

Glassboro Education Foundation, Inc.

Send the completed application to the attention
of:

Danielle Sochor
Beach Administration Building
Joseph L. Bowe Blvd
Glassboro, NJ 08028

A. General Information

Applicant(s): Rich Taibi
School: Dorothy Bullock Elementary School
Principal: Richard Taibi
Grade Level or Subject: School wide initiative
Phone: (school) 856-652-2700 x4105
(Home): _____
E-mail(s): rtaibi@gpsd.us

JAN 17 2019

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.



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 Zen Den

Subject Area(s): Social Emotional Learning

Approximate Number of Students Participating: 480

Project Starting Date: Winter 2019 Project Completion Date: Spring 2019

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

A recent staff survey found that 62 percent of the faculty felt students struggle with behavior and 82 percent felt they spent a significant amount of time addressing student behaviors.

Trauma research shows that more and more children come to school having experienced multiple ACE's (adverse childhood experiences). Additionally, 26 percent of children in the US experience some type of trauma before the age of four, while 35 percent of children from lower SES backgrounds are exposed to two or more ACE's. Glassboro's SES percentage is currently 52 percent. Research tells us that students from lower SES homes bring additional emotional baggage with them to school.

MRI's have shown that children exposed to ACE's often have an enlarged amygdala which impacts the ability to make age appropriate decisions (i.e. regulate emotions, choose behaviors, and delay gratification). These students then become behavioral issues due to their inability to regulate their emotions.

Our on-going SEL program is working to address the needs of children in distress. However, it would be beneficial to provide additional resources to help our children normalize their emotions. This will allow us to break the cycle of shame and fear that often results in a *freeze, flight or fight* response that has been necessary for survival.

Establishing a "calming room", the Zen Den, would create a safe and calm atmosphere where students can re-establish the emotional state

needed to be successful for optimal learning in their classrooms. In fact, the Council for Exceptional Children affirms that sensory rooms are getting popular in districts to help calm overstimulated or anxious students. Additionally, the National Center for Education Statistics found that students with special needs who spend 80 percent of the school day in a regular classroom jumped from 33 percent, 25 years ago, to more than 60 percent in 2014-15.

Advocates like Sean Goldman, executive director of student support services at Simi Valley USD in California, which has sensory rooms, says numbers should improve as more schools adopt such services.

Locally, Woodbury created sensory rooms in the past three years. School leaders noted a significant drop in disruption in classrooms, says Jeff Adams, director of special services at the Woodbury district. Creating a Zen Den at Bullock would benefit our students as well.

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

Our school would create plans—known as a “sensory diets”— to determine each student’s’ needs. Diets could include anything from 10 minutes per day in the Zen Den for a child who needs a break from normal class activity, to a longer period of time to calm a distressed child.

The Zen Den, an empty classroom in the building, would be created using a variety of sensory regulation materials such as weighted blankets/vests, calming music, soothing lights, aromatherapy, ceiling nets, lava lamps, bubble tubes and yoga.

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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
<ol style="list-style-type: none"> 1. To support building SEL initiatives. 2. To improve the behaviors of students with emotional issues. 3. To support the new NJDOE regulations for physical activity. 4. To support student and faculty wellness. 	<ol style="list-style-type: none"> 1. Room Renovation: painting, window coverings, murals 2. Purchasing of materials for classrooms & the zen den 3. Development of a schoolwide schedule (classes will visit for 30-minutes each week. 4. Development of a small group intervention schedule for students to visit for additional mindfulness support. 	<p>Late winter/early spring 2019</p>	<ol style="list-style-type: none"> 1. Student reflections/survey data 2. Monitoring for a decrease in office discipline referrals.

