

Glassboro Education Foundation, Inc.

OK
Approved at
District level
9/15/25

Send the completed application to the attention of:

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

A. General Information

Applicant(s): Brynn Morgan
School: Bullock School
Principal: Mrs. Marchese
Grade Level or Subject: CST, BCBA
Phone: (school): 856-881-0173, (Home): 609-330-7922
E-mail(s): bmorgan@gpsd.us, kmarchese@gpsd.us

B. Statement of Assurances:

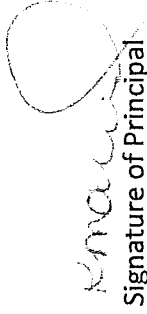
The applicant hereby assures the Glassboro Education Foundation that:

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.

Brynn Morgan

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: The Sensory Room

Subject Area(s): Social-emotional learning, emotional regulation

Approximate Number of Students Participating: Up to 40 per day

Project Starting Date: 10/20/25 Project Completion Date: 10/27/25

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

A sensory room has recently been established within the school to support students who benefit from sensory input to help with emotional regulation, focus, and behavioral needs. This space was designed with the goal of providing students, particularly those in the Multiple Disabled (MD) and Learning/Language Disabled (LLD) program, with a calming, structured environment where they can regulate and return to the classroom ready to learn.

Although the room is now available, it has not yet been put into use, as it still requires additional materials to become fully functional and effective. To meet the diverse sensory needs of our students, the space would benefit from the addition of tools such as adaptive seating, tactile manipulatives, visual and auditory calming aids, weighted items, and equipment for gross motor movement.

With the appropriate materials in place, the sensory room will serve as a proactive and responsive resource that promotes student well-being, reduces behavioral incidents, and minimizes loss of instructional time. Enhancing this space will allow staff to better support students

in a dignified and developmentally appropriate way, ensuring the room fulfills its intended purpose as a key part of our school's inclusive support system.

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

The school's plan is to complete and roll out a dedicated sensory room located within a small group instructional space in the C Hallway. This location was strategically selected for its accessibility to key student populations, including those in first, second, and third grades, the three Multiply Disabled (MD) classrooms, and the Learning/Language Disabled (LLD) classroom, all of which are within close walking distance. This proximity will allow students to access the space quickly, minimizing time out of class and ensuring the room can be used proactively and responsively throughout the school day.

The sensory room will be equipped with a range of materials designed to meet diverse sensory needs, including visual, tactile, auditory, and kinesthetic input. These resources will engage students with a variety of interests and needs, supporting both general education and special education students. The environment will be quiet and low-stimulation, allowing students to regulate in a calm and respectful setting.

Teachers and staff will be encouraged to utilize the room as an early intervention tool. If a student begins to show signs of dysregulation, they may be directed to the sensory room early in the escalation cycle. This will support the student in self-regulating before behaviors intensify, ultimately reducing the need for disciplinary action and limiting disruptions to classroom instruction. Research supports the effectiveness of this approach: in a 2017 study conducted in Philadelphia, general education students who accessed sensory equipment regularly demonstrated a measurable reduction in disciplinary issues and disruptive behaviors (Schuh, 2017).

The building administration, along with the Director of Special Education, will develop clear guidelines for use of the sensory room. These may include expectations around time limits, care for materials, and the importance of using the space as a short-term regulation strategy with the goal of returning to class as quickly as possible.

Through thoughtful implementation and appropriate resourcing, the sensory room will become a valuable, supportive environment that promotes student well-being, minimizes behavioral disruptions, and preserves instructional time.

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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
Enhance the functionality of the existing sensory room by equipping it with developmentally appropriate sensory materials that support a wide range of student needs (visual, tactile, kinesthetic, and auditory). Improve students' ability to self-regulate by providing timely access to a designated sensory space within close proximity to their classrooms. Reduce instructional disruptions and disciplinary incidents by offering early intervention strategies for both general education and special education students. Foster a consistent and equitable sensory support system across classrooms through staff training and clear usage protocols.	Collaborate with the Director of Special Education and building administrators to finalize a list of needed sensory materials. Purchase and install sensory tools such as weighted lap pads, sensory bins, calming lights, noise-canceling headphones, adaptive seating, and gross motor equipment. Develop and communicate clear guidelines for sensory room usage, including access procedures, time limits, and expectations for respecting materials. Provide staff with training or informational materials on how and when to direct students to the room for maximum benefit. Monitor usage to ensure equitable access and support integration into student support plans (e.g., IEPs or behavior intervention plans).	All materials will be purchased and installed, and the sensory room will be fully operational by December 15, 2025. Staff training and usage guidelines will be rolled out by January 10, 2026, with regular use of the space beginning immediately thereafter.	Usage Logs: Staff will record frequency and duration of student visits to the sensory room to track engagement and patterns of use. Behavioral Data Review: Compare pre- and post-implementation data, including office referrals and disciplinary actions, particularly for students identified as benefiting from sensory support. Teacher Feedback: Collect qualitative feedback from staff through surveys to assess observed changes in student behavior, classroom disruptions, and instructional time preserved. Student Progress Monitoring: For students with IEPs or behavior plans, case managers will include sensory room usage as a component of their progress reports when applicable. Mid-Year Review: The special education team and administration will conduct a formal review of room usage and impact by March 2026 to determine effectiveness

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E. Itemized Budget

				and make any necessary adjustments.
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Materials/Equipment	Services
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<u>Item(s)</u>	<u>Cost</u>
<u>Tinted Rainbow Mirror – Set of 4 Enhances visual stimulation and color recognition</u>	\$173.49
<u>Zipline Convertible Loveseat</u> Soft seating option that can double as a calming space for breaks	\$159.99
<u>Distortion Mirror</u> Provides visual input and engages students in self-awareness	\$650.00
<u>Limelite™ LED Sand Table</u> Multi-sensory experience combining tactile and visual stimulation	\$318.99
<u>Jungle Jumperoo</u> Encourages gross motor movement and proprioceptive input	\$499.99
<u>Crash Mat – 8x8 size</u> Safe space for jumping, crashing, or calming pressure input	\$689.99

Sub-total: \$2,492.45