

Glassboro Public Schools



MEMO

To: Dr. Mark Silverstein, Superintendent of Schools

From: Danielle M. Sochor, Chief Academic Officer

Date: March 13, 2018

Re: Action Memo
March 21, 2018 Board Meeting

Recommend Board ratify submission of the Glassboro Education Foundation Grant award for the 2017-2018 school year.

School Mascot of the Bulldog/J. Harvey Rodgers School/Amanda Fordyce/\$3500.00. (The limit for the grant is \$2000.00.)

Standing for Success/Thomas E. Bowe School/Vanessa Poggioli and Karen Pescatore/\$1781.45

Glassboro Education Foundation, Inc.

Send the completed application to Grants@glassboroed.org

or

Send the completed to the attention of:

Betty Ann Marchese
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): _____ Amanda Fordyce _____
School: ___J Harvey Rodgers School _____
Principal: ___Mr. Aaron Edwards _____
Grade Level or Subject: ___Preschool/Kindergarten _____
Phone: (school) _____ (Home): _____
E-mail(s): ___afordyce@gpsd.us _____

B. Statement of Assurances:

The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

Amanda Fordyce

Signature of Applicant



Signature of Principal

Please note: from this page on, please do not include your name or your school in any of your descriptions as all applications are coded to prevent bias.

C. Project Title and Description

Title of Project: School Mascot of the Bulldog

Subject Area(s): PBS/Thinking Like a Bulldog

Approximate Number of Students Participating:
150+

Project Starting Date: ASAP Project Completion
Date: continued year to year

Need: Describe the problem or deficiencies that exist which require the improvements described.

Our PBS program needs a school mascot. The mascot will be a Bulldog (Glassboro bulldogs) and will be available to use as often as we can within our own building.

Strategy: Briefly describe your plan to alleviate the need/problem.

Our PBS program is a proactive support for teachers in the classroom to focus on prevention of negative behavior and instruction for positive behavior in the classroom setting. In recent years, we have used Bulldog buddies as our program. Students earn biscuits for their positive behavior and the biscuits, in turn, are collected and a random drawing occurs each day for a prize.

We have built off this program to include THINKING LIKE A BULLDOG. This extension provides the teachers with read aloud lessons and strategies to assist in situations such as "calling out", student frustration and anger, ways of sharing with new friends, etc. As of now, Thinking like a Bulldog has provided the prevention strategies needed to decrease negative behaviors in the classroom. But, something is missing. We need a Bulldog Mascot to provide the students with a fun and memorable visual to "act like a bulldog". The mascot will be the face of our PBS program and provide the students with a fun and

memorable visual that will encourage the students to practice the social skills they have learned. The mascot would role play situations (for instance: sharing with friends) in September and January to provide a great example of the skill taught. Not only will the mascot come to all assemblies (PBS related and others) but when we introduce Thinking Like a Bulldog in September, the mascot will welcome the students to school. The mascot will also be used as role model to provide teachers with pictures and hand-made books of the mascot utilizing our “calling out” techniques, ways to share, and other social skill practices.

To make the mascot as fun and friendly for our preschoolers and Kindergarteners, we plan on using props and school jersey.

*Glenboro Education Foundation
Grant Application*

D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
<p>Student will learn and practice school procedures such as walking in the hallway, bathroom rules, and classroom expectations. (beginning of the year)</p>	<p>PBS (Bulldog Buddies)</p>	<p>September</p>	<p>Student discipline records in the identified areas.</p>
<p>Students will apply learned social skill adaptations referring to feelings and behavior. <i>(for example: demonstrate the steps of recognizing frustration and using the steps to calm themselves by count backwards)</i></p>	<p>PBS/Thinking like a Bulldog</p>	<p>January</p>	<p>Student discipline records in the identified areas.</p>
<p>Students will build on unity and pride of their school through the use of the mascot.</p>	<p>PBS/ Thinking Like a Bulldog</p>	<p>June</p>	<p>Student participation in assemblies, activities, and events with the Bulldog and other classes/classmates</p>

*Clatsop Education Foundation
Grant Application*

E. Revised Budget

Materials/Equipment	Services	Evaluation Techniques
<p><u>Item(s)</u> <u>Cost</u></p> <p>Mascot \$3,000-\$3,500</p> <p>The monies not covered by the grant will be supplemented with monies from the school budget.</p> <p><u>Sub-total:</u></p>	<p><u>Item(s)</u> <u>Cost</u></p> <p><u>Sub-total:</u></p>	<p><u>Item(s)</u> <u>Cost</u></p> <p><u>Sub-total:</u></p> <p>Grand Total</p>

Original

Glassboro Education Foundation, Inc.

Send the completed application to Grants@glassboroed.org

or

Send the completed to the attention of:

Betty Ann Marchese
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): Vanessa Poggioli & Karin Pescatore

School: Thomas E. Bowe

Principal: Ryan Caltabiano

Grade Level or Subject: 6th Grade

Mathematics

Phone: (school) x8190 (Home): (718) 354-6381

E-mail(s): vpoggioli@gpsd.us kpescatore@gpsd.us

B. Statement of Assurances:

The applicant hereby assures the Glassboro Education Foundation that:

1. The applicant(s) meet(s) the eligibility criteria.
2. The activities and services for which the grant is sought will be implemented as written.
3. Any monies not expended within the school year shall revert back to the Glassboro Education Foundation, unless permission to carry it into the next school year is granted.
4. All publicity releases regarding a funded project will acknowledge the Glassboro Education Foundation and/or a particular mini-grant sponsor as the funding agency.
5. The grant recipient(s) will submit a final report summarizing the project's evaluation results.
6. The Board of Education authorizes the filing of this application.

We do hereby certify that all of the facts, figures and representations made in this application are true and correct to the best of our knowledge and that the assurances as stated above are understood and will be followed in their entirety.

Vanessa Poggioli
Karin Pescatore

Signature of Applicants

[Signature]

Signature of Principal

Please note: from this page on, please **do not include your name or your school** in any of your descriptions as all applications are coded to prevent bias.

C. Project Title and Description

Title of Project: Standing for Success

Subject Area(s): Math, Science, Social Studies, Health

Approximate Number of Students Participating: 45

Project Starting Date: 1/1/17 Project Completion Date: 5/1/17

Need: Describe the problem or deficiencies that exist which require the improvements described.

For many of our students with special needs, remaining seated for long periods of time detracts from their focus. Our schedule has students working from 8:55am to 12:40am before there is a significant break for lunch. While the transition between classes is a brain break for some students, for others, it is a mentally taxing time because it involves organizational skills and self-control while waiting in the hallways. Being "on" for such a long period of time can be a challenge for some students.

A somewhat effective Tier 1 intervention is to allow additional movement during work such as exercise bands around a chair or allowing a student work while standing up.¹ At best, standing is an intervention that is used in ways that are not ergonomic, such as leaning on an object of an inappropriate work height. At worst, allowing a student to stand without making similar accommodations for other students can prevent them from being actively engaged in turn and talks and similar class discussions.

Students need a work station where they are free to move while also having the opportunity to work with peers. For this reason, we are asking to purchase 4 standing desks and chairs to create a group work station.

Strategy: Briefly describe your plan to alleviate the need/problem.

By incorporating 4 standing workstations into the classroom, we could meet the physical needs of our learners while having them be fully immersed in our community. Desks with taller chairs allow for any students to sit/stand at their preference, while working with each other. Permitting movement and standing for students with ADHD and those who frequently change posture has been used as a classroom intervention for quite some time, backed up by anecdotal evidence of

effectiveness. Research now exists to show that incorporating standing desks into the classroom can help improve student focus. In a 2015 issue of *The International Journal of Environmental Research and Public Health*, a study by Texas A&M researchers found "significant improvements in executive function and working memory capabilities" of students who utilized standing desks.² Anecdotal evidence supports the evidence of behavioral improvement and previous studies have demonstrated the positive impact that standing desks have on student energy expenditure and lowering a student's BMI.³ By incorporating desks with storage, students would maintain the same routines and procedures no matter which desks they were assigned, minimizing disruptions.

With the 4 desks, we would create a cooperative learning group made up of two students with IEP's who are often inclined to move during instruction and independent work or find remaining still a challenge and two students who would be a good academic and behavioral fit for the group. Prior to the desks, we would observe their behaviors once per week for a 20-minute period for 4 weeks. Once the desks arrive (excluding that week as newness often leads to different behaviors), we would observe the students at the desks for 20 minute periods for an additional 4 weeks. We would record incidents of distraction, calling out, or off-task behavior. Based on evidence from other classrooms, we anticipate seeing an increase in focus and appropriate behavior over time.⁴

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**Glassboro Education Foundation
Grant Application**

D. Objectives, Activities and Evaluation Techniques (This page may be duplicated if necessary)

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
<p>We can incorporate standing desks into our inclusion classroom to increase focus and decrease behavioral issues in our population of students with ADHD and other needs.</p>	<p>We will create a table of 4 standing desks with chairs on the right side of the room and create a mixed ability group with 2 students with special needs and 2 who do not have IEPs.</p>	<p>5/1/17</p>	<p>Prior to introducing the standing desks, we will monitor the students in question once a week for a period of 4 weeks. We will note instances of distraction and misbehavior to create a baseline for the data. Once the desks are introduced, we will monitor the same students once per week for 4 weeks (excluding the initial week when the desks are introduced) to determine the impact of the standing desks on student focus and behavior.</p>

**Glassboro Education Foundation
Grant Application**

E. Itemized Budget

Materials/Equipment	Services	Evaluation Techniques																								
<table border="0"> <tr> <td><u>Item(s)</u></td> <td><u>Cost</u></td> </tr> <tr> <td>4 Standing Desks with Basket</td> <td>\$245.96/each</td> </tr> <tr> <td>4 Stools with Backs</td> <td>\$116.40/each</td> </tr> <tr> <td>Shipping Charges</td> <td>\$217.42</td> </tr> <tr> <td colspan="2"> <u>Sub-total: \$1,666.86</u></td> </tr> </table>	<u>Item(s)</u>	<u>Cost</u>	4 Standing Desks with Basket	\$245.96/each	4 Stools with Backs	\$116.40/each	Shipping Charges	\$217.42	 <u>Sub-total: \$1,666.86</u>		<table border="0"> <tr> <td><u>Item(s)</u></td> <td><u>Cost</u></td> </tr> <tr> <td>Tracking Documents</td> <td>\$0</td> </tr> <tr> <td colspan="2"> <u>Sub-total: \$0</u></td> </tr> </table>	<u>Item(s)</u>	<u>Cost</u>	Tracking Documents	\$0	 <u>Sub-total: \$0</u>		<table border="0"> <tr> <td><u>Item(s)</u></td> <td><u>Cost</u></td> </tr> <tr> <td>Tracking Documents</td> <td>\$0</td> </tr> <tr> <td colspan="2"> <u>Sub-total: \$0</u></td> </tr> <tr> <td colspan="2"> <u>Grand Total \$1,666.86</u></td> </tr> </table>	<u>Item(s)</u>	<u>Cost</u>	Tracking Documents	\$0	 <u>Sub-total: \$0</u>		 <u>Grand Total \$1,666.86</u>	
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Additional Information

References:

1. Standing is recommended as a Tier 1 Intervention by pbisworld.com, a resource for districts utilizing Positive Behavior Incentive Systems in their classrooms. <http://www.pbisworld.com/tier-1/stand-while-working/>
2. Ranjana Mehta, Ashley Shortz, Mark Benden. **Standing Up for Learning: A Pilot Investigation on the Neurocognitive Benefits of Stand-Biased School Desks.** *International Journal of Environmental Research and Public Health*, 2015; 13 (2): 59 DOI: [10.3390/ijerph13010059](https://doi.org/10.3390/ijerph13010059)
3. Benden, M.E.; Zhao, H.; Jeffrey, C.E.; Wendel, M.L.; Blake, J.J. The Evaluation of the Impact of a Stand-Biased Desk on Energy Expenditure and Physical Activity for Elementary School Students. *Int. J. Environ. Res. Public Health* 2014, **11**, 9361-9375.
4. <https://www2.kqed.org/mindshift/2014/10/21/how-standing-desks-can-help-students-focus-in-the-classroom/>
5. <http://neatoday.org/2014/11/05/standing-desks-are-helping-students-think-on-their-feet/>

School Specialty Public Price Quote:

Item Number	Description	Qty	UOM	Unit Price	Total Price
1585864	STUDENT SIT/STAND DESK - MANUAL ADJUSTABLE HEIGHT DESK	4	EA	Net:\$245.96	Net:\$983.84
1388752	STOOL - CS CONTEMPORARY SWIVEL - SOFT PLASTIC SHELL 18 A+ - CHROME FRAME - 23.5-32.5 ADJ HEIGHT - SPECIFY SHELL COLOR - NYLON GLIDES -fg Select Options	4	EA	Net:\$116.40	Net:\$465.60
				Update Order Total Subtotal:	\$1449.44
				Shipping and Handling:	\$217.42
				Sales Tax (6.875%):	\$114.59
				Sales Tax (0%):	\$0.00
				Total:	\$1781.45
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How can I receive free shipping?

* This grant was received on 10/5/17. The deadline was 9/29/17. Applicant will be notified that she missed the deadline and could not be considered at this time - It will be added to the Spring Grants