools. Share with students the tools that make up their calm corner. Note that the items are called tools, instead of toys, because they are meant to be used for calming down, not playing with. Explicitly teach and model how to use each tool and how to take care of it. For example, show and explain that a pipe cleaner will always stay in our hands (not in the air or on the floor) and that we may squeeze it, run our fingers over the bristles, or wrap it around our fingers. After using the pipe cleaner, model straightening it out and putting it back in its designated space in the calming corner.
10. After the description of each tool, pass the tool to students, asking them to touch/use it for 10 seconds before passing it to their classmate.
11. Once each student has had the opportunity to use each tool, have a discussion about how using the tools made them feel. Ask if anyone has a favorite tool. How/when would they use it?
12. Remind the class that the calm corner is a place to go to when they need a place to work through feelings. It is not to be used for play time or to get out of work. Students will be expected to complete their assignments upon returning to their desks.
13. Next, have the class create expectations for the calm corner. Provide a chart with two columns: Do and Don't. Ask students to fill the rows with appropriate and inappropriate uses of the calm corner. An example is included below.
14. If students start to overuse the calm corner or stay in it longer than is expected, create a Calm Corner Pass system and place a timer in the corner. Inform students of the time limit and teach them how to set the timer.
15. Calm corner procedures and expectations should be re-taught after long breaks.

Calming Corner Expectations	
Do	Don't
Stay quiet	Talk to neighbors or make noises
Use tools correctly	Break tools
Return to your seat when you feel calm	Stay in the corner to avoid work

Part 5: Student Wellness

Wellness matters at Boyd County Public Schools. The district mental health team, which includes our district safe schools coordinator, district school psychologist and district school counselor leader, is taking every step to meet the mental health needs of our students and support the staff and families in this effort.

Over the past two years, the team has created a district trauma informed care plan and a google classroom to support teachers with resources and module videos regarding teaching with a trauma-informed lens and becoming a trauma-informed school. The team has also distributed the Wellness Matters district newsletter monthly to staff as a resource, and created a Wellness Matters support website for staff, students, and families.

In addition to these efforts, monthly meetings with our mental health community agencies are occurring. During the 2020-2021 school year, 125 elementary students received school-based mental health services through our MOA providers. In the 2021-2022 school year, 184 elementary students received services, a 47% increase over the previous year. When analyzing the district's behavioral data, 70.5% of elementary behavior referrals occurred within the classroom setting. It is evident that our schools would benefit from adding calming spaces to all of our elementary classrooms. While students' mental health and behavioral needs are being addressed, we continue to see numbers rising and teachers needing more training and support to help address behaviors and low academic performance in their classrooms.

In the fall of 2021, BCPS administered a risk and resiliency survey through Terrace Metrics. The comprehensive assessment tool was used to inform schools of the overall behavioral health and well-being of its students. The survey measured social, behavioral and psychological strengths known to contribute to positive school and learning experiences in addition to levels of distress and risk behaviors. According to the Terrace Metrics Resiliency Assessment Summary of Results report, "Youth who do not possess strengths and/or who report high distress are more likely to experience poor academic, interpersonal and social outcomes. These outcomes include (a) dropping out of school, (b) expressing high psychological distress, and (c) reporting high interpersonal distress, which may include experiencing peer victimization and ostracism. Without intervention, many of these students will continue to display poor functioning as adults." The survey was administered to students in grades 3-12. The results of the survey allowed school champions - school counselors and administrators - to follow up with any students who fell into an at-risk or moderate concern category, meaning that their depression scale fell in the at-risk range and/or they endorsed the self-harm ideation item. The middle school's response was beyond our imagination with over 67% of 6th and 7th graders falling into these categories. Once again, this is further evidence that student mental health concerns are on the rise.

The calming space mini grant initiative will have a substantial impact on student wellness. As mentioned above, many of our students are receiving services to address mental health needs but that is typically for just one hour, one day a week. Unfortunately, many students need support more often than that, and some students, due to a variety of barriers, are not receiving the help they need. By implementing calming spaces in every elementary classroom, resources will be accessible to **all** students, not just those receiving mental health services. All students will partake in classroom counseling lessons focusing on understanding their emotions and classroom teachers will teach on the effectiveness of the tools located within the calming space. In addition, teachers and counselors can share the online virtual calming room, located on the Wellness Matters district website, as another resource if the calming space is occupied at the time a student needs it. Students will then be able to practice these skills and transfer what is learned to the home setting. By teaching accessibility and use of the new space and how to engage

properly with the tools, we are equipping students for a better future; academically, socially and emotionally.

Part 6: Parent, Family and Community Engagement

Involving parents, family, and community members is important for the sustainability of the space and supporting students to use tools and skills effectively at home. Consistency is key! Therefore, engaging all stakeholders not only benefits the students but others as well. A few ways that this initiative can be shared electronically are as follows: classroom newsletters, Google Classroom, IC and REMIND messages, Wellness Matters District monthly newsletter, and through the Wellness Matters resource site for staff, students and families. Classroom photos of the area will be important to share, along with the expectations and how to use each tool located in the calming space.

Sharing the new initiative is the first step, but having parents and family members experience the space first-hand helps them to understand the importance of being able to help their child self-regulate. The first opportunity would be during open house and beginning of school activities while families are visiting their child's classroom for the first time. Another opportunity would be during parent-teacher conferences. Giving the child the opportunity to share their experiences with parents will be the most powerful tool in engaging parents, families and community members. Observing behaviors over a period of time will show if the tools and strategies are changing the child's behavior or decreasing the time it takes to self-regulate. By opening up these opportunities to share their experiences, families may choose to create their own calming space for children in their own homes.

Part 7: Social-Emotional Learning Tier 1

Boyd County Public Schools has a variety of Tier 1 initiatives being implemented at the elementary level to meet the mental health and behavioral needs of our students. These school-wide interventions are determined by school leadership which includes administration, counselors, SPED site managers and teacher leaders. Other teams that are consulted include the district mental health team and district and school level MTSS teams. Below is a non-exhaustive list of current initiatives being implemented at the school level:

- Comprehensive School Counseling Programs
- Bullying Behavior Prevention and Education Lessons
- Character Education
- Classroom Counseling Lessons
- Crisis Response
- Parent/Teacher/Student Conferences
- Risk and Resiliency Screener
- Schoolwide SEL Programs:
 - Second Step
 - Overcoming Obstacles
 - Mind UP
 - Student Success Skills
 - Core Essentials
 - Kelso's Choices
- Substance Abuse Prevention
 - D.A.R.E.
 - Too Good for Drugs
- Parent Engagement Activities

New Tier 1 initiatives to be implemented during the 2022-2023 school year include District-wide PBIS and district-wide implementation of the CharacterStrong curriculum through a project called Strong Students + Strong Families. This curriculum establishes a strong foundation of social & emotional skills among students by teaching healthy habit development, social awareness strategies, and empathy building techniques. The curriculum aligns with five components of social emotional learning defined by The Collaborative for Academic, Social and Emotional Learning (CASEL). Character Strong is relevant to students' lives because it helps foster positive relationships between all stakeholders. The focus on families in this curriculum provides intentional opportunities to deepen and develop relevant skills to become productive citizens of our school communities. Through thought-provoking activities, students are challenged to apply their learning with their families. The universal interventions are for all students. The purpose of these interventions is to be preventive and proactive in addressing the social-emotional needs of our students. Stakeholder input has driven the need for our current district-wide Tier 1 interventions based upon observations of internal and external factors in addition to the increase in referrals to our school counselors and referrals to school-based therapists.

Part 8: Budget

Please see the attached detailed budget allowing for anticipated expenses for the 66 classroom calming spaces. The projected budget totals \$10,000. Items included in the budget are as follows: cushions, rugs, lava lamps, stress balls, assortment of handheld fidgets, calming books and journaling supplies such as markers, colored pencils, pipe cleaners, coloring sheets. Boyd County Public Schools historically grants matches, but at this time the district is not matching funds. Although, should the grant be awarded, additional training for professional development will be provided during the district mini conference and at the individual schools level. Community mental health partners will be encouraged/asked to provide materials or trainings for the sustainability of the project. In addition to these efforts, students will have the option to visit the virtual calming room located on the District Wellness Matters Website under resources for staff and families.

Parts 9 and 10: Prior Professional Development Training & Additional Training

Prior Professional Development Training

During the 2021-2022 school year, BCPS staff members were offered a variety of professional development training related to social-emotional learning.

- Special Education staff were encouraged to attend a Zoom webinar on Developing a Trauma-Informed Approach to IEP Development on July 27, 2021. As a result of this training, teachers are using a trauma-informed lens to determine program offerings for students who meet eligibility requirements.
- On September 8, 2021 and November 11, 2021, staff were offered training on the Zones of Regulation and ways in which they can be implemented easily into the classroom. The Zones of Regulation is a program created by occupational therapist Leah Kuypers. "The Zones of Regulation creates a systematic approach to teach regulation by categorizing all the different ways we feel and states of alertness we experience into four concrete colored zones. Integrating in cognitive behavior therapy, students build skills in emotional and sensory regulation, executive functioning, and social cognition. The framework is designed to help move students toward more independent regulation while also honoring and respecting each student and their unique

self." (Kuyppers, 2021) As a result, teachers, staff and students are using a common language to address feelings in an effort to promote positive manifestations of behaviors.

- On May 10, 2022, staff attended a training session regarding Dr. Ruby Payne's Emotional Poverty. As a result, administrators and teachers gained increased knowledge and understanding of potential areas of need when assisting students who are ill-equipped to regulate emotions effectively.

Additional Training

At the beginning of the 2022-2023 school year, staff will watch six module videos located in the BCPS Trauma Informed Care for Educators google classroom. Staff will Sign-in using a google form stating the date of the video completion. Within the google classroom, there will be resource pages to support the video content in addition to TICE general Resources.

If awarded the grant, during the district-wide mini-conference, professional development will be provided to each staff member regarding the setup and use of calming spaces in their classrooms. School-level trainings and individual consultation will be provided on an as-needed basis to inform those who are unable to attend the mini-conference or who may require additional support.

BCPS staff will receive PBIS and CharacterStrong training and support in the 2022-2023 school year.

Part 11: District Trauma Plan

Please see the attached Trauma Informed Care Plan that was approved by Boyd County Board of Education on June 15, 2021.

District Budget Worksheet

Instructions: Indicate the MUNIS Object Code, provide a description and amount to be expended. While matching funds are not a requirement of the grant, the ability and willingness of the district and its partners to leverage other funds and services is a key sign of capacity and potential sustainability of the project.

Please refer to the ESSER II funding matrix for allowable object codes: [ESSER I](#) [ESSER II](#) and [ARP-ESSER Funding Matrix102521](#).

MUNIS Code	Description (Explanation of Expenditure; Source of Match)	Amount Budgeted	Amount Matched
0610	<p>Calming corner materials for up to 66 elementary classrooms with specific set of supplies for each classroom. The following items to be included:</p> <p>Environmental Needs:</p> <ul style="list-style-type: none"> • Oriental Trading SoftScape Bean Cushions. Cushions come in a variety of calming colors of gray and blue tones. The cushion has a textured non-slip base to help reduce sliding while in use. Quantity Needed 17 – 4 piece sets @ \$69.00 (Total = \$1,173.00) • Amazon Fluffy Rug Quantity Needed 66 @ \$23.99 (Total = \$1584.00) • Amazon Lava Lamp, 14.5 inches, Graffiti Globe and Black Base Quantity Needed 43 @ \$19.99 (Total = \$860.00) • Amazon Jelly Fish Lava Lamp, LED Fantasy Jellyfish Lamp with Color Changing Lights Effect with 4 Jelly Fish Remote Control Aquarium Tank Quantity Needed 23 @ \$36.99 (Total = \$851.00) • Amazon Swity Home 15 Pack 5-minute timers Quantity Needed 6 @ \$10.99 (Total = \$66.00) 	\$5031.00	\$0.00

MUNIS Code	Description (Explanation of Expenditure; Source of Match)	Amount Budgeted	Amount Matched
	<ul style="list-style-type: none"> • Amazon MYARO 12 Packs Lavender Scented Sachets Air Freshener Quantity Needed 6 @ \$11.89 (Total = \$72.00) • Amazon Globe String Lights, 33 Feet 100 Led Fairy Lights Plug in, 8 Modes with Remote Mini Globe Lights for Indoor Outdoor Quantity Needed 25 @ \$16.99 (Total = \$425.00) 		
0610	<p>Handheld Fidgets:</p> <ul style="list-style-type: none"> • Amazon Fidget Toy Assortment – 42 Pc. Set (Includes: Storage Container, 2 bubble fidget toy, 1 wacky tracks, 1 basketball stress ball, 4 pop tubes, 1 football stress ball, 8 candy shape clays, 1 puzzle ball, 6 mochi squishies, 4 stretchy strings, 1 mini plastic spinner, 5 fidget ring finger massage ring, 1 spring coil, 1 magic cube, 1 mini football spinner, 1 snap and clip snake, 3 stretchy strings bracelet, 1 push bubble fidget spinner) Quantity Needed 66 Sets @ \$21.99 (Total = \$1,452.00) • Amazon Stress Ball Set – 12 pack Variety of colors and materials Quantity Needed 12 Sets @ \$22.95 (Total = \$276.00) • Amazon Expandable Breathing Colorful Inflatable Ball for practicing breathing Quantity Needed 66 @ \$13.99 (Total = \$924.00) • Amazon KASEMI Pipe Cleaners – 1000 pcs. 20 assorted colors and 12 inch stems Quantity Needed 1 @ 21.99 (Total = \$22.00) 	\$2,674.00	\$0.00

MUNIS Code	Description (Explanation of Expenditure; Source of Match)	Amount Budgeted	Amount Matched
0610	<p>Journaling Supplies:</p> <ul style="list-style-type: none"> • Amazon Mini Plain Journals – 30 pack 6 Assorted Colors: yellow, green, pink, red, purple, and blue. 24 sheets per journal, Size 4.3 X 5.5 Quantity Needed 66 @ \$19.99 (Total = \$1,320.00) • Amazon Madisi Colored Pencils Bulk – Pre-Sharpended – 72 Packs of 12 Count Quantity Needed 1 – 72 pack @ 62.99 (Total = \$63.00) • Amazon Color Swell Super Tip Washable Markers Bulk 50 Pack @\$68.00 (Total = \$68.00) 	\$1,451.00	\$0.00
0643	<p>Literature Resources:</p> <ul style="list-style-type: none"> • Paperback: <i>Alphabreaths: The ABCs of Mindful Breathing</i> Quantity Needed: 12 @ \$12.69 (\$153.00) • Paperback: <i>Breathe like a Bear: 30 Mindful Moments for Kids to feel calm and Focused Anytime</i> Quantity Needed: 11 @ \$12.99 (\$143.00) • Paperback: <i>Mindfulness is your Superpower: a book about finding Focus and Cultivating Calm</i> Quantity Needed: 11 @ \$7.99 (\$88.00) • Paperback: <i>Find Your Calm: A mindful approach to relieve anxiety and grow in your bravery.</i> Quantity Needed: 11 @ \$12.95 (143.00) 	\$844.00	\$0.00

MUNIS Code	Description (Explanation of Expenditure; Source of Match)	Amount Budgeted	Amount Matched
	<ul style="list-style-type: none"><li data-bbox="402 327 971 474">• Paperback: <i>Coping Skills Workbook for Kids</i>: Over 75 coping strategies to help kids deal with stress, anxiety and anger Quantity Needed: 22 @ \$14.39 (\$317.00)		
	TOTAL Budget Amount	\$10,000	

Mission: Boyd County Public Schools are committed to creating trauma-informed, resilience-building and culturally competent environments district wide and in all of our schools where students, faculty, staff, and families feel physically and psychologically safe. We recognize the impact trauma can have on students and staff across multiple areas including but not limited to academics, behavior, and social emotional success. We are committed to promoting the six guiding principles of trauma informed systems – safety; trustworthiness and transparency; peer support; collaboration and mutuality; empowerment, voice and choice; and equity – for all students and staff in order to maintain a trauma-informed climate and culture that builds resilience, promotes positive mental health and wellness, and maximizes learning to reach our potential.

Team Members: School Administrators, School Counselors, School-based Mental Health Clinicians from Community Partner Agencies, Family Resource and Youth Services Coordinator, School Resource Officer, School Nurses, Teacher and any other school or district personnel.

<p>Tier 1: Universal Promotion & Prevention</p>	<p>Tier 2: Supplementary/ Targeted Promotion & Prevention, Early Identification & Early Intervention</p>	<p>Tier 3: Intensive/ Individualized Prevention, Promotion & Intervention</p>
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School Safety and Resiliency Act (SSRA) Section 4. KRS 158.4416

- a. Enhancing trauma awareness throughout the school community
- b. Conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity
- c. Developing trauma informed discipline policies
- d. Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students
- e. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student

<p style="text-align: center;">Tier 1: Universal Promotion & Prevention</p>		<p style="text-align: center;">Implementing trauma-informed & resilience-building practices to address SSRA components:</p>			
<p style="text-align: center;">SSRA Component <i>Related Practices</i></p>	<p style="text-align: center;">Strategies/Practices</p>	<p style="text-align: center;">Data Points</p>	<p style="text-align: center;">Resources</p>	<p style="text-align: center;">Timeline</p>	<p style="text-align: center;">Action Step</p>
<p>A. Enhancing trauma awareness throughout the school community</p>	<p>Annual staff training in trauma-informed & resilience-oriented practices, including building staff resilience</p> <p>“new employee” training throughout the year</p> <p>Provide families with resources and information about trauma & resilience</p> <p>Host informational events to raise awareness across the entire community</p>	<p>Number of staff who complete training</p> <p>Staff pre & post-assessments</p> <p>New hires who complete training</p> <p>Number of parent resources shared</p> <p>Number of events about trauma & resilience</p> <p>Number of community providers engaged</p>	<p>KDE Training Supports/ KDE Trauma Toolkit</p> <p>Center on Trauma & Children</p> <p>Regional Special Education Coops TICE trainers</p>	<p>2021-22 school year</p>	<p>Identify TICE training resources</p> <p>Identify training opportunities on PD calendar 2021-2022 school year</p> <p>Schedule TICE PD</p> <p>Schedule & hold 2 family events</p> <p>Connect with community partners, to identify opportunity for community awareness events</p>

KRS 158.4416 Implement Trauma-Informed Approach

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
A. Enhancing trauma awareness throughout the school community	Mental Health Newsletters Youth Mental Health First Aid Training (District Staff)	Number of newsletters		2021-2022 SY	Collaborate with district staff to create mental health newsletter

SSRA Component <i>Related Practices</i>	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>B. Conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity</p>	<p>Survey students, families, staff</p> <p>Student-led school climate audit</p> <p>Use PBIS school climate tool</p> <p>Use equity tool to assess policies & practices</p> <p>Examine level of organizational support to staff</p> <p>Culture and Climate Survey</p>	<p>Survey data</p> <p>Student discipline data</p> <p>PBIS School Climate Tool (STOP Grant 2021-24)</p> <p>Program data (Bullying Prevention, mindfulness, SEL, PBIS)</p> <p>Staff turnover rates</p>	<p>Midwest PBIS/ PBIS.org</p> <p>KDE MTSS web resources</p> <p>CASEL</p> <p>Kentucky Student Voice Team</p> <p>Great Lakes Racial Equity Tool</p> <p>STSI-OA (Secondary Traumatic Stress Inventory-Organizational Assessment)</p>	<p>Surveys completed by June 2022</p> <p>Summary & report out of findings, Fall 2022</p>	<p>Identify survey tools & mechanism for data collection (e.g. google forms, surveymonkey, qualtrics, etc.)</p> <p>Analyze, aggregate existing data</p> <p>Launch new surveys by March 2022</p> <p>Develop process for selecting participants</p>

SSRA Component <i>Related Practices</i>	Strategies/Practices	Data Points	Resources	Timeline	Action Step
C. Developing trauma informed discipline policies	Positive behavior supports/ PBIS Restorative practices De-escalation training for designated staff. Routine self-regulation & calming strategy practice Enhancing emotional vocabulary Teach about brain stress response/ SEL Anti-bullying program Safe Crisis Management training for designated staff	Office discipline referrals Implementation of restorative/ anti-bullying programs Implementation & utilization of PBIS, SEL, self-regulation, etc. Staff completion of Safe Crisis Management training	KDE Tool on TI Disciplinary System Restorative Practices Resource CASEL Midwest PBIS/ PBIS.org Safe Crisis Management	Convene workgroup August 2021 Data analysis August – December 2021 Develop Plan January-February 2022 Present draft plan March 2022 Begin Implementation July 2022 Evaluation July 2022	Convene workgroup or members from PBIS & Trauma teams Analyze existing data Workgroup shares proposed plan with Trauma Team Implement plan Monitor & assess process (plan implementation) & outcome (impact)

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>D. Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students</p>	<p>Remind staff to observe Handle With Care-identified students using a trauma & resilience lens</p> <p>Emphasize universal trauma-informed and resilience-building approaches</p> <p>Refer for supplementary supports & services as needed</p> <p>Human Trafficking per KDE</p>	<p>Number of HWC calls</p> <p>Number & type of follow-up activities with those students (e.g. refer to MH services)</p>	<p>DOCJT HWC Video</p> <p>KDE HWC Tool in Trauma Toolkit</p>	<p>Develop data collection system to be able to start ASAP</p>	<p>Connect with local law enforcement to find location of HWC program</p> <p>Identify school HWC contact</p> <p>Sign up for HWC notification</p> <p>Develop in-school notification plan</p> <p>Develop system to record number of calls, age/ grade of students involved</p>

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>E. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student</p>	<p>Implement staff advising to promote staff-student relationship & connection</p> <p>Leadership check-in to support staff in establishing relationships with all student</p> <p>Adopt MTSS model to connect universal activities such as SEL, PBIS and Restorative Practices, anti-bullying to trauma-informed and resilience-building practices and policies</p>	<p>Attendance</p> <p>Guardian Contact Log</p> <p>Implementation of programs/ strategies</p> <p>Staff satisfaction</p> <p>Office Discipline Referrals</p> <p>Behavioral Health Universal Screener</p> <p>Referral Data: Parents, Students, Teachers, Staff, Counselors, Outside</p> <p>Risk Assessments</p> <p>Culture and Climate Survey</p>	<p>KDE Trauma Toolkit</p> <p>Project AWARE TICE Learning Collaborative</p> <p>CTAC Peer Affinity Network</p> <p>www.traumasensitive schools.org</p>	<p>Calm Kits by January 2022 for new staff and offices</p> <p>Student advising 2021-22 school year</p> <p>Staff meeting check-ins Fall 2021</p>	<p>Create workgroup for calm kits design & creation</p> <p>Secure funding for calm kits, purchase & deliver</p> <p>Train staff in mindfulness activities</p> <p>Divide students into advising groups; begin 2021-2022 school year (ie homeroom, AA)</p> <p>Staff meetings begin & end with check-in</p> <p>Implement Tier 1 PBIS with fidelity in all schools district wide</p> <p>Social Emotional Curriculum taught K-12</p>

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>E. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student</p>	<p>Semi-annual equity tool analysis of programs to check equitable implementation & accessibility of supports and services to all students & families</p> <p>Calm kit in every classroom & designated offices (admin, counselor, nurse, etc.)</p> <p>Start & end staff meetings with mindful/center check-in to model process</p> <p>Review crisis response plan to ensure it is trauma-informed</p> <p>Positive Behavioral Interventions and Supports</p>				<p>Create and implement referral pathway for the following:</p> <ul style="list-style-type: none"> -Student self referral -Teacher/Staff student referral -Family/Community referral -Counselor/Psych/FRC referral to Outside Agency or wrap around supports

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SSRA Component <i>Related Practices</i>	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>E. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student</p>	<p>Social Emotional Learning Curriculum</p> <p>Substance Use Disorder Curriculum</p> <p>Referral Pathway for student supports and services</p> <p>Suicide Prevention</p> <p>Trauma Informed Care for Educators Overview Trauma & the brain Secondary Traumatic Stress & Self Care Self regulation & Co-regulation Trauma & Resilience Trauma Strategies Schoolwide Classroom</p> <p>Threat Assessment</p>				

<p>Tier 2: Supplementary/ Targeted Promotion & Prevention, Early Identification & Early Intervention</p>		<p>Implementing trauma-informed & resilience-building practices to address SSRA components:</p>			
<p>SSRA Component <i>Related Practices</i></p>	<p>Strategies/Practices</p>	<p>Data Points</p>	<p>Resources</p>	<p>Timeline</p>	<p>Action Step</p>
<p>A. Enhancing trauma awareness throughout the school community</p>	<p>Check-in/Check-out Social Skills Groups K-12 Mentor Program</p>	<p>District data collection</p>	<p>https://cbitsprogram.org/ https://www.atspro.org/ https://nationalmentorresourcecenter.org/</p>	<p>2021-2022 School year</p>	<p>Train designated staff in TICE SEL curriculum Train district mental health staff in CBITS FRYSC Coordinators will coordinate implementation of mentor program in all secondary schools Train staff in check in/Check out</p>

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SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>B. Conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity</p>	<p>Survey students, families, staff</p> <p>Student-led school climate audit</p> <p>Use PBIS school climate tool</p> <p>Use equity tool to assess policies & practices</p> <p>Examine level of organizational support to staff</p> <p>Culture and Climate Survey</p>	<p>Survey data</p> <p>Student discipline data</p> <p>PBIS School Climate Tool</p> <p>Program data (Bullying Prevention, mindfulness, SEL, PBIS)</p> <p>Staff turnover rates</p>	<p>Midwest PBIS/ PBIS.org</p> <p>KDE MTSS web resources</p> <p>CASEL</p> <p>Kentucky Student Voice Team</p> <p>Great Lakes Racial Equity Tool</p> <p>STSI-OA (Secondary Traumatic Stress Inventory-Organizational Assessment)</p>	<p>Surveys completed by June 2022</p> <p>Summary & report out of findings, Fall 2022</p>	<p>Identify survey tools & mechanism for data collection (e.g. google forms, surveymonkey, qualtrics, etc.)</p> <p>Analyze, aggregate existing data</p> <p>Launch new surveys by March 2022</p> <p>Develop process for selecting participants</p>

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>C. Developing trauma informed discipline policies</p>	<p>Check-in/Check-out Positive behavior supports/ PBIS Restorative practices De-escalation training for designated staff. Routine self-regulation & calming strategy practice Enhancing emotional vocabulary Teach about brain stress response/ SEL Anti-bullying program Safe Crisis Management training for designated staff</p>	<p>Office discipline referrals Implementation of restorative/ anti-bullying programs Implementation & utilization of PBIS, SEL, self-regulation, etc. Staff completion of Safe Crisis Management training</p>	<p>KDE Tool on TI Disciplinary System Restorative Practices Resource CASEL Midwest PBIS/ PBIS.org Safe Crisis Management</p>	<p>Convene workgroup August 2021 Data analysis August – December 2021 Develop Plan January-February 2022 Present draft plan March 2022 Begin Implementation July 2022 Evaluation July 2022</p>	<p>Convene workgroup or members from PBIS & Trauma teams Analyze existing data Workgroup shares proposed plan with Trauma Team Implement plan Monitor & assess process (plan implementation) & outcome (impact)</p>

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>D. Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students</p>	<p>Remind staff to observe HWC-identified students using a trauma & resilience lens</p> <p>Emphasize universal trauma-informed and resilience-building approaches</p> <p>Refer for supplementary supports & services as needed</p> <p>Human Trafficking per KDE</p>	<p>Number of HWC calls</p> <p>Number & type of follow-up activities with those students (e.g. refer to MH services)</p>	<p>DOCJT HWC Video</p> <p>KDE HWC Tool in Trauma Toolkit</p>	<p>Develop data collection system to be able to start ASAP</p>	<p>Connect with local law enforcement to find location of HWC program</p> <p>Identify school HWC contact</p> <p>Sign up for HWC notification</p> <p>Develop in-school notification plan</p> <p>Develop system to record number of calls, age/ grade of students involved</p>

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>E. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student</p>	<p>Check-in/Check-out Social Skills Groups K-12 Mentor Program</p>	<p>District data collection</p>	<p>https://cbitsprogram.org/ https://www.atspro.org/ https://nationalmentoringresourcecenter.org/</p>	<p>2021-2022 School year</p>	<p>Train designated staff in TICE SEL curriculum Train district mental health staff in CBITS FRYSC Coordinators will coordinate implementation of mentor program in all secondary schools Train staff in check in/Check out</p>

<p>Tier 3: Intensive/ Individualized Prevention, Promotion & Intervention</p>		<p>Implementing trauma-informed & resilience-building practices to address SSRA components:</p>			
<p>SSRA Component <i>Related Practices</i></p>	<p>Strategies/Practices</p>	<p>Data Points</p>	<p>Resources</p>	<p>Timeline</p>	<p>Action Step</p>
<p>A. Enhancing trauma awareness throughout the school community</p>	<p>Trauma Informed Safety Plan Trauma Informed 504 Trauma Informed IEP Trauma-Informed Behavior Support Plan</p>	<p>District data collection</p>	<p>https://cbitsprogram.org/ https://www.atspro.org/ https://nationalmentoringresourcecenter.org/</p>	<p>2021-2022 School year</p>	<p>Train all staff in implementation of Trauma Informed Safety Plan Train all staff in implementation of Trauma Informed 504 Train all staff in implementation of Trauma Informed IEP Train all staff in implementation of Trauma Informed Behavior Support Plan</p>

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>B. Conducting an assessment of the school climate including but not limited to inclusiveness and respect for diversity</p>	<p>Survey students, families, staff</p> <p>Student-led school climate audit</p> <p>Use PBIS school climate tool</p> <p>Use equity tool to assess policies & practices</p> <p>Examine level of organizational support to staff</p> <p>Culture and Climate Survey</p>	<p>Survey data</p> <p>Student discipline data</p> <p>PBIS School Climate Tool</p> <p>Program data (Bullying Prevention, mindfulness, SEL, PBIS)</p> <p>Staff turnover rates</p>	<p>Midwest PBIS/ PBIS.org</p> <p>KDE MTSS web resources</p> <p>CASEL</p> <p>Kentucky Student Voice Team</p> <p>Great Lakes Racial Equity Tool</p> <p>STSI-OA (Secondary Traumatic Stress Inventory-Organizational Assessment)</p>	<p>Surveys completed by June 2022</p> <p>Summary & report out of findings, Fall 2022</p>	<p>Identify survey tools & mechanism for data collection (e.g. google forms, surveymonkey, qualtrics, etc.)</p> <p>Analyze, aggregate existing data</p> <p>Launch new surveys by March 2022</p> <p>Develop process for selecting participants</p>

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SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>C. Developing trauma informed discipline policies</p>	<p>Check-in/Check-out Positive behavior supports/ PBIS Restorative practices De-escalation training for designated staff. Routine self-regulation & calming strategy practice Enhancing emotional vocabulary Teach about brain stress response/ SEL Anti-bullying program Safe Crisis Management training for designated staff</p>	<p>Office discipline referrals Implementation of restorative/ anti-bullying programs Implementation & utilization of PBIS, SEL, self-regulation, etc. Staff completion of Safe Crisis Management training</p>	<p>KDE Tool on TI Disciplinary System Restorative Practices Resource CASEL Midwest PBIS/ PBIS.org Safe Crisis Management</p>	<p>Convene workgroup August 2021 Data analysis August – December 2021 Develop Plan January-February 2022 Present draft plan March 2022 Begin Implementation July 2022 Evaluation July 2022</p>	<p>Convene workgroup or members from PBIS & Trauma teams Analyze existing data Workgroup shares proposed plan with Trauma Team Implement plan Monitor & assess process (plan implementation) & outcome (impact)</p>

KRS 158.4416 Implement Trauma-Informed Approach

SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>D. Collaborating with the Department of Kentucky State Police, the local sheriff, and the local chief of police to create procedures for notification of trauma-exposed students</p>	<p>Remind staff to observe HWC-identified students using a trauma & resilience lens</p> <p>Emphasize universal trauma-informed and resilience-building approaches</p> <p>Refer for supplementary supports & services as needed</p> <p>Human Trafficking per KDE</p>	<p>Number of HWC calls</p> <p>Number & type of follow-up activities with those students (e.g. refer to MH services)</p>	<p>DOCJT HWC Video</p> <p>KDE HWC Tool in Trauma Toolkit</p>	<p>Develop data collection system to be able to start ASAP</p>	<p>Connect with local law enforcement to find location of HWC program</p> <p>Identify school HWC contact</p> <p>Sign up for HWC notification</p> <p>Develop in-school notification plan</p> <p>Develop system to record number of calls, age/ grade of students involved</p>

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SSRA Component <i>Related Practices</i>	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>E. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student</p>	<p>Trauma Informed Safety Plan</p> <p>Trauma Informed 504</p> <p>Trauma Informed IEP</p> <p>Trauma-Informed Behavior Support Plan</p> <p>SSET: Support for Students Exposed to Trauma</p> <p>Attendance</p> <p>TF-CBT:Trauma Focused Cognitive Behavior Therapy (Mental Health Professionals)</p> <p>CBT: Cognitive Behavior Therapy (Mental Health Professionals)</p>	<p>District data collection</p>	<p>https://ssetprogram.org/</p> <p>https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tier-s-of-intervention/</p> <p>https://www.tfcbt.org/</p> <p>https://www.apa.org/ptsd-guideline/patient-s-and-families/cognitive-behavioral</p> <p>www.Kedc.org</p>	<p>2021-2022 School year</p>	<p>Train all staff in implementation of Trauma Informed Safety Plan</p> <p>Train all staff in implementation of Trauma Informed 504</p> <p>Train all staff in implementation of Trauma Informed IEP</p> <p>Train all staff in implementation of Trauma Informed Behavior Support Plan</p> <p>Train school social workers in SSET</p> <p>Implement SSET</p> <p>FRYSC implement evidence based attendance interventions</p>

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SSRA Component Related Practices	Strategies/Practices	Data Points	Resources	Timeline	Action Step
<p>E. Providing services and programs designed to reduce the negative impact of trauma, support critical learning, and foster a positive and safe school environment for every student</p>	<p>Functional Behavior Assessment Counseling (School Counselor) Counseling (School Mental Health Practitioner) Counseling (School Psychologist)</p>				<p>Create MOU for Community and Private QMHPs Create referral pathway QMHPs implement TF-CBT & CBT</p>

District/School Trauma Plan			
Priorities	Action Step(s)	Outcome Data	Projected Timeline
Creating TICE Training Videos	District mental health team will create training videos	Sign-in forms and optional feedback	21-22 School year
Create TICE Google Classroom	District Mental Health Team will create google classroom to house training videos, sign-in sheets and resources	Staff will join the classroom.	21-22 School year
BCPS Mental Health Matters Support Google Site for Students, Staff and Families	District Mental Health Team will create a support site through Google Sites	Site resources	21-22 School year
Wellness Matters Newsletter	Created monthly by the District Mental Health Team	Sent out to all BCPS staff monthly and posted on Wellness Matters Site	21-22 School year

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<p>Administer Risk and Resiliency Screener 3rd - 12th Grade</p>	<p>Administer 2x Yearly</p>	<p>Priority Students will be identified immediately after the screener is administered.</p>	<p>21-22 School year</p>
<p>Purchase District Wide SEL Curriculum</p>	<p>Survey School Counselors</p>	<p>Implement K-12 SEL curriculum data</p>	<p>21-22 School year</p>

Staff Professional Development

Training	Audience	Action Step(s):
Training Videos	BCPS Staff	Staff will watch 6 module videos located in the BCPS Trauma Informed Care for Educators google classroom. Staff will Sign-in using a google form stating the date of the video completion. Within the classroom there are also resource pages to support the video content in addition to TICE general Resources. https://classroom.google.com/c/NDA4NTkwMzE3NTQ4?cjc=ichbof7
Zones of Regulation	Special Education & General Education Teachers	2 hour in-person Training
Ruby Payne - Emotional Poverty	School Counselors, School Psychologist, DOSE, Teachers, Administration	6 hours In-Person Training
Terrace Metrics Risk and Resiliency Screener	School Champions	Training will be administered by Terrace Metrics Staff.
Trauma Informed IEPs	SPED Staff	Strategies on how to apply trauma informed approach to IEP development. 2- hour training

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of the form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form—LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with

obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Section 85.605 and 85.610:

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will:

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant:

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

Check [] if there are workplaces on file that are not identified here.

**DRUG-FREE WORKPLACE
(GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in connection any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT Kelly Fox	
PR/AWARD NUMBER AND / OR PROJECT NAME Calming Space Mini Grant	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE William L. Roberts Jr. Superintendent	
SIGNATURE 	DATE 5-23-22