

Cross Country Service Project Report: Submission #64

Due Oct. 2

School

T.C. Roberson

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250 Overlook Road

City

Asheville

State

NC

Zipcode

28803

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Coach Contact Information**Full Name:**

Ryan

Position Title:

McCormick

Non-Profit being helped

The Progressive Education Program (Valley Springs Middle School)
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Can non-profit provide 501c3 certificate?

No

Describe your team's community service project. Who did it help and how?

This year, our team repeated a service project that has special meaning to our program and my family. My daughter, Lucy, has a rare genetic disorder and attends the Progressive Education Program (PEP), which serves students with significant disabilities and specialized learning needs.

Several years ago, when Lucy was in elementary school, our cross country team created sensory books for her PEP classroom. We took traditional picture books and added sensory elements to the pages to make the stories more interactive and engaging for students. These additions included different textures and materials that students could touch and explore while listening to or reading the stories.

Now that Lucy is in middle school, we reached out to her current PEP teachers about bringing the project to their classroom. They loved the idea, so we adapted the project for older students. Team members donated picture books that were more age-appropriate for middle school students, and our runners were divided into small groups. Each group selected a book, planned sensory elements that would complement the story, gathered materials, and worked together to transform the book into an interactive experience.

In total, our team created and donated 10 sensory books to the Valley Springs PEP program. The books will become part of the classroom library and can be used repeatedly by current and future students.

Why did you pick this project?

This project gave our athletes an opportunity to use creativity and teamwork to meet a real need in their own community. More importantly, it helped them think about literacy and reading from a different perspective. Not every student accesses a book in the same way. By adding tactile and sensory components, our runners helped make reading a more engaging and accessible experience for students with disabilities.

It was especially meaningful to return to a project we first completed when Lucy was younger and continue it as she entered a new stage of her education. It allowed our team to see how a relatively simple act of service can have a lasting impact and help make their school community more inclusive.

How many students are on your team, and how many participated in the service project?

40

Service Project Photo 1