

April 16, 2020

Nicole A. White
Project Prevent
400 Maryland Ave, SW.
Washington, D.C. 20202

Dear Ms. White:

We are pleased to submit the enclosed grant application to Project Prevent in response to your RFP focused on ensuring that students are offered mental health services for trauma or anxiety. With your assistance, we seek to better address the mental and emotional health needs of school children in Washington County School District.

Our goal is to expand our wellness room program to the remaining 23 schools in Washington County School District in order to offer all of our students the same opportunities for improving their mental health through access to a reduced stress environment.

By helping to provide a reliable space for students to go when they feel overwhelmed by stresses from home or school, the education quality of each child will benefit. Students with stress management techniques will be better equipped to thrive academically and socially.

Wellness rooms are an invaluable resource for students, and offering Washington County students with the means for independent stress management is a tangible way to improve their academic performance, elevate their education experience, and enrich their lives far beyond graduation. Our foundation's mission is to better prepare local students to become leaders in our community, our state, and our country. By supplying our schools with an effective mental and emotional health resource, your contribution will be a valuable service to that end.

Thank you for your time in considering our proposal. I will reach out to you by May 1, 2020 to follow-up, and if you have any questions please don't hesitate to contact me at 435.414.5767 or d00231121@dmail.dixie.edu.

Sincerely,

James Jared Ford

Grant Writers

Enclosure

Mental and Emotional Wellness Rooms
for Washington County School District's Students:

A Proposal to Project Prevent

April 16th, 2020



Steven Dunham, Director

Cody Plumhof, Coordinator

Diane Tyler, Administrative Secretary

James Jared Ford, Grant Writer

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Executive Summary

The purpose of this proposal is to request funding to expand Washington County School District’s wellness rooms program to improve student mental and emotional health in Washington County, Utah. Our objective is to install fully furnished wellness rooms—designed by Social and Emotional Learning professionals to reduce stress and provide students with an atmosphere that facilitates better academic performance and healthy coping skills—in the 23 remaining district schools that are operating without them.

Washington County School District Foundation (WCSDF) has spearheaded the application of wellness rooms in our county’s schools, and we have successfully acquired funding for the installation of 25 schools to date. However, nearly half of our schools’ students still do not have access to these important facilities, and they should not be deprived of opportunities to attend to their mental health needs. WCSDF is diligently seeking to provide these thousands of students with accommodations that have proven to be effective in offering relief for the psychological burdens that plague many at-risk youths in our community. We have created a project plan to address the current situation, and we have outlined its four phases necessary for completion:

Phase One: Prioritize Washington County School District schools by need

Phase Two: Install Wellness rooms in WCSD schools

Phase Three: Inform WCSD about wellness rooms

Phase Four: Conduct outcomes assessment

Washington County School District Foundation has the advantage of an established rapport with district administrators that enables dynamic communication and an unparalleled understanding of the specific needs of our students. Our dedicated board members, partners and

donors in the community, and specialized staff are amply equipped to carry out our plan once sufficient funding is available.

The project's estimated budget total is \$80,340, but we will cover the \$11,120 of personnel costs and are requesting the \$69,000 apportioned for necessary wellness room furnishings, such as computers, desks, books, comfortable seating, and soothing lighting.

From kindergarten to senior year of high school, our wellness rooms provide invaluable support for students in Washington County. Offering students with better means for stress management is an effective way to improve their academic performance, elevate their education experience, and enrich their lives far beyond graduation. Our goal is to supply local students with a vital health resource that will better prepare them to become leaders in our community, our state, and our country.

Introduction

The importance of mental and emotional health is often overlooked, but they are an especially critical element for academic success. Many students in Washington County come from disadvantaged homes, humble backgrounds, and histories of trauma. Some suffer from disorders, have chronic diseases or disabilities, or otherwise special needs, but navigating school and childhood in the modern world can be overwhelmingly stressful at times for even the luckiest student. Washington County School District Foundation is determined to provide all of our students with the best accommodations for mental and emotional health needs, and we are confident that our efforts to expand our wellness room program will help our students to achieve.

WCSDF has been serving schools in our community since our formation as a nonprofit organization in 1987, and we continue to support the 25,000 students in Washington County through various projects, fundraisers, and scholarships. Wellness room installations have been funded and completed for 25 of our schools to date, but 23 remain in need of installation. We are very grateful for the many generous donations we receive from members our community, but our students' needs are as diverse as they are numerous, and endowments from organizations such as yours are a resource that becomes more urgent every year. However, your bequest for our wellness rooms project will be a single, lasting investment toward the health and educations of the future leaders of our community.

In this proposal, we will first explain the current situation of student mental health and the need to create an atmosphere that fosters social and emotional learning throughout Washington County School District. Second, we will lay out the phases of our project plan which includes evaluation, dissemination, and sustainability sections. Third, we will provide details on the qualifications and mission of Washington County School District Foundation and define the

budget and budget narrative. Finally, we have included appendices that contain a résumé, information on our website and on wellness rooms, as well as our works cited list.

Current Situation: Student Mental Health

Utah schools have the lowest per-pupil funding in the United States, and Washington County is no exception (Brown). Washington County School District students deserve facilities more equipped to meet their mental health needs for a safe and stable learning environment. High rates of mental health related episodes in WCSD schools tax faculty and counseling staff, disrupt time in class, and obstruct learning. According to the director of the Washington County School District Foundation, Steven Dunham, having wellness spaces available for students can dramatically reduce principal intervention and calls home by up to 91%, but WCSD cannot currently offer such spaces for its students through its annual budget alone.

Opportunities to engage in mentally and emotionally healthy behavior is vital for a student's chance for success. Every student deserves to attend a school capable of providing them with an environment designed to be positive, enriching, and focused on individual attention. Children today face a rapidly changing landscape and new life challenges, but they are frequently underprepared to effectively cope with mounting stresses while simultaneously being expected to earn grades, develop socially, and navigate life as they progress through school.

State of Student Mental Health

Student mental and emotional health has come under the spotlight and its importance has begun to be recognized as a result of often tragic circumstances. School administrators around the United States are taking what measures they can to address underlying causes and identify at-risk children early, but, according to the World Health Organization, "The prevalence of many psychiatric problems such as depression and suicidal behaviour increases markedly in adolescence... Four per cent of 12–17-year-olds and nine per cent of 18-year-olds suffer from depression, making it one of the most prevalent disorders with wideranging consequences.

Depression is associated with youth suicide, which is a major problem in many countries and the third leading cause of death in young people” (83). Steps can be taken to more capably meet the needs of students facing the greatest risk, but schools have limited options without sufficient funding. Currently, most public schools in Utah do not have the means to offer ample mental and emotional health services for their students—a precarious situation for children who are often the most vulnerable.

Effects of Inaction

Failing to adequately address the mental and emotional health of students has been described as a “ticking time-bomb” by the World Health Organization “The presence in society of children and adolescents who are ‘at risk’ or manifest mental disorders leads to destabilizing conditions in society as a whole. The diagnosis of conduct disorder and the presence of mental disorders, coupled with the use and abuse of alcohol and illicit drugs, are associated with violence, criminality, other antisocial behaviours and the inability of the individuals concerned to develop into productive citizens of countries and communities” (84). Children with unaddressed psychological or social-emotional issues are more likely to engage in risky, violent, or otherwise harmful behavior that can affect their academic performance or that of their peers at school. Recent school shootings are a highly visible example of what is often the worst-case scenario involving an at-risk student who did not receive sufficient attention regarding their mental and emotional wellbeing.

Social and Emotional Learning Environments

The current situation warrants an earnest implementation of environments in school that facilitate Social and Emotional Learning that can be tailored to the students’ specific needs. According to the World Health Organization, “The needs of children and adolescents are

inextricably linked with their developmental stage and environmental context. It is important to gather information on relevant age specific issues” (18). One critical element of a comprehensive approach to Social and Emotional Learning is the establishment of programs that can provide structured and consistent sources for data collection pertaining to student mental health. By maintaining a current accounting of input such as responses from counselors, faculty, and self-reporting from students, school administrators will have a clearer picture of the most pressing mental and emotional challenges facing their unique student body. Armed with information, schools can make more efficient use of their limited resources and meet the needs of more students who are desperately in need of care. However, the systems and infrastructure necessary for accurately assembling Social and Emotional Learning data must first be established, and the required capital is simply not sufficient for our already under-funded schools in Utah.

Project Plan: Washington County School District Wellness Rooms

Since high rates of mental health related episodes in schools tax faculty and counseling staff, disrupt time in class, obstruct learning, and, when unchecked, can pose a danger to affected students and their peers, Washington County School District students deserve facilities more equipped to meet their mental health needs for a safe and stable learning environment.

Washington County School District Foundation is prepared to respond to the mental health needs of the students, but in order to be successful the following goals must be met:

- Ensure that all WCSD students have access to wellness room safe-spaces designed to reduce stress, alleviate anxieties, and provide an opportunity for self-regulation of negative emotions.
- Implement a program of comprehensive data recording, review, and analysis of student access to wellness rooms to provide informed, individualized attention to students with the greatest need.

We have created a comprehensive plan to accomplish these goals. Our plan hinges upon close coordination with, and input from, WCSD and school administrators, as well as district students and their parents, in order to meet the mental health needs of students efficiently and proactively. Our project's greatest advantage is an existing, close-knit relationship between experienced, capable WCSDF staff and the school district that will allow for individualized attention to, and feedback from, each school. We are prepared to implement our project plan in line with our student-centered purpose in order to address the mental health of WCSD students and improve potentially thousands of lives.

Our wellness room installation project plan will be completed in four phases. First, we will organize and prioritize each WCSD school according to the known mental health needs of their

students. Second, we will proceed with wellness room installation beginning with schools determined to be most in need. Third, we will inform the district's students, parents, and school faculty and administrators of the purpose and availability of wellness rooms in their schools. Finally, we will conduct an outcomes assessment of the wellness room project upon the completion of the first school year the program is in use. Additional mental health accommodations in WCSD will enrich the lives of students, lighten the load on faculty, and improve each student's chance for long, healthy, and successful lives.

Phase One: Prioritize Washington County School District schools by need

In order to most effectively apply project funding to directly affect the lives of as many WCSD students as possible, we have laid out the steps for prioritizing all the schools according to their incidence of mental health related issues. In coordination with WCSD staff, we will perform the following necessary tasks:

- Collect and analyze existing district data to determine the WCSD schools with the most mental health-related needs.
- Survey WCSD administrators, faculty, and parents of students to pinpoint specific issues relevant to each school.
- Determine the estimated cost of installing a wellness room in every WCSD school to maximize the number of rooms throughout the district.

We estimate that this phase will take four to six weeks to complete. At that time, we will provide you with a report detailing itemized costs per school, a list of WCSD schools organized by need according to survey metrics, and an estimated combined budget required for installing one room in each WCSD school.

Phase Two: Install Wellness rooms in WCSD schools

Washington County School District has a wealth of data that will prove crucial for determining which schools will receive wellness rooms if every school cannot be supplied to within budgetary constraints. Once the schools have been prioritized accordingly, the following tasks will be necessary to transition each wellness room from its planning step to finalized construction:

- Survey locations and draft plan layouts for school buildings to select effective and accessible building sites for a wellness room in each school building.
- Seek and select construction contractor bids to provide the highest quality room installation according to the established budget estimates established in Phase One.
- Purchase materials and labor and acquire building permits as necessary and begin wellness room construction.

We estimate that this phase will take 10-12 weeks to complete. At that time, we will provide you with photographs of each completed wellness room.

Phase Three: Inform WCSD about wellness rooms

In order to ensure that each school's new wellness room is utilized appropriately, effectively, and without stigma, relevant information must be provided to school faculty, administrators, students, and parents in universally accessible formats. Instruction on the supplementary logbooks for each wellness room will also be provided in order for WCSD to collect primary source data from self-reporting students and provide professional referral information, if necessary. In coordination with WCSD and each school, we will perform the following tasks to supply ample information regarding the new wellness rooms:

- Train faculty and administrators of the wellness room's purpose and intended function to better ensure that the rooms are appropriately and effectively utilized.
- Draft and present a wellness room orientation for students to inform them of wellness room availability and guidelines for use.
- Provide room logs for students to self-report as they utilize their school's wellness room to provide an emotional outlet and to collect data on potential points of concern indicated by the students.
- Post digital and physical resources in WCSD schools and online for general access to relevant wellness room information and mental health referral contacts, and inform district parents of their availability.

We estimate that this phase will take two to four weeks to complete. At that time, we will send you the updated webpage link with published information resources.

Phase Four: Conduct outcomes assessment

To measure the level of success of our wellness rooms and inform on future related projects, we have outlined these steps for conducting a comprehensive, retrospective assessment of school year data:

- Survey WCSD faculty, counselors, administrators, and students for their follow-up impressions on the wellness room effectiveness.
- Collect and analyze wellness room log and office referral data to determine a comprehensive accounting of the effect of wellness room availability as compared to schools lacking wellness rooms.
- Write an assessment report offering conclusions and recommendations for improvement in order to make future changes as needed.

We estimate that this phase will take the length of the school year to complete, with an additional two weeks to collate and analyze data, and a finalized assessment report will be provided no later than June 1st, 2021. We will send a formative assessment following the district's first semester, and a summative assessment report on student wellness data trends following the completion of the second semester.

Summary

By adhering to our project plan outline, we will deliver a valuable space to better satisfy the mental health needs of WCSD students with an efficient budget. We will work closely with district and individual school staff to apply existing data for informed prioritization and on-schedule execution of deliverables, beginning with an itemized cost report. Accordingly, we will oversee the completion of wellness room installations in selected schools ahead of the following school year so that each room is available to students once classes begin, and we will provide photographs of each finished and furnished room. Once information resources have been compiled and wellness room instruction begins in WCSD schools, we will provide an updated webpage link with associated resources. Throughout the school year we will provide you with supplemental reports on the completion of each phase, capped by a formative assessment midway through the year and a final formative assessment following the completion of the 2020-2021 school year. Offering WCSD students spaces devoted to mental health is an overdue accommodation that will provide them with an essential outlet and better means to thrive in school.

To see the timeline of our four-phase plan, please refer to Figure 1: Project Timeline of WCSD Wellness Rooms Installation.

Figure 1: Project Timeline of WCSD Wellness Rooms Installation

Phases and Tasks	May 2020	June 2020	July 2020	Aug. 2020	Sept. 2020	Oct. 2020	Nov. 2020	Dec. 2020	Jan. 2021	Feb. 2021	Mar. 2021	Apr. 2021	May 2021
Phase 1: Prioritize schools by need													
Task 1A: Collect district data													
Task 1B: Survey for issues													
Task 1C: Determine cost per school													
Phase 2: Install Wellness rooms													
Task 2A: Draft plan layouts													
Task 2B: Seek and select bids													
Task 2C: Purchase and install room furnishings													
Phase 3: Inform WCSD about wellness rooms													
Task 3A: Provide training on rooms													
Task 3B: Draft student orientation													
Task 3C: Provide room logs													
Task 3D: Post info resources													
Phase 4: Conduct outcomes assessment													
Task 4A: Perform follow-up survey													
Task 4B: Analyze room log data													
Task 4C: Send assessment reports													

Evaluation

In order to most effectively apply the project to directly affect the lives of as many WCSD students as possible, we need to conduct a comprehensive, retrospective assessment of school year data. Following the completion of classes in May, 2021, Tami Curtis will draft and distribute surveys for WCSD faculty, counselors, administrators, and students to collect their follow-up impressions on the effectiveness of their wellness room. Tami Curtis will also collect

and analyze wellness room log and office referral data to compile a comprehensive accounting of their rate of use and the effect of their availability on student's reported wellbeing as compared to a control sample. Finally, WCSDF will draft an assessment report offering detailed conclusion, recommendations for improvement, and a summarization of the results of the project.

Dissemination

We post digital and physical resources in WCSD schools and online for general access to relevant wellness room information and mental health referral contacts. Where possible, we will credit your organization's generous sponsorship.

Sustainability

Financial sustainability will be achieved by working with community partners, soliciting local private donations, and organizing fundraising events. Once each school's wellness room is complete, they will require virtually no upkeep or maintenance beyond standard custodial services. After the existing WCSD schools all have wellness rooms installed, there will be no need for additional funding for wellness rooms in future schools because they can be incorporated into draft plan layouts and constructed in situ at low cost.

Managerial Sustainability will be achieved through persistent project oversight and direction by WCSDF staff, who fill permanent salaried positions adjacent to, but independent from, Washington County School District. All personnel costs involved in the project are already covered by the foundation or the school district. The district recognizes the importance of wellness rooms and is prepared to fund their continuous operation and maintenance following installation.

Social sustainability will be achieved through years of local students and faculty continually benefiting from wellness room access for those in need of it. Wellness rooms will contribute to a positive Social and Emotional Learning environment in each school. Students who utilize the rooms will find recuperative relief from social and academic stresses, and their access to a healthy outlet will translate to improved focus in classes as examples for their peers. Faculty in our district will find it easier to fully focus on their curriculum rather than micromanagement of stressed students acting out, or even punitive action. Better grades from students with coping skills and means can translate to more successful lives, with multitudinous benefits for themselves and those they employ, or are employed by, down the road.

Qualifications of Washington County School District Foundation

The purpose of Washington County School District Foundation is to enhance the quality of education of Washington County School District students by providing resources through private funding that would otherwise be beyond the budget allocated by the State. The students we serve are the future leaders of our communities, our state, and our country. If our students are given a more enriched education and stronger skills, they will not only have greater advantages throughout their lives and careers, but they will inevitably apply those skills and advantages in our community for the betterment of countless others.

Washington County School District Foundation's greatest strength is our wholehearted dedication to our schools. Although staffed by relatively few members compared to the number of schools in our county, the Foundation has the critical advantage of working in close association with school district leadership—literally sharing office space in downtown Saint George. Our proximity to the beating heart of the district provides unprecedented levels of communication, coordination, and goodwill that translates to an intimate understanding of the

needs of students and teachers, as well as feedback on, and project requests for, the most relevant and current issues in each school.

Administrators of WCSDF

The Foundation's director, Steven Dunham, has been at the helm for nearly three years, working to expand the scope and influence of WCSDF to continually improve its capacity to aid local students. Steven has organized and spearheaded numerous fundraisers, including events such as a popular golf tournament that has regularly drawn local business owners like Stephen Wade of his eponymous automotive dealerships, as well as local leadership and other pillars of the community. Steven's singular devotion to maximizing the impact of donations and grants on the welfare of county students and teachers has caught the attention of many benefactors in Southern Utah, and the Foundation's available funds have steadily grown each year since Steven stepped into the role of Director.

Tami Curtis also joined WCSDF nearly three years ago as the Social Emotional Learning Coordinator and has worked to provide insight and education for district administrators and school faculty on Informed Practices, Positive Behavior Support, and Restorative Practices for students who are victims of trauma. She has also acted as an invaluable consultant for district schools on student social, emotional, and behavioral support through projects such as district-wide surveys for students, teachers, and parents to assess effectiveness of the school's Social Emotional Learning efforts. Bringing wellness rooms to Washington County was Tami's brainchild, and she has worked to consult and support schools for their creation and implementation. Tami's expertise will be invaluable for completing each of the four phases outlined in the Project Plan, and she will spend weeks of work devoted to ensuring that the

project remains on-schedule and within budget. Please refer to Appendix A for the résumé of Tami Curtis.

Mission and History

The Washington County School District Foundation supports the students of Washington County by providing the resources required for a quality education that are not provided through traditional funding sources. Since its foundation as a nonprofit in 1987, WCSDF has worked to promote its efforts and awareness within the community to seek additional funding for students and teachers. A close association with the school district and local voices has helped the Foundation respond to the many needs of the students of Washington County. We have sought to inform educators of the value of working with the Foundation, directed various fundraising efforts, and educated potential donors of the benefits of their contributions. By adhering to the standards of a 501(c)(3) nonprofit, we have been able to complete projects ranging from simple fund awards for individual teachers to acquire essential supplies such as modernized textbooks and other classroom resources, as well as the acquisition and installation of STEM equipment that would otherwise have been wholly unavailable to our students and their learning experience.

WCSDF has hosted various fundraiser events for donations and projects to support local schools, including a popular and successful golf tournament. Our endeavors have allowed us the opportunity to award tens of thousands of dollars in classroom grants that directly help students and teachers in our community. We take pride in the visible results in quality of education that our efforts have yielded; by supplying teachers with even a couple hundred dollars, they are able to purchase important and often basic materials that are desperately in need of updates or restocking where public funds are insufficient. Many of the incredible teachers in our district purchase school necessities with their own modest salaries when no other option is available.

Our funding programs and school improvement projects provide much needed aid for our faculty and, by extension, we have been able to touch the lives of our students through a more fulfilling education. Please refer to Appendix B for samples of Washington County School District Foundation's primary webpages that feature our board members, past and current programs, scholarships, and more, as well as a wellness room rationale document featuring photographs of rooms from completed projects and a wellness room description resource.

Dedicated to Serving the Community

Washington County School District Foundation's dedicated staff has cultivated close relationships with school administrators in order to best address the issues facing our students. We will continue to fight for resources to improve the lives of our students, and by extension, our community and country.

Budget and Budget Narrative

Beginning with the 2020-2021 school year, the expenses for the Washington County School District Wellness Room Project will deliver proven mental and emotional health relief for students of all ages in our district for years to come. Washington County School District Foundation's dedicated staff members will gladly share the cost of completing the project. The budget is comprised of personnel and nonpersonnel costs, but the wellness room set-up expenses encompass the bulk of the project's costs. We estimate the cost of the entire project to be \$80,340 but we are asking for funds that total \$69,000 to cover wellness room installations for the 23 WCSD schools and thousands of students that remain in need of them. We will cover the outstanding \$11,120 in administrative costs, and WCSDF has already absorbed the cost of 25 wellness rooms to date. Please refer to Table 1 for the project budget breakdown and Table 2 for a comprehensive description of the larger expenses.

Table 1: Budget for WCSD Wellness Room Project

Budget Category and Items	Request from Sponsor	In-kind Costs	Cash In-kind	Subtotal Project Costs
<i>Personnel Costs</i>				
Tami Curtis ¹			\$10,080	\$10,080
Diane Tyler ²			\$1,040	\$1,040
Subtotal of Personnel Costs			\$11,120	\$11,120
<i>Nonpersonnel Costs</i>				
Couches ³	\$23,000			\$23,000
Overstuffed Chairs ⁴	\$13,800			\$13,800
Desks ⁵	\$6,900			\$6,900
Desk Chairs ⁶	\$2,300			\$1,300
Bookshelves ⁷	\$2,760			\$2,760
Lamps ⁸	\$1,840			\$1,840
Logbook Computers ⁹	\$9,200			\$9,200
Puzzles and Games ¹⁰	\$4,600			\$4,600
Rugs ¹¹	\$2,300			\$2,300
Side Tables ¹²	\$2,300			\$2,300
Toner Cartridges		\$160		\$160
Copy Paper		\$60		\$60
Subtotal of Nonpersonnel Costs	\$69,000	\$220		\$69,220
Totals	\$69,000	\$220	\$11,120	\$80,340

Table 2: Budget Narrative

¹ Curtis: 14% time for 1 year = \$72,000 @ 14% time = \$10,080
² Tyler: 40 hours @ \$26/hour = \$1,040
³ Couches: \$1,000 x 23 schools = \$23,000
⁴ Overstuffed Chairs: \$300 x 2 per room = \$600; \$600 x 23 schools = \$13,800
⁵ Desks: \$300 x 23 schools = \$6,900
⁶ Desk Chairs: \$100 x 23 schools = \$2,300
⁷ Bookshelves: \$120 x 23 schools = \$2,760
⁸ Lamps: \$80 x 23 schools = \$1,840
⁹ Logbook Computers: \$400 x 23 schools = \$9,200
¹⁰ Puzzles and Games: \$200 x 23 schools = \$4,600
¹¹ Rugs: \$100 x 23 schools = \$2,300
¹² Side Tables: \$100 x 23 schools = \$2,300

As illustrated in Table 1, the majority of the project expenses are related to the wellness room furnishings and accommodations for student mental health and comfort. WCSDF is committed to providing students with an environment that is designed to support social and

emotional learning, and, as such, each school's wellness room requires furnishings that allow students to take a step back from the perceived stresses and anxieties from school or home in order to foster more focused learning in the classroom. Each wellness room is designed to contain a basic computer, desk, and chair to record their thoughts and feelings for informed data collection regarding mental health needs. Therefore, the 23 remaining schools in our district each require a \$400 basic computer, \$300 desk, and \$100 desk chair, as well as additional amenities such as \$200 for puzzles and games, a \$120 bookshelf to keep supplies organized, a \$500 couch, and two \$300 overstuffed chairs for relaxation and comfort. In addition, two side tables and lamps are necessary for reduced, calming lighting for recuperative ambiance. Washington County School District has also agreed to cover the full cost of installation labor, continued maintenance, and oversight.

WCSDF will assume the expenses required for the project's administration, coordination with district schools, and school year data analysis to be delivered in an outcomes assessment. Foundation members Tami Curtis and Diane Tyler will be responsible for implementing all phases of the project, and their salaries will remain independent from grant funds. As such, the entirety of the \$69,000 grant endowment we are requesting will be applied directly to the installation and setup of each wellness room. As shown in Table 2, the wellness room contents remain consistent in accordance with their function, regardless of location, to ensure that every student body is afforded the same resources. The project's budget directly correlates with the 23 remaining schools in Washington County School District without wellness rooms, and with the cost of each room's installation and maintenance to be covered by the district, the room furnishings and supplies are all that is left to be purchased. Each item can be procured in bulk, allowing for a cost-effective use of budget—estimated to be no more than \$3,000 per room.

Our proposed budget demonstrates Washington County School District Foundation's devotion to our students. We are prepared to assume the \$11,120 in personnel costs, leaving the \$69,000 for our 23 remaining schools to be funded by your generous contribution to our community. By participating in this project, you will aid thousands of local students by providing them with access to facilities designed to improve their mental health and wellbeing.

Conclusion

To conclude, providing wellness room access to every student in Washington County is a noble, urgent, and worthwhile endeavor. With your assistance, we will implement our project plan and deliver a wellness room to 23 schools in our district. The project will cost an estimated total of \$80,340. WCSDF will absorb \$11,120 in personnel costs, leaving \$69,000 that we are requesting from your organization.

Washington County School District Foundation is wholly prepared to execute our project plan once funding is secured. The phases of our project are straightforward and can be begun immediately with minimal staff for a significant impact on thousands of local students. Every student needs a positive environment free from debilitating stresses or emotional turmoil in order to thrive and meet their academic potential. We will provide these children with unintrusive means to regulate their emotions at their own pace—elevating their experiences in the classroom and potentially throughout their lives.

We are enthusiastic at the prospect of collaborating with you in this valuable service to our community. Thank you for your time and consideration, and we are excited to receive your response. If you have any questions regarding our wellness rooms project proposal, please contact Steven Dunham, director, at 435.673.3553 ext. 5212, or at steven.dunham@washk12.org.

Appendix A: Tami Curtis' Résumé

Appendix A contains the résumé of Tami Curtis, MSW, LCSW.

Tami Curtis, MSW, LCSW, is the Social Emotional Learning (SEL) Coordinator for Washington County School District. She is the Chair Member of the WCSD Wellness Team and the WCSD Emergency Safety Interventions (ESI) Committee. She received her M.S.W. and B.S. in Family, Consumer, and Human Development from Utah State University.

TAMI CURTIS, LCSW

2721 E Hazel Dr St. George, UT 84790

(435)512-9645
tami.curtis@washk12.org

EDUCATION

M.S.W.

Utah State University, Logan, UT

May 2012

B.S. Family, Consumer, and Human Development

Emphasis: Family and Community Services

Utah State University, Logan, UT

Psychology

Minor Cum

Laude

Graduate

Member of Pinnacle Honor Society

December 2007

RELATED WORK EXPERIENCE

Social Emotional Learning Coordinator

Washington County School District (WCSD)

July 2018-Present

St. George, UT

- Provide professional development for all administrators and school faculty on Trauma Informed practices, Positive Behavior Support, and Restorative Practices
- Provide consultation and support to school teams for student social, emotional, and behavioral support
- Create district wide Social Emotional Learning (SEL) surveys for students, teachers, and parents to assess effectiveness of school SEL efforts
- Consult and support schools creation and implementation of school Wellness Centers
- Provide parent education and support on student social, emotional, behavioral, and mental health needs
- Conduct monthly Wellness Team meetings to ensure district level collaboration and communications between all departments
- Conduct monthly Emergency Safety Intervention (ESI) Team meetings to review district wide use of Emergency Safety Interventions
- Grant writing, when applicable
- Build relationships and collaborate with community partners and agencies to support the WCSD Multi-tiered System of Support (MTSS)

Behavior and Mental Health Specialist

Washington County School District (WCSD)

August 2017-July 2018

St. George, UT

- Conducted Functional Behavior Assessments (FBA) and other applicable assessments to support students engaging in problem behavior
- Provided training and support for staff to complete FBA's and use the science of Applied Behavior Analysis (ABA) to create effective Behavior Intervention Plans (BIP) with Positive Behavior Interventions

TAMI CURTIS, LCSW

- Wrote grants to secure funding
- Collaborate with community partners to support system wide

Behavior Specialist

December 2014-July 2017

Cache Employment and Training Center (CETC)

Logan, UT

- Conducted Functional Behavioral Assessments and other applicable assessments for a caseload of 24 clients
- Developed individualized Behavior Support Plans based on Applied Behavior Analysis
- Trained staff to implement Behavior Support Plans with fidelity
- Facilitated monthly SOAR training to teach Positive Behavior Support (PBS) theory and Applied Behavior Analysis (ABA) for all employees
- Planned and implemented quarterly Human Rights Committee Meetings with board members to ensure safe and ethical interventions for all clients

Therapist

November 2014-June 2015

The Family Place

Logan, UT

- Conducted biopsychosocial intake assessments to determine client needs
- Applied 5-axis diagnoses; created treatment plans based on clients goals and needs
- Documented progress notes and created discharge plans
- Provided individual, marital, and family therapy
- Worked as member of Clinical Team to review cases and ensure implementation of evidenced based and best practice modalities
- Participated in volunteer opportunities to support the non-profit agency

Therapist/Assistant Clinical Director

July 2013-August 2014

Sherwood Hills Recovery Resort

Wellsville, UT

- Conducted intake assessments (ASAM); applied 5-axis diagnoses; created treatment plans and discharge plans for clients struggling with addiction
- Provided individual, group, couples, and family therapy
- Worked as member of Clinical Team through daily rounds and weekly clinical meetings for ongoing evaluation and assessment of individual treatment plans
- Managed clinical caseloads for team of therapists
- Created and implemented the treatment program
- Participated in weekly supervision to assure competent, quality, and ethical care for clients

Therapist

May 2012-July 2013

Comprehensive Treatment Clinic

Logan, UT

- Conducted intake assessments, applied 5-axis diagnoses, created treatment plans
- Provided weekly individual, couples, and family therapy for caseload of 20 clients including children, adolescents, and adults effected by addiction, varying levels of mental illness, and problems in living
- Facilitated weekly therapy groups focused on healing from addiction, abuse, and trauma
- Participated in weekly supervision to assure competent, quality, and ethical care

Crisis Worker- On-call /Therapist

May 2012-May 2013

TAMI CURTIS, LCSW

Logan Regional Medical Center

Logan, UT

- Conducted crisis evaluations in ED to determine individual's suicide intent and safety
- Made recommendations for admission to Behavioral Health Unit (BHU) or created discharge (safety) plans and provided referrals for aftercare
- Provided inpatient individual and group therapy in BHU
- Collaborated with professionals and members of client support system to coordinate care

Clinical Intern

August 2011-May 2012

Child and Family Support Center

Logan, UT

- Conducted intake assessments, applied 5-axis diagnoses, and created treatment plans
- Provided weekly individual therapy for victims of abuse and additional crisis appointments as needed, for children, adults, and couples to promote healing and positive change using Acceptance and Commitment Therapy (ACT) and Dialectical Behavioral Therapy (DBT) as a foundation
- Co-facilitated Women's Therapy Group for victims of abuse to process emotions, learn and practice healthy coping skills, and build self-esteem
- Implemented and taught the motivational Why Try class for adolescents to build self-esteem, increase motivation, and identify future goals
- Planned and presented women's workshops on sexual assault and self-esteem to promote healing from abusive relationships and learn healthy coping skills
- Rotated the "on-call" 24-hour national crisis hotline offering crisis counseling and referrals

Direct Care Staff Supervisor

April 2008-December 2011

Avalon Hills Residential Treatment Facility

Paradise, UT

- Encouraged a therapeutic environment in the milieu by building rapport with staff and clients, practicing appropriate boundaries, and redirecting inappropriate behavior
- Increased knowledge of the DSM-IV-TR diagnostic process and how to apply evidence based treatment modalities creatively through experiential activities
- Collaborated with an interdisciplinary team to effectively and consistently execute individual treatment plans
- Introduced to Dialectical Behavioral Therapy (DBT), Acceptance Commitment Therapy (ACT), and Mindfulness treatment modalities

School Counselor Intern

September 2006-May 2007

Mountain Crest High School

Hyrum, UT

- Maintained a case load of 10 individual clients identified by teachers to be dealing with issues such as eating disorders, teen pregnancy, sexual abuse, substance use, suicide ideation, and self-injury
- Conducted weekly groups consisting of males and females struggling with low school performance, parental divorce, anxiety, and depression
- Taught suicide prevention classes to sophomores to teach healthy coping skills and offer support
- Met individually with over 100 graduating seniors to assist them in the scholarship application process and post-graduation plans.

TAMI CURTIS, LCSW

VOLUNTEER/LEADERSHIP EXPERIENCE/MEMBERSHIP

Board Member, Reach 4 Hope Coalition, St. George, UT September 2018-present Chair Member,
WCSD Wellness Team, St. George, UT March 2018-present Certified Trainer, ASPEN, St.
George, UT January 2017-2018

- Facilitate PBIS/behavior certification training for all Special Education staff in WCSD
- Maintain trainer certification and participate in monthly consultations with Totem staff Chair Member,

WCSD Emergency Safety Interventions (ESI) Committee, St. George, UT
August 2017-present

- Created an ESI Committee to promote preventative PBIS supports for students engaging in challenging behavior and advocate for students human rights
- Recruited committee members including: school Administrators, Related Services Coordinator, and parent advocate
- Facilitated monthly ESI Committee meetings to review proposed intrusive interventions in students Behavior Intervention Plans and ensure best practices
- Communicated and collaborated with teachers and administrators for each student Member,

Systems of Care Committee, St. George, UT August 2017-present

- Attend monthly meetings with various local human service agencies to collaborate systems of care for families in Washington County

Certified Trainer, SOAR program, SLC, UT 2015-2017

- Facilitated monthly PBIS training for all employees of CETC
- Maintained trainer certification through bi-annual training sessions Co-Chair

Member, Human Rights Committee, Logan, UT January 2015-2017

- Planned and implemented quarterly Human Rights Committee meetings with board members to promote PBIS supports and advocate for client human rights
- Reviewed proposed intrusive interventions in Behavior Support Plans
- Reviewed incident reports

Chair Member, School Community Council, Providence, UT August 2016-May 2017

- Attended monthly council meetings to improve student academic performance
- Attended mandatory trainings to learn how to appropriately use school trust lands to implement the School LAND Trust Plan
- Reviewed and approved budgets, minutes, and plans

Co-Chair Member, School Community Council, Providence, UT August 2015-2016

- Attended monthly council meetings to improve student academic performance
- Attended mandatory trainings to learn how to appropriately use school trust lands to implement the School LAND Trust Plan
- Reviewed and approved budgets, minutes, and plans
- Presented the Collaborative Proactive Solutions Program to council members who approved a school wide training for all faculty

Member, National Association of Social Workers (NASW), National and Utah Chapter, 2012 Certified Infant Massage Instructor (CIMI), IAIM, Ventura, CA March 2007

- Gained increased knowledge of importance of positive touch for the development of secure attachment between infants and caregivers
- Obtained certification and taught expecting/new mothers infant massage techniques

TAMI CURTIS, LCSW

Peer Facilitator, Women's Center, USU, Logan, UT August 2005- May 2007

- Advised prospective non-traditional students interested in pursuing their education
- Helped organize various projects to raise awareness for issues such as domestic violence, sexual abuse and health concerns such as breast cancer and heart disease

Research Assistant, Psychology, USU, Logan, UT August 2005-May 2006

- Observed and identified socially withdrawn and isolated elementary school children
- Recorded target behavior at designated intervals during recess two days weekly
- Taught social skills to identified students to increase their comfort interacting with peers
- Met weekly for data reporting and collaboration with research team Advisor,

Governing Youth Council (GYC), Hyrum, UT August 2006-May 2007

- Facilitated weekly meetings before school with council members to plan and implement 5 service projects to raise awareness about issues effecting teenagers

Volunteer, After School club, Woodruff Elementary, Logan, UT Fall semester 2006

- Interacted positively to build rapport with over 100 elementary age students through tutoring, lesson planning, and teaching short lessons
- Facilitated and participated in structured and unstructured activities with students

Service Volunteer, Liberty, MO December 1997-June 1999

- Developed strong work ethic working 16 hour days to provide education and service
- Mentored and supervised six to ten volunteers
- Planned and facilitated meetings to track goals, record progress, and provide training Tour

Guide, Liberty Jail, Liberty, MO January 1997-June 1999

- Led tours and provided education about an historic land mark to over 15,000 people

TRAININGS

- Motivational Interviewing, May 2010
- Acceptance Commitment Therapy (ACT), September 2014
- Trauma Focused Cognitive Behavioral Therapy (TFCBT), October 2014
- Trauma Focused CBT for Childhood Traumatic Grief, October 2014
- UVU ADHD Conference, October 2015
- Dr. Ross Green, Collaborative Proactive Solutions, July 2016
- Utah State Developmental Center Conference, September 2016
- Brain Injury Alliance of Utah Conference, November 2016
- Dr. Edward Hallowell, ADHD Conference, August 2017
- Treating Trauma and PTSD, Dr. Bessel van der Kolk, March 2018
- Brene Brown, Daring Greatly Curriculum, May 2018
- Kristen Neff, Self-Compassion, February 2019

Appendix B: Website and Pictures

Appendix B contains Washington County School District Foundation's primary webpages, a wellness room rationale document featuring photographs of completed rooms, and a wellness room description resource provided by Tami Curtis and Washington County School District.

Foundation

FOUNDATION



PURPOSE AND GOALS

The purpose of the Foundation is to enhance the quality of education of the students of Washington County School District by providing the resources necessary through private funding that are not provided through the traditional sources.

The students we serve are the future leaders of our communities, our state and our country. They may be our doctor, our lawyer, our home builder or our grocery store manager. What ever their dream is, we can help them accomplish it. If our students are given a more enriched education and are learning stronger skills, they will help our country to remain strong. We invite you to help us with this effort. Your donation to any of our programs will assist us in helping our students and teachers.

ABOUT US

The Washington County School District Foundation supports the students of Washington County by providing the resources required for a quality education that are not provided through traditional funding sources. The expertise of the Board and their contacts will:

- Promote the Foundation within the community
- Respond to the needs of the students of Washington County
- Orchestrate the efforts of the Foundation
- Validate the Foundation's existence by adhering to the standards of a 501(c)(3)
- Inform educators of the value of working with the Foundation
- Direct other fundraising efforts in support of the students
- Educate potential donors to the benefits of giving through the Foundation

FOUNDATION BOARD



Front Row - L to R- Rick Schofield (Chair), Li Barron, Paul Hatch, Wes Jensen | Second Row - Wes Jensen | Third Row - Beverly Brimley, Gretchen Glensinger, Ben Linquist, Steve Dunham (Director) | Fourth Row - Brandon Vandermeack, Steve Wilson, Diane Tyler (Secretary) | Not Pictured - Jared Wade, Clay Denis, Larry Bergeson (Superintendent), Dave Strand (School Board President), Tyler Todd

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IN-KIND DONATION FORM

Please download our In-Kind Donation form here > [IN-KIND FORM DOWNLOAD](#)

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Foundation > Programs

PROGRAMS

[Sterling Scholar](#)

[Adopt a Classroom](#)

[Adopt a School](#)

[At Risk Students](#)

At Risk Students need your help. "At Risk" students are statistically more likely than others to fail academically because their basic needs are not being met. These are students that may be hungry or do not have a bed to sleep in at night. They may need help medically and their family cannot afford to take them to the doctor or dentist, or they may not have adequate clothing and shoes.

In the past, money has been donated to purchase food, clothing, medicine, eye glasses and many other daily needs that families need. Whatever their need is, it is important that they receive what they need to help them to be able to learn and to receive a quality education. We depend on the community to help us. 100% of the donated funds go for the needs of the student and family and the opportunity for success of the students in our community becomes not just a hope but more like a promise, thanks to you.

[Classroom Grants](#)

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Foundation > Guidelines

GUIDELINES

[Approved Vendors](#)

- AllOnBiz
- Anti-Bullying Coalition
- Big Brothers Big Sisters of Utah
- Blended Star dba Jamba Juice
- Casper's Ice Cream
- Computers for Education
- Community Nursing Services (CNS)
- Custom Events
- Dehaan Enterprises, Inc.
- Dixie Direct Inc.
- Fabulous Freddy's Car Wash
- Fiiz Drinks
- Flamesó Inc.
- Freddy's Frozen Custard & Steakburgers
- Gateway Fundraising dba Worlds Finest Chocolates
- Little Caesars
- Moore N More Popcorn
- MP2 Enterprises LLC dba Pizza Hut
- Papa Murphy's Pizza
- PDP Company
- Pizza Pie Café
- QuickFUND
- Salt Flats Pizza LLC dba Pieology Pizzeria
- Snap! Mobile LLC dba Snap! Raise
- Sonic Drive-in
- Swig n Sweets
- UFund
- Utah Fundraising
- Werks Marketing, dba Starving Student Card

POTENTIAL PARTNERS:

In order to partner with Washington County School District Foundation, organizations must have either a Professional Fundraiser Permit or a Commercial Co-venturer letter. Contact the Utah Division of Consumer Protection: <https://dcp.utah.gov/registrations/> 160 East 300 South Salt Lake City, UT 84111 Phone: 801-530-6601 Toll-Free: 1-800-721-SAFE Fax: 801-530-6001

[Fundraiser Policy and Application](#)

[Fliers](#)

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WCSD Wellness Rooms

Something new in many of our schools this year with our district wide focus on prevention and Social Emotional Learning is our Wellness Rooms. You may have questions about why we have a Wellness room and how it helps. First, a Wellness Room is not just a room in a school. It is the culmination of a mindset and cultural shift toward trauma informed care and educating the whole child. The Wellness Room is an integral part of a multi-tiered system of support (MTSS) designed to meet the social emotional needs of every student.

The purpose of the Wellness Room is based on physiology and brain science (neuroscience). We are teaching students two main concepts: 1) to recognize how their stress response system works and 2) what coping skills they can use to self-regulate (self-regulate means to manage our emotions and behavior). We are all doing the work of self-regulation every day.

1. **Stress Response System:** Our brains are wired for survival so when we perceive any kind of threat to our safety our nervous system activates our stress response (aka fight or flight response) to keep us safe. This is helpful and adaptive when there is an immediate threat to our physical safety such as crossing the street and a car is coming, or getting away from an animal or person that could hurt us. However, there are times at school when our brain detects a threat such as when we make a mistake, when we don't finish an assignment, when someone teases us, or when we get called on to answer a question, we don't know the answer to... This is a perceived lack of safety to our self-concept and the threat is related to our feeling of acceptance and belonging. There are many other ways we can feel unsafe. The more we know about what situations make us feel unsafe, the more we are empowered to handle them and cope in healthy ways. Research has proven that our brains can't learn when we don't feel safe. To enable students to be ready to learn, we need to make sure they feel safe.

2. **Skills to Self-regulate:** All humans have to learn how to self-regulate or calm their nervous system, to make good choices about how they act. When students feel the activation of their nervous system through the fight or flight response, they can choose to take a break to the Wellness Room where they can engage in calming sensory activities. The activities in the Wellness Room have been specifically chosen because they stimulate at least one of the 5 senses and will calm the nervous system effectively. Students have at least 10 minutes to engage in an activity and this teaches them healthy ways to calm their nervous system and self-regulate by engaging in healthy coping skills. If a student is still not regulated after 10 minutes, they may request to stay a little bit longer. It is important they feel regulated and ready to learn when they leave. It is important for students to know we all get stressed, frustrated, sad and angry sometimes. We are human beings and to be effective in our relationships and endeavors we need the skills to self-regulate. We also know that knowing is not doing. Rather than tell kids how to self-regulate, we now allow kids to practice the skill in the moment, throughout the day whenever they need it. We feel safe when the people around us are self-regulated. When we feel safe, we learn and we begin to trust. Trust is the foundation for healthy relationships.

Recently, a 6th grade student was interviewed for an education news story. The question was, "What message does the Wellness Room at your school send to students?" She replied, "I think it sends the message that you care about our well-being."

We hope our students feel safe and ready to learn each day because when they come to school, they know we care about them.

Wellness Room

Teaching students how to self-regulate and manage stress

Rates of anxiety and depression are increasing in children and adolescents. Twelve percent of youth between the ages of 12 and 17 report they have experienced one major depressive episode in the past year and an estimated 1/3 of adolescents have a diagnosed anxiety disorder (Prothero, 2018).

We know the root of anxiety is fear and manifests in ruminating over the past or worrying about the future. The key is bringing our attention to the present moment. When we are intentional about being aware of our thoughts and emotions in the moment, we are more empowered to cope in healthy ways.

Learning how to recognize our emotions and

Self-regulate is a lifelong skill that can help decrease anxiety and depression. The Wellness Room provides a safe and comfortable space to do the work of self-regulation.

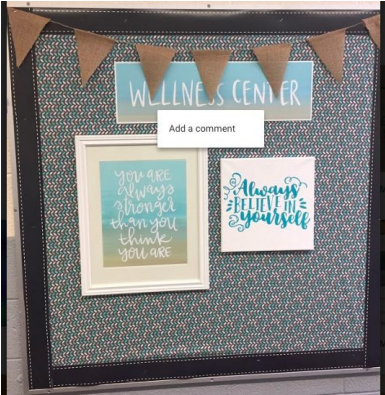

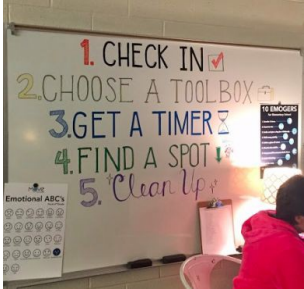

Some classic signs of anxiety may include:




- Easily frustrated
- Somatic Complaints, e.g. stomach aches, headaches, trouble breathing
- Exhibits fear
- Seems on the lookout for danger (hypervigilant)
- Easily upset by mistakes (perfectionism)
- Cries
- Startles easy
- Blushes, trembles
- Frequently expresses worry
- Has difficulty completing work

Less obvious signs of anxiety may include:

- Acts irritable
- Acts angry
- Does not follow school rules
- Has inconsistent patterns in antecedents
- Exhibits ritualistic or repetitive behavior
- Is inflexible
- Acts out of the blue; seems over-reactive

We know anxiety, depression, and aggression are a result of poor emotion regulation. When we learn how to recognize, label, and express our emotions appropriately, we are able to self-regulate (calm self when upset). To learn this skill, children need to first co-regulate with a self-regulated adult.

	<p style="text-align: center;">Welcome</p> <p style="text-align: center;">All Students & Teachers</p> <p style="text-align: center;">Tier 1 Universal Intervention</p> <p style="text-align: center;">Calm sensory soothing environment Dim lights Pleasant sights & smells Soft places to sit</p>	<p style="text-align: center;">We all experience stress and vulnerability, especially during transitions in life and changes in our daily routine. Research shows pleasant smells, soothing music, and laughter decrease levels of the stress hormone, cortisol. We all need breaks throughout the day to self-soothe using all of our 5 senses.</p>
	<p style="text-align: center;">Check-in #1 question “Do you want to be in the Wellness Room?”</p> <p style="text-align: center;">Data Collection: Student name Teacher name Time-in/out Rate emotions in/out (can track what tools student used)</p>	<p>Anyone can use the Wellness Room at any time. Research shows we are more productive when we take short breaks throughout the day. Data is collected on student usage to identify patterns, e.g. coming in at the same time every day, or at the same time as another person to problem solve potential issues the student is experiencing.</p>
	<p style="text-align: center;">Expectations</p> <p style="text-align: center;">On opening day: all classes receive an orientation to the Wellness Room to teach the students the <i>purpose</i> of the room and how to <i>access</i> it appropriately.</p>	<p>The expectations for using the Wellness Room are explicitly taught. Students will choose an activity (or not--they may choose to breathe or meditate) and pick up a timer (10 minutes), then choose a place to sit.</p>
	<p style="text-align: center;">Tools (coping)</p> <p style="text-align: center;">To self-regulate</p> <p style="text-align: center;">Intentional Breathing Sensory Music/Art Trivia/Joke books Educational: Mindfulness Apps Videos about the brain</p>	<p style="text-align: center;">Research shows Self-regulation allows us to keep our emotions in check and recognize others feelings and empathize. It also boosts academic performance: <i>Managing emotions is a better predictor of academic achievement than IQ</i> (Lehrer, 20 09).</p>

	<p style="text-align: center;">Tables to work</p> <p style="text-align: center;">Actively using coping tools Engaging the senses and creating Our brain changes according to how we use it</p>	<p style="text-align: center;">This is a quiet environment where participants actively engage in sensory soothing activities to self-regulate.</p> <p style="text-align: center;">Self-regulation is the ability to calm yourself down when you're upset and cheer yourself up when you're down.</p>
	<p style="text-align: center;">Comfortable Places to work</p> <p style="text-align: center;"><i>What we experience creates neural pathways in our brain to support new learning and develop new habits.</i></p>	<p style="text-align: center;">Neuroplasticity is the brain's tendency to continue to restructure itself based on experience. When students experience the calming physiological effects of engaging in sensory soothing activities they learn these activities calm them down and they will choose to do these activities instead of engage in maladaptive behavior when they become upset (dysregulated).</p>
	<p style="text-align: center;">Places to sit</p> <p style="text-align: center;">Chairs only. Soft Comfortable Only room for one.</p>	<p style="text-align: center;">Students may access a weighted blanket to rest in a comfortable chair. They may listen to soothing music, engage in meditation with an app, or watch educational videos on how the brain works.</p>

Appendix C: Works Cited

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