

One City Schools Summary Report

Information about the Applicant

One City Schools (OCS) are public, independent charter schools located in Madison, WI. We have been operating One City Elementary School since 2018, and in Fall 2022 we will be opening One City Preparatory Academy. As a public, independent charter school, we serve any student who is interested, with admissions done by lottery. OCS is committed to creating the leaders of tomorrow. The current reality is that many young people are being left behind by our traditional public school system and are not graduating ready for college or career.

We have created a school community where scholars and their families feel included, engaged, and inspired. As we work towards a new model of education, there are several things that make One City unique, including:

Longer School Days and Extended School Year. Our regular school hours are 8am - 4:30pm, and we provide 580 more hours of instructional time per year compared to public schools. In addition, our students are in school September through July, for a total of 206 days which is 26 more than local public schools.

Two-Generation Model. One City believes that successful parents/caregivers and families help create successful children, so we offer a variety of programs for them. In addition to family engagement in education, we engage in partnerships such as OwnIt: Building Black Wealth, which is aimed at helping first-time homeowners.

Healthy Meals Program. We provide two meals and two snacks every day for all students. Our meals are made from scratch, without canned goods or sugar.

Daily Learning Academies. This program provides daily access to co-curricular activities in the arts, science, engineering/creative design, sports, and fitness. These are inclusive and accessible to all. We provide necessary student support to ensure full participation.

Team Teaching. Having two teachers in every classroom allows for greater support for both students and teachers. This also allows our teachers to provide individualized learning, and work together to teach in small groups.

Statement of Need

We are hoping to create a sensory room that can support our students with special needs, providing them with a safe, interactive environment where they can explore, self-regulate, and better manage behaviors. In addition to our students with special needs, One City serves many children who have experienced trauma. While trauma is still not recognized as a disability by the American Psychiatric Association, on a daily basis educators realize how the manifestation of trauma mimics numerous recognized disabilities with such symptoms as anxiety, fear, anger, irritability, mood swings, feeling sad or hopeless, and feeling disconnected or numb. In order to facilitate a safe learning environment, we are working to reduce the number of behavioral disruptions in the classroom, and maintain as calm an environment as possible.

Our sensory room would offer a variety of items to work with the senses of our students to create a calming environment. Our new elementary school layout is relatively open, so we would like to create a separate space with the tools students need to help them succeed. Teachers and support staff will work with students to use the stimulus that is most effective for individual students. This room will contain a variety of therapeutic activities that can help children who have become dysregulated or have self-identified as needing space to calm down.

Project Goals and Expected Benefits

The short-term goal of our project is to provide space and support for students who need additional support understanding their social emotional health and how to regulate themselves. We hope to reduce behavioral interventions in the classroom and help students be able to stay integrated with their class, engaging with their teachers and peers as much as possible. When there are persistent behavioral issues, students develop feelings of negative self-worth because their dysregulation is seen exclusively as a behavior issue. We want to serve the whole child and give them greater opportunities to succeed.

The ultimate goal is to help students learn to identify and manage their own dysregulation through the use of the sensory room; we are hopeful they will be able to transfer that understanding of self to other environments. Moving forward we plan to track who goes into the sensory rooms, how often, for how long, and look at classrooms to determine how many behavior issues we are having. We hope to see a reduction in incidents across the year, as well as students understanding the positive role that the sensory room can play in their social and academic success.

Project Implementation Plan

The first step is to create the sensory room. With funding from Wispact, complemented by our own budget, we aim to create a unique calming space with a variety of interventions for a range of challenges faced by our scholars. The design of this space will be informed by our special education staff, our staff therapists, our student support team, and others.

While the room is being designed and created, staff will draft policies and procedures around the use of the room. This will ensure that the space can effectively serve the needs of all students who need it, and use of the room does not contribute to disruption of schedules, etc.

Throughout the year staff will track who uses it for what purpose. We will look at how use of the room has impacted classrooms in terms of behavior interventions, and what effect it has had on the students who use it. We will also look at how the sensory room is being used, anticipating that the need may decrease over time.

Evaluation Plan

Our Director of Special Education, Kim Anderson, will oversee the creation of our sensory room, as well as the process for tracking its use and measuring the impact. She will work closely with classroom teachers on identifying behavioral incidents, anecdotal impacts of the sensory room, and measuring the effectiveness through behavioral disruption counts, time out of classrooms, etc. Furthermore, she will use both qualitative and quantitative data to make adjustments to the materials that are available in the sensory room and the policies and procedures around the sensory room.

Budget

One City Schools Sensory Items 2022-23			
Item	Unit Cost	# Units	Total Cost
Bosu balls	\$145.00	6	\$870.00

Romano stand and chair	\$560.00	1	\$560.00
Airwalker therapy swing	\$260.00	2	\$520.00
Weighted vests (adult)	\$125.00	3	\$375.00
Weighted vests (kids)	\$75.00	5	\$375.00
Weighted lap pads	\$50.00	15	\$750.00
Super cat compression tube	\$60.00	4	\$240.00
Sensa Rock	\$190.00	1	\$190.00
Bean bag chairs	\$100.00	12	\$1,200.00
Calming choice chart	\$17.00	2	\$34.00
Sound canceling headphones	\$20.00	50	\$1,000.00
Sensory pea pod	\$135.00	4	\$540.00
Tactile activity busy board	\$500.00	1	\$500.00
Percussion busy board	\$800.00	1	\$800.00
Sensory table	\$540.00	1	\$540.00
Monkey activity gym	\$1,550.00	1	\$1,550.00
Timers	\$10.00	20	\$200.00
Gel tiles	\$500.00	1	\$500.00
Bubble mirror	\$1,000.00	1	\$1,000.00
Bubble tubes	\$570.00	1	\$570.00
Kid punching bag	\$40.00	1	\$40.00
Adult punching bag	\$150.00	1	\$150.00
Kid gloves (6)	\$15.00	6	\$90.00
Adult gloves (6)	\$20.00	6	\$120.00
Visual schedules	\$10.00	20	\$200.00
Cot	\$125.00	1	\$125.00

Sensa Track	\$229.00	1	\$229.00
Projector bundle	\$1,400.00	1	\$1,400.00
Body rocker	\$540.00	1	\$540.00
Ball Pit	\$790.00	1	\$790.00
Ball pit slide	\$600.00	1	\$600.00
Balls	\$280.00	1	\$280.00
Sensory Tent	\$70.00	4	\$280.00
White board paint for walls	\$200.00	1	\$200.00
Fiber optic shower	\$3,500.00	1	\$3,500.00
No mess indoor acrylic sandbox	\$600.00	1	\$600.00
Parachute	\$60.00	2	\$120.00
Fiber optic tunnel	\$2,200.00	1	\$2,200.00
Amount requested from Wispact			\$23,778.00

Staff Recommendation

The grant application can be recommended for approval; however, the total amount of assistance will have to be capped at the maximum allowable under a Wispact grant of \$10,000.00. The proceeds would be applied toward the cost of the sensory which directly benefits the students with disabilities and aligns with the initiatives of the foundation.