

Glassboro Education Foundation, Inc.

Send the completed application to the attention of:

Craig Stephenson
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): Mrs. Lauren DeGrazia

School: Dorothy L. Bullock School

Principal: Mrs. Kelly Marchese

Grade Level or Subject: Multiple Disabilities, self-contained classroom, grades 1-2

Phone: (school): 1-856-652-2700 x 8314

(home): 1-609-225-4675

E-mail(s): Ldegrazia@gpsd.us

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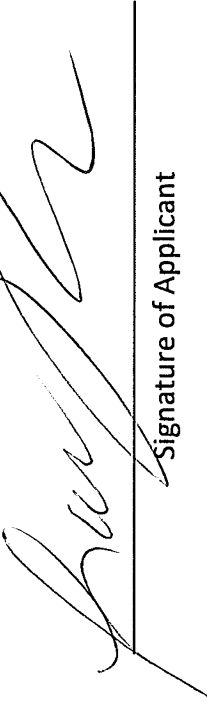
BY: _____

B. Statement of Assurances:

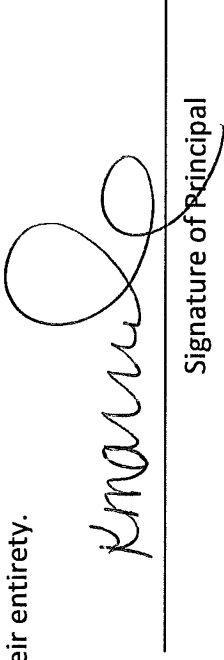
The applicant hereby assures the Glassboro Education Foundation that:

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 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 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.



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: Playground Communication Board

Subject Area(s): Functional communication, social skills, speech, special education, & English Language Learners

Approximate Number of Students Participating: 129 students with IEPs (55 of whom have communication related impairments), 68 enrolled English-Language Learners, and all peers during playground interactions.

Project Starting Date: February 2025

Project Completion Date: March 2025 for completed installation and implementation lessons, but board usage will be ongoing.

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

Playgrounds are meant to foster peer relationships and social-emotional development through inclusive interactions and exploration. However, many students with communication challenges, such as students who are non-verbal, have speech delays, or are English-language learners, face barriers when trying to participate in playground activities.

The integration of picture communication boards has proven to be highly effective in addressing these challenges. Research demonstrates that picture-based communication tools enable non-verbal and speech-delayed individuals to express their thoughts, feelings, and needs more effectively, promoting both understanding and inclusion. These devices reduce frustration for students while increasing independence and fostering an environment where all children can actively participate in social and learning opportunities.

The Universal Design for Learning (UDL) framework highlights the importance of designing environments that accommodate the diverse needs of all learners. By incorporating a bilingual (English-Spanish) communication board, the playground will align with UDL principles, offering multiple means of communication and engagement. This approach ensures that the playground serves as a truly inclusive space where all students, regardless of their communication abilities, can thrive.

Typically developing students will also benefit from the Playground Communication Board. The communication board will provide opportunities for modeling inclusive behaviors, teaching empathy, and building a community culture that values diversity and accessibility. For typical peers, the board will serve as a tool to learn about alternative communication methods and promote peer understanding. For students with communication challenges, it will empower them to interact confidently and independently.

Without such a resource, the current playground setting inadvertently excludes children with communication challenges, limiting their social development and access to equitable play experiences. By addressing this gap, the communication board will contribute to a more inclusive school environment and help all children achieve their full potential.

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

Installing a bilingual (English-Spanish) communication board will bridge the gap for non-verbal students and promote inclusion, interaction, and understanding among all children. To ensure the board is effectively integrated into daily playground activities, the speech therapists and English-Language teachers will collaborate with classroom teachers. This collaboration will include strategies for modeling the use of the board for all students, ensuring it becomes a natural and accessible part of playground interactions. Teachers will learn techniques to guide students in using the board to express themselves and engage with peers, fostering an inclusive and supportive play environment.

By providing professional support and ongoing guidance, this strategy ensures that the communication board becomes a sustainable tool for fostering communication, inclusion, and social development for all students.

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

Objectives	Program Activities to Accomplish Objectives	Completion Date	Evaluation Techniques
<p>1. Improve inclusive communication for non-verbal students on the playground.</p> <p>2. Enhance social interaction and reduce isolation for students with speech challenges.</p>	<ul style="list-style-type: none"> ● Install the communication board. ● Host a training session for teachers and students on using the board effectively. ● Design playground activities that utilize the communication board to encourage group interactions. 	<ul style="list-style-type: none"> ● February 2025 ● February 2025 – March 2025 	<ul style="list-style-type: none"> ● Anecdotal data from teachers ● Observing playground interactions pre- and post-installation ● Tracking board use with non-verbal & communication impaired students ● Record and analyze participation data during recess and structured activities.

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 E. Itemized Budget

Materials/Equipment	Services	Evaluation Techniques
<p><u>Items</u> Picture Communication Board Mounting posts Mounting bolts</p> <p><u>Cost</u> \$1,200.00 \$54.99 \$15.12</p> <p><u>Sub-total:</u> \$1,270.11</p>	<p><u>Items</u> Glassboro Maintenance instillation Communication board lessons (teacher crafted)</p> <p><u>Cost</u> N/A- Part of salaried tasks free</p> <p><u>Sub-total:</u> \$0.00</p>	<p><u>Items</u> Evaluation systems (teacher crafted)</p> <p><u>Cost</u> free</p> <p><u>Sub-total:</u> \$0.00</p> <p><u>Grand Total: \$1,270.11</u></p>