



St. Coletta Special Education Public Charter School

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Washington, D.C. 20003

202-350-8680

ANNUAL REPORT

2017-2018

Submitted on behalf of the Board of Trustees

By Peggy O'Brien

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Annual Report Narrative

I. School Description

A. Mission Statement

The mission of St. Coletta Special Education Charter School, Inc. (“St. Coletta”) is to serve children and adults with intellectual disabilities, and to support their families. At St. Coletta, we believe in the immeasurable value of the individual human spirit and the right of each individual to live as full and independent a life as possible. We respect the dignity of all persons entrusted to our care and our goal is to serve them in an atmosphere that encourages their talents, celebrates their successes and builds their self-esteem.

St. Coletta is a non-sectarian, non-profit organization. The school began in the basement of the St. Charles Borromeo School in Arlington with five students. Following several moves within Arlington, a larger facility was opened in Alexandria in 1996 to allow for growth. A new, state-of-the-art building was opened in September 2006, at 1901 Independence Avenue, SE, in Washington D.C. that houses the charter school program. The charter school serves 250 students.

Students served are three to twenty-two years of age who may be diagnosed with intellectual disabilities, autism or multiple disabilities. They may also have the following secondary disabling conditions: speech language disorders, vision or hearing impairments, orthopedic impairments, health impairments and behavior disorders. The program is an extension of the school’s philosophy that stresses the importance of building on strengths rather than remediating weaknesses. The basic program includes functional academics, functional life skills, physical education, arts education, computer skills and vocational training. Graduating students have earned a High School Certificate in recognition of the completion of their IEP.



B. School Program

Summary of Curriculum Design and Instructional Approaches

The basic educational program and curriculum at St. Coletta is driven by the Individuals with Disabilities Improvement Act (IDEIA) and the Individual Education Program (IEP) process. At St. Coletta, we believe that “the child/person informs the curriculum”. The instructional program is strongly based on the theoretical concepts of Reggio Emilia’s theme-based teaching, Howard Gardner’s theories of multiple intelligences, project-based and experiential learning, and positive behavior intervention. These approaches are employed to facilitate an environment for learning that has function, meaning, continuity and support for the individual learner.

To guide the teaching and instructional process, an expanded curriculum was completed by the St. Coletta School curriculum coordinator and instructional leadership staff that provide teachers a more compact scope and sequence of skills to address at each age group. Within this curriculum, teachers are provided additional resources from *The Syracuse-Community Referenced Curriculum Guide for Students with Moderate to Severe Disabilities* and *The Council for Exceptional Children’s Life-Centered Career Education Curriculum Model*. Using the curriculum guides, teachers plan instruction for their students in the acquisition of functional academic (adapted literacy and mathematics) and functional life-skills (personal-social development, communication, self-care, adaptive behavior, and community and vocational skills). The District of Columbia *Common Core State Standards* are also referenced and adapted by teachers into weekly lesson plan activities to provide students adapted instruction in general education concepts, as appropriate.

Under a theme-based functional life-skills curriculum, teachers and therapists meet to collaborate and develop hands-on activities that integrate all learners within the classroom using a multi-sensory approach and modifications for all learning levels. Visual strategies and assistive technology are used to provide students with the accommodations they need to be successful in the activities planned for the classroom based on their ability level. The IEP is used as a guide by the teachers and therapists who work together to focus on individual student goals. Weekly theme-based planning sheets are completed and maintained to review when planning future theme curriculum.

Methods of instruction are based on a variety of studied educational approaches such as ABA (Applied Behavior Analysis) and TEACCH (Treatment and Education for Autistic and Related-Communication Handicapped Children). ABA is a systematic, data driven approach to instructing and teaching children by breaking down skills into small steps. Methods of presenting skill tasks include discrete trial instruction and task analysis. TEACCH focuses on structuring the physical environment, using schedules and work systems and presenting tasks in a structured set up with a clear beginning and end. This method fosters student independence in task completion and assists students as they maneuver within the classroom environment. The program maintains an updated approach to current research in *all* methods of instruction which may be appropriate for individual students. However, no one method is advocated as the IEP team may choose to integrate components of various programming methodologies. In addition, individual student needs as noted on the IEP may drive the method of choice for an individual student.

State Standards and Content Areas

Teachers reference the District of Columbia Common Core State Standards (CCSS) for math and English/ language arts, and curriculum guides when developing their curriculum activities, lesson plans and IEPs. Teachers use these standards as a guide in determining IEP objectives that link, as appropriate, to the general education curriculum with modifications. Students also participate in the new alternate assessments developed by the National Center and State Collaborative (NCSC). These assessments are the Multi-State Alternate Assessments.

St. Coletta utilizes a custom-built computerized IEP tool to track progress on all goal areas addressed in the students' IEPs. Through analysis of these results, teachers are able to develop comprehensive instructional programs that are tailored to the unique and individualized needs of each of our students.

Functional Academics Exemplified

Functional academic skills are embedded in all theme activities and individualized as per each student’s IEP. Functional literacy and math, for example, will be taught while at the grocery store by identifying food labels, identifying ingredients, using coupons, comparing prices, and determining how much money is needed to make purchases. Younger students focus on pre-academic skills within the same activities at the grocery store such as the color, shape and size of food items. They learn to categorize, name and describe objects by some of these attributes. Students participating in our vocational program will practice composing cover letters, developing resumes and completing job applications.

Theme-related reading material and adapted books are developed by teachers and modified to each student's skill level. Literacy materials are created to revisit the key concepts of theme passages by using visual supports including symbols, pictures, and photographs. Some students utilize individualized forms of assistive technology to increase their accessibility to the educational program.

Through exploration of our community and neighborhoods and participation in our career-based training program, students are given opportunities to learn both basic science and social studies skills. Students begin learning about community helpers such as firemen, policemen, grocers, and mailmen, and then they visit their work places to learn more about them. They travel by public transportation and develop skills in navigating their community by reading maps, identifying emergency sight words, and locating resources such as the public library, post office, and grocery stores. A strong focus is placed on teaching students how to successfully access and identify needed resources in their communities. In addition, students are exposed to a variety of recreational activities such as going to performances and sporting events so that they become familiar with different leisure opportunities available to them as they mature.

The seasons bring ample opportunities for discussion and activity planning on basic science such as weather and temperature changes. They may engage in speculation about why the leaves change color. This leads to functional activities such as selecting the appropriate clothing to wear in different weather conditions. Under the instruction of our horticulture teacher, our students have created a garden featuring a wide variety of fruits and vegetables. They assist in the planting and growing process. In the spring and summer months, students are able to pick the vegetables they planted and use them in cooking activities. This provides a functional activity for students as it relates to their everyday life experiences.

Language Development and Communication

Language development and communication is an underlying focus of all student activities. As many St. Coletta School students communicate non-verbally, they require alternate means of communicating using picture symbols, photographs, gestures, facial expressions, basic sign language, objects and various communication devices as stated on their IEPs. Speech/language therapists collaborate with teachers to develop and provide meaningful communication components and supports to all activities. Students learn to functionally communicate by making requests, commenting, expressing a like or dislike and identifying needed materials and preferred items. Vocabulary and language concepts are enforced during every day, real-life experiences, as well as through theme-based social stories and sight words paired with visual pictures. Books related to the theme subject are modified with visuals and textures for students of varying ability levels.

Social Skills and Interpersonal Relationships

St. Coletta's cooperative learning environment features group projects that teach social and interpersonal relationship skills. Hands-on, theme-based group projects such as running a coffee shop, presenting on National Parks, and planning a fashion show are motivating learning activities that require teamwork to complete. Students share responsibilities and work together, learning to make compromises, share materials, accept different opinions, and solve problems. For students with difficulty forming and maintaining friendships, social stories are developed to teach them how to carry on a conversation, what to do when they are upset, and how to approach someone and say "hello". Social groups led by social workers address difficult situations such as peer pressure, conflict resolution, and impulse control.

A peer mediation program called "Peer Helping" has been developed by social workers for our students. This program is designed to assist in achieving peaceful agreements to disputes, while involving and encouraging positive role models or "peer helpers". Our behavior team and social workers strive to create programs for students to help manage challenging behaviors and foster self-esteem. For students with more challenging behaviors, such as aggression, self-injury and property destruction, the behavior team provides supports to teach more appropriate, socially acceptable behaviors. Positive behavior supports are utilized to teach skills, such as gaining attention, requesting a break, asking for help, and expressing when they are upset. Students are given avenues for expressing themselves through art, play, and music. Displaying artwork and putting on musical performances provide students with positive opportunities to show their strengths and feel proud of their accomplishments, as well as learning tolerance and acceptance of others.

Vocational Skills and Independent Living

Educating our students and fostering independence through career-based training is another key component of our program. St. Coletta School has formed relationships with local community organizations and companies to create career training opportunities for our students in preparation for post-graduation employment and connections with adult agencies. Starting at ages 14-16, IEP goals and objectives begin to address the pre-vocational skills and interests of students. This is accomplished through creating classroom jobs so students are able to practice a variety of work tasks that you would find out in the larger community.

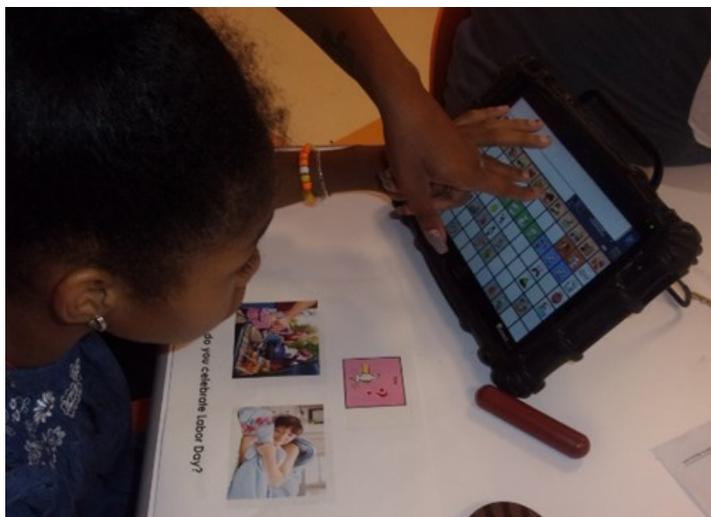
St. Coletta School continues to expand its career-based training program by adding new and exciting career-based training sites, yearly. Students, ages 16-22 years old, comprise our “Senior Program.” As these students age up in the program, they are provided with various career-based experiences through participation in the hands-on processes of “learning by doing.” Currently, the program is structured into two (2) phases: students who are 16-18 years of age focus on learning pre-vocational, vocational and employability skills through career-based training activities. Activities include identifying necessary employability skills, seeking job resources and employment, identifying jobs of interest and engaging in discussions related to workplace safety and responsibility. Students in this age group also have the opportunity to participate in school-based pre-vocational activities including tasks related to office work (e.g. shredding, sorting and collating papers), landscaping, food preparation and stocking supplies.

Students who are 19-22 years of age develop pre-employment skills in both the school and the community settings. Select school-based career training opportunities are provided to students through an application and interview process. Students are selected to participate in training opportunities within the school setting as assistant helpers under the supervision of teachers in the areas of physical education, music, art or horticulture. Community-based training is offered to all students as an opportunity to gain experience in retail and sales, office work and restaurant services. As students rotate through different training opportunities both in school and in the community, they learn to create resumes and determine work-interests and preferences and assist in their IEP planning for the transitions to occur upon graduation.

St. Coletta designed its program to focus on skills needed for success in living as independently as possible. Each learning environment is equipped with instructional kitchens, one of which is adapted for wheelchair accessibility, so students can begin learning skills for meal preparation and healthy eating. Students plan meals, prepare grocery lists, learn to navigate the grocery store and put away groceries in their kitchens. They then complete simple recipes using a variety of kitchen appliances and utensils capable of being switch operated for students with more significant impairments. Laundry facilities and fully accessible bathrooms and changing areas are located nearby classrooms so that hygiene and personal care skills can be taught throughout the school day. Using the restroom and laundry facilities, brushing teeth and washing hands are skills that increase our students’ ability to live independently in the future.

Assistive Technology

State-of-the-art technology is present in each classroom including computers and other assistive technology devices. Educational software is available to enhance students' skills in functional academics, such as matching like objects, labeling, number recognition, vocabulary building, and money management. Daily living skills are also addressed by focusing on skills such as identifying items needed for hygiene tasks, recognizing where to go in your community for specific needs such as the doctor or bank, and sequencing the steps of household chores like laundry or setting the table. Classroom activities may be enhanced with computer-based programming, the use of iPads, interactive TVs and various applications. A variety of computer hardware is adapted for students who require the additional support to use the computer successfully from adapted keyboards to touch-screens, head-switches and eye-gaze systems. Students are also taught how to navigate the Internet and to access interactive educational software programs. Students build their own resumes, using adapted templates, and complete applications online as part of our career-based training program.



Self-Determination and Healthy Living

The classroom themes and daily activities within the classrooms emphasize maintaining a healthy lifestyle. Students are encouraged through the use of movement activities to keep active. The adapted physical education program focuses on both individual skills and group sports to facilitate active participation for all students. Many of our students also choose to participate in Special Olympics sports through the physical education program at St. Coletta. When planning meals or snacks, students begin by learning “My Plate” concepts to determine healthy and unhealthy foods, proper serving sizes and how to plan a balanced meal. The older students plan menus, grocery shop and prepare lunches as part of the school program.

In addition to exercise and healthy eating, a Family Life Education program led by our social work and nursing staff addresses growth and development, sexuality, dangers of drugs and alcohol and proper hygiene and health care. Social workers provide opportunities for students to come together in structured groups to discuss how to advocate for themselves and make good choices when it comes to their life choices. They are encouraged and educated on how to participate in the development of their IEP. Students also participate in decisions regarding career-based skills training. Additionally, when nearing transition from St. Coletta students are highly involved in making important decisions regarding their living arrangements and are helped to access programs that are available to adults with disabilities. They also make decisions about future employment and are connected to the appropriate adult agencies. School social workers assist in advocating for the students’ preferences.

High School Certificate

Upon graduation, students attending St. Coletta School receive a High School Certificate which is in recognition of IEP completion. Throughout the St. Coletta School Program, students focus on independent living and vocational skills. Transition planning begins by age 14, and services are identified by the IEP team. Resources are made available to assist students in transitioning upon graduation to either an adult services program or independent work and living arrangements. Students are linked with adult services agencies including the Department of Disabilities Services (DDS) and Rehabilitation Services agencies as part of the transitional process.

Related Services

In addition to the specialized instruction received from their special education teachers, students also participate in horticulture, music, art, computer lab, adaptive physical education and receive behavior support as a part of the regular educational program. Therapeutic services such as speech/language therapy, occupational therapy, physical and hydrotherapy, audiological and vision services, and counseling are also provided as indicated on a student’s IEP.

Horticulture

Horticulture provides our students with hands-on activities introducing them to basic science and nature concepts. The horticulture teacher engages students in basic gardening, planting and landscaping activities inside a horticulture studio and outside in St. Coletta’s teaching garden. The goal is to provide students with a better understanding of their environment by providing the real-life opportunities of growing their own fruits, vegetables and plants.

Music

Music classes are provided weekly and led by a music therapist. Incorporating theme concepts and movement during music class provides students a different way to express themselves and learn new skills. Hands-on experiences with a variety of instruments foster group participation and increased leisure skills. Older students may choose to participate in the St. Coletta Chorus and perform at school events.

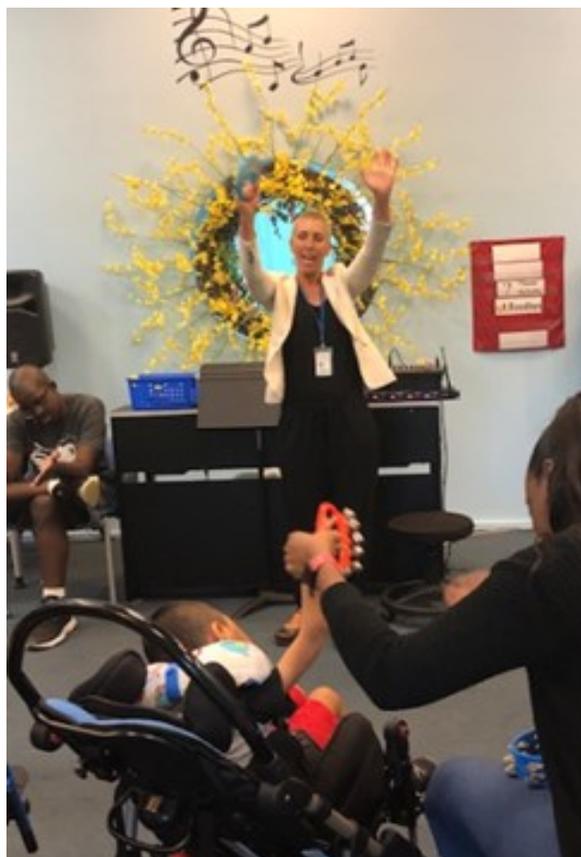
Art

Art classes provide additional opportunities for self-expression and to learn new concepts and skills using a multi-sensory approach. Led by an art teacher, students participate in art class weekly. The art teacher incorporates theme lessons into all art activities while introducing students to the world of fine art using a variety of techniques, materials and resources.

Behavior Supports

Our Behavior Team provides positive behavior support strategies designed to help students with challenging behaviors have a safe and successful experience at school. The team, made up of Board Certified Behavior Analysts (BCBAs) and Registered Behavior Technicians (RBTs), conduct Functional Behavior Assessments and from them, develop Positive Behavior Support Plans designed to teach students appropriate and effective alternatives to behaviors of concern.

Through the use of its Positive Behavior Training Suite, students may receive additional instructional support through individual work systems focusing on specific IEP objectives which employ the principles of TEACCH and the fundamentals of Applied Behavior Analysis. These systems can then be generalized to the classroom or other settings to further support student instruction.



Parent involvement efforts, describing the method and frequency of parent involvement

As a school serving individuals with intellectual disabilities and supporting their families, Parent Involvement is an integral piece of the St. Coletta program. St. Coletta encourages families to engage with the school and their child's education in a variety of ways: individual and group training, parent-teacher conferences, school-wide events, and attendance at multi-disciplinary team (MDT) meetings. While some opportunities occur throughout the school year (such as MDT meetings and individual parent trainings), others are scheduled to showcase instructional content through project based learning (school-wide events) or provide midyear feedback on student progress (parent-teacher conferences). St. Coletta seeks to make opportunities available to as many families as possible by offering flexible scheduling before or after school hours, weekend child care during group training sessions, and transportation stipends. Each year, the school seeks feedback from families about parent involvement and training opportunities through a survey and in-person meeting. Through these formats, stake holders can provide input that shapes future opportunities and maximizes parental participation.

School-wide events occur during the school day throughout the year and many occur at the culmination of an instructional unit. These events are teacher planned and student driven, typically involving classroom performances or displays. Examples of these events include art exhibits, vocational fairs, or Black History month displays. Other seasonal or celebratory events are designed to provide St. Coletta families insight into the unique elements of our programming. Examples of these events include fall festivals, holiday performances, spring community outings, or end of year luncheons. An estimated 67% of families were represented at least one school-wide event in school year 2017-2018.

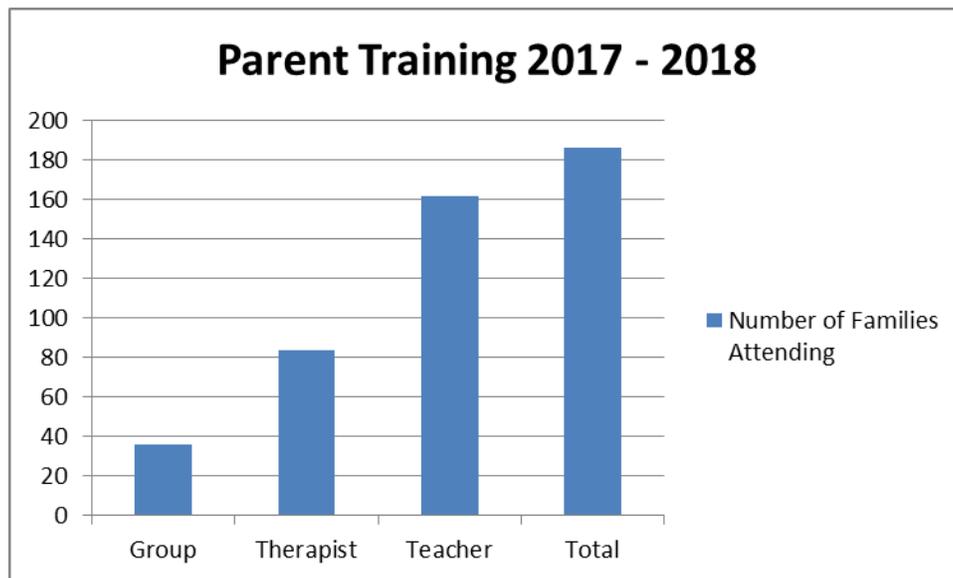


Whereas school-wide events allow parents to engage at the classroom or House level, parent training opportunities are more tailored to individual student needs. This past school year St. Coletta held three extended group parent training events and a group training held in collaboration with DCPS. Training topics had focus in the areas of feeding and communication, managing challenging behaviors, and transition services, which continue to be training topics requested by parents and school team members that work closely with families. On October 2, 2017, parents learned how to incorporate communication into feeding routines, strategies for managing picky eating behaviors, and guidance on how to ensure that students with medical and sensory needs maintain a healthy diet. On April 21, 2018, our Board Certified Behavior Analysts (BCBAs) led training on how to encourage successful community outings for children with challenging behaviors. Our training on transition age topics held on May 19, 2018, hosted representatives from several related agencies, including the Department on Disability Services, the Social Security Administration, and St. Coletta's adult programs. Additionally, St. Coletta on February 5, 2018 St. Coletta collaborated with DCPS to conduct a parent training on the eligibility process for special education services. Thirty-six different families attended one of these group training opportunities representing fourteen (14%) of families.



As we have done in the past, parents were also encouraged to meet with their child’s teacher and therapists to receive individual trainings on supporting specific educational goals. The training included a demonstration of instructional methods used at school and also focused on teaching strategies that could be implemented in the home setting. The teachers and therapists provided parents with materials and tips for targeting goals at home. The 131 individual trainings completed by therapists across all disciplines reached eighty-four (84) different families, representing thirty-three percent (33%) of families. Teachers completed 162 individual parent trainings, representing sixty-four (64%) of families.

Overall, during the 2017-2018 school year, 186 different families or seventy-three percent (73%) of St. Coletta families accessed one or more parent training opportunity.



SCHOOL PERFORMANCE

A. Performance and Progress

1. Programs/Methodologies through which the school pursues and meets its mission

St. Coletta's is meeting its mission to serve students with intellectual disabilities, autism, and multiple disabilities and to serve their families as evidenced by the progress being made on its charter goals. The focus of the educational programs and services provided at St. Coletta are tailored to meet the needs of the students with the long-term goal of increasing their independence within their school, work, and home communities. To accomplish this mission, we provide an array of programs and services in state-of-the-art facilities. Mission-related programs include the following:

- functional life-skills and functional academic curriculum;
- career-based vocational training;
- related therapeutic services including speech/language, physical and occupational therapies;
- behavior, counseling, vision, autism resource and nursing services;
- hydrotherapy;
- adaptive physical education, horticulture, music, and art therapies.

In addition, all student materials are adapted and individualized. Assistive and educational technology is utilized to increase student access to the educational environment. Methods of instruction are also based upon individual student needs and emerge from research-based methods utilized to instruct students with significant disabilities. These services are provided by licensed and credentialed educational, therapeutic and paraprofessional staff.

Staff is provided extensive student-centered training and professional development to support students in their work. Training in Applied Behavior Analysis (ABA) and structured teaching (the philosophy of TEACCH, Treatment and Education for Autistic and other Communication handicapped Children) is provided to all new teachers and overseen by the BCBA's (Board Certified Behavior Analyst) in our behavior department. Support staff is trained in critical training areas that include ABA strategies for skill acquisition and behavior modification. Training on various philosophies employed by St. Coletta School such as theme based teaching, project based learning, use of multiple intelligences and a multisensory approach are also conducted. These teaching strategies are integrated in different ways throughout the day during class instruction and for individual students as determined on their IEP.

Educating our students and fostering independence through our community based instruction and career-based training programming is another key component of our program. Instructional concepts practiced in the classroom are implemented in the natural environment to support generalization of skills such as using money to make purchases and reading store signs to safely navigate neighborhoods. St. Coletta also continues to expand the senior students' career-based training program by adding new and exciting career-based training sites yearly.

Parent training, both group and individual, is also a key program fulfilling the school's mission.

Our belief is that the parent's acquisition of specific skills is central to the success of the child in the home and community environment. St. Coletta's parent trainings are offered on weekends and include childcare, lunch, and transportation supports. Our parent training topics have included:

- learning communication systems for children who are non-verbal;
- managing challenging behaviors;
- engaging children in age-appropriate recreation and leisure skill play; and,
- preparing for transition services upon reaching adulthood.

Individual parent training sessions continue to be offered to the parents of students ages 3 through 22 years of age. These individual training sessions were student specific and focused on educating parents to teach their child to generalize an already mastered skill in the home setting. We continue to look at ways to increase parent involvement through parent training opportunities each year. This year we plan on adding a social skills series to address a variety of social scenarios, which was a need assessed through the parent survey. Please see parent involvement outcomes detailed in the section "School Description, Section I."

Other

St. Coletta is also committed to training for other individuals who provide or will provide services to our students. To foster development for these individuals, St. Coletta designed a program for student interns. This commitment is focused on sharing knowledge of the most up-to-date-interventions for persons with disabilities. The interns learn from St. Coletta staff, but also bring to the school current research and newly acquired knowledge in their fields. Our intern program also supports the recruitment of therapeutic and teaching staff for the school. St. Coletta has both affiliated and cooperative arrangements with many universities. During the 2017-2018 school year, St. Coletta School hosted interns from Loyola, Gallaudet, George Washington, Howard, Trinity, and SUNY Buffalo Universities. Each year St. Coletta School hosts psychiatry interns from Children's Hospital. This year included a nursing intern from Trinity University. We look forward to continued success with the school's internship programs each year.

St. Coletta of Greater Washington, Inc., the corporate member of St. Coletta Charter School, promotes contacts with numerous community agencies and individuals to engage them in the promotion of the mission. For example, through shared use of the St. Coletta facility, particularly on weekends, we support K.E.E.N. (Kids Enjoy Exercise Now), a non-profit organization which provides free recreational activities for children with disabilities. We have developed numerous community partnerships as well. This year we continued to collaborate with the organization "Only Make Believe", a non-profit organization, to provide a theater program and also continued partnerships with ATLAS Performing Arts Center and The Hill Center. This year we began discussions for future opportunities with the Washington Performing Arts Society.



2. Extent to which the school is meeting its goals and academic achievement expectations detailed in its charter.

St. Coletta's initial charter goals were created for our inaugural school year in the District of Columbia in 2006. These goals included student IEP progress (2 goals), an attendance and a graduation goal. The original charter goals and updates were detailed through the years and in an update for the 2015-2016 annual report. In conjunction with the DCPCSB, the school applied for and received status as a school which meets the criteria for an Alternate Accountability Framework or AAF. After determining additional baseline data was needed to determine appropriate targets during the 2016-2017 school year, targets were obtained and our AAF finalized during the 2017-2018 school year.

St. Coletta Public Charter School - Goals and Academic Expectations	Progress toward goals	Goal met or unmet
1. On an annual basis, 70% of IEP goals schoolwide will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP.	80.6%	Met
2. On an annual basis, 53.7% of therapeutic goals will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP.	68.3%	Met
3. On an annual basis, 70% of functional reading goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs.	71.0%	Met
4. On an annual basis, 69% of functional math goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs.	68.8%	Unmet
5. On an annual basis, 70% of eligible students will graduate with an IEP certificate of completion.	88.2%	Met
6A. 70% of students in Group 12 will grow in job performance across two quarters.	71.6%	Met
6B. 70% of students in Group 2 will grow in job performance by at least 10% across two quarters.	92.3%	Met
7. The school will achieve an annual in-seat attendance rate of 82%.	84.7%	Met
8. On an annual basis, at least 70% of students' families will participate in at least one parent training during the school year.	72.7%	Met

Alternate Assessments

Eligible students participated in the Multi-State Alternate Assessments (MSAA) for English/language arts and mathematics utilizing an online portal developed by the National Center and State Collaborative (NCSC). This year science was not implemented. A small number (4) of our students participated in the PARCC (Partnership for Assessment of Readiness for College and Career).

We previously worked directly with NCSC and expressed concerns to them, as well as to the Department of Education, regarding the ability of many of our students to access the content matter, even with accommodations. Many of our students making a response are not able to understand much of the content due to their disability, leading to a high level of chance for correct/incorrect responses.

Students with significant disabilities are historically tested individually, using measures that focus on the developmental acquisition of skills. Many, according to their individual psychological testing, are unable to be formally tested due to their disabilities. While the group “Measuring Progress” seeks to provide a uniform assessment tool for students with significant disabilities, the MSAA does not adequately assess this population of students who learn in non-traditional ways and whose functional program and functional academics are not on the grade level chosen for testing.

For the small percentage of students who have basic content knowledge, teachers who tested them believed that due to the design of the test, appropriate accommodations were not available for them to respond. Questions that required a test taker to scroll down to view all responses, or required listening to lengthy passages and answering questions, did not accommodate for students that have poor working memory skills or difficulty navigating the computer. Alternate strategies, such as using visuals to gain information from text, were not frequently used throughout the test. Lengthy instructions between testing sections distracted students from the content. Even given multiple readings of a passage, the content was not at a level that students could comprehend in the testing format. Students with significant disabilities can and do learn new material that is tied to real-life experiences and presented in ways that have meaning. This test does not.

It is our belief that as educators we are accountable for the progress of each student. It is our opinion (teachers, parents, administrators, experienced special educators), that the statewide and national approach to the evaluation of students with significant disabilities promotes the idea that all students fit into a current and generalized academic and testing framework. The thought process is that it is simply a matter of linking to grade level academic material, which it is not. It is our belief that attention to the development of more innovative methods of educating students and tracking progress for these students individually becomes diverted.

St. Coletta educators will continue to follow the state guidelines and collaborate with the DCPCSB regarding assessment and accountability. We will also remain committed to the improvement of methods by which to evaluate and ensure the progress of students with significant disabilities.



Student Progress

For the 2017-2018 school year, the student achievement goals focused on student progress on IEP objectives throughout the school year.

Student Progress Goal #1

On an annual basis, seventy percent (70%) of IEP goals schoolwide will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP. For the 2017-2018 school year, the percentage of fourth quarter student IEP objectives that were at the Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was eighty point six percent (**80.6%**). Thus, the annual target for this performance objective was met.

Student Progress Goal #2

On an annual basis, fifty three point seven percent (53.7%) of therapeutic goals will be mastered or improved in accuracy from Quarter 1 to Quarter 4 of the IEP. For the 2017-2018 school year, the percentage of fourth quarter student IEP objectives that were at the Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was sixty eight point three percent (**68.3%**). Thus, the annual target for this performance objective was met.

Student Achievement Goal

Student Achievement Goal #1

On an annual basis, 70% of functional reading goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs. For the 2017-2018 school year, the percentage of fourth quarter student functional reading goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was seventy one point three percent (**71.3%**). Thus, the annual target for this performance objective was met.

Student Achievement Goal #2

On an annual basis, 69% of functional math goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs. For the 2017-2018 school year, the percentage of fourth quarter student functional math goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was sixty eight point eight percent (**68.8%**). Thus, the annual target for this performance objective was unmet.



Gateway Goals

Graduation

Seventeen (17) eligible students earned their High School Certificates during the 2017-2018 school year. Five (5) eligible students earned their High School Certificates in December 2017 and twelve (12) eligible students earned their High School Certificates in July 2018. Eighty-eight point two percent (88.2%) of the graduates met the threshold of 80% of their goals reaching the Expanded, Progressing, or Mastered level of proficiency. The annual target was met.

Vocational Task Analysis

Senior students at St. Coletta School participate in vocational training both in the school setting and in the community. The St. Coletta Vocational Task Analysis, which measures a student's ability to acquire vocational skills over two quarters at an assigned training site. Students are placed in to one of two groups based on their individual baseline performance of their assigned vocational task. Students performing 49% or fewer of the steps in a job task are placed in Group 1. Students performing 50% or more of the steps in a job task are placed in Group 2.

Career Skill Development Goal #1

Seventy percent (70%) of students in Group 1 will grow in job performance by at least 30% over two quarters. Seventy-one point six percent (71.6%) of students in Group 1 showed at least 30% growth over two quarters. This annual was met.

Career Skill Development Goal #2

Seventy percent (70%) of students in Group 2 will grow in job performance by at least 10% over two quarters. Ninety-two point three percent (92.3%) of students in Group 2 showed at least 10% growth over two quarters. This annual goal was met.

Attendance

Student in-seat attendance as reported through the DCPCSB attendance system was eight-four point eight percent (84.8%). The annual target for this goal was eighty-two percent (82%) and therefore was met.



B. Unique Accomplishments

Completion of the St. Coletta Functional Life Skills Curriculum

During the 2017-2018 school year, our director of curriculum and instruction completed the St. Coletta functional life skills curriculum. This curriculum encompasses all age groups and covers the domains of functional literacy, functional numeracy, social studies, science, Self-management and daily living skills, and career-based training skills. The curriculum provides a scope and sequence for these skills in each age group as well as learning activities that support the various objectives. Curriculum materials and resources are included that reflect the variety of learning and teaching philosophies utilized by the school such as the Reggio Emilia approach to learning, the theory of Multiple Intelligences, theme based teaching, and project based learning. Additional links to curriculum guides include the Syracuse Guide, the LCCE, and the common core state standards. There are also sample materials for differentiated instruction such as visual instructions, adapted books, and visual supports for hands on activities. The creation of this curriculum included input from teachers, therapists, and instructional leaders. Given the population of students served at St. Coletta school, these resources are an invaluable support to our teachers.

Behavior Training Suite

A new training suite was made available to students and staff during the 2017-2018 school year. The behavior training suite is overseen by the behavior department's 4 Board Certified Behavior Analysts, a Board Certified assistant Behavior Analyst, and 2 Registered Behavior Technicians. The purpose of the training suite is to provide a structured space for the behavior team to observe staff implement instruction using a variety of teaching methods, including principles of Applied Behavior Analysis and TEACCH (Treatment and Education of Autistic and Communication handicapped Children), and conduct observations when developing Functional Behavior Assessments. Students will also go to the training suite when new skills are being introduced to determine the best method of instructional to support their learning, and to be introduced to work systems which supports independent work in the classroom.



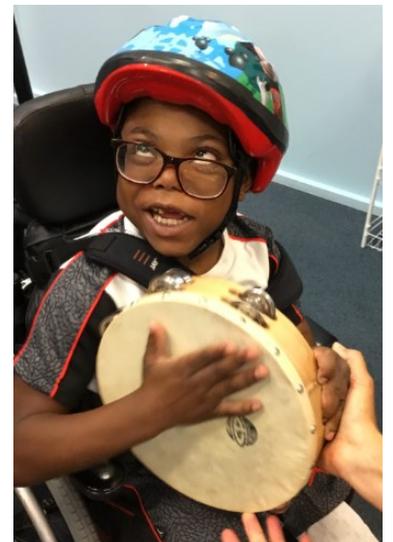
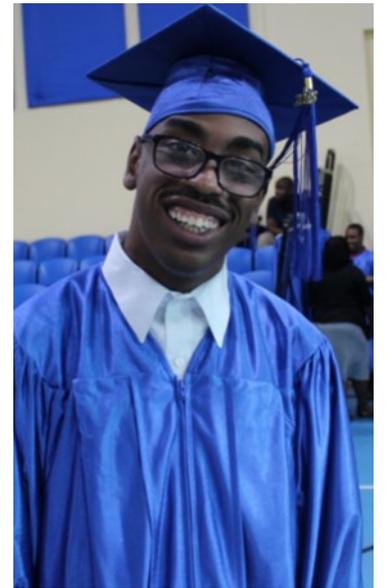
C. List of Donors

St. Coletta Special Education PCS

- ESEA LEA Title I funding for 2016-2017 school year \$ 109,846.04
- ESEA LEA Title II funding for 2016-2017 school year \$ 23,802.44
- DC Tech Fund \$ 5,615.00



APPENDICES



A. Staff Roster

Payroll Name	Job Title Description	Highest Level of Education
Reckner, Theresa	Adaptive PE Teacher	Bachelors Degree
Saunders, Rahneeka	Adaptive PE Teacher Assistant	Bachelors Degree
Mack, Melette	Admin Nurse Asst	Bachelors Degree
Green, Gwendolyn Denise	Administrative Front Desk Assistant	High School
Pearson, Nakia	Admissions/School Program Asst	Bachelors Degree
Foley, Daniel	Art Therapy Teacher	Bachelors Degree
Knight, David	Assistant Principal	Bachelors Degree
Sitcovsky, Jessica	Assistant Principal	Doctorate
Decker, Catherine	Assistant Principal - Admissions	Bachelors Degree
Soper, Amanda	Assistive Technology Specialist	Masters Degree
Acevedo, Judyvette	Attendance Administrator	Bachelors Degree
Frazier, Shecona	Behavior Assistant	High School
Long, Justin	Behavior Assistant	Bachelors Degree
Mayes, Christopher	Behavior Assistant	Bachelors Degree
Clem, Joseph	Behavior Change Specialist	Bachelors Degree
Johnson, Lera	Behavior Change Specialist	Doctorate
Jones, Dionne	Classroom Para/LPN	High School
Kargbo, Mariama	Classroom Para/LPN	High School
Abney, Carolyn V.	Classroom Paraprofessional	High School
Ackerman, Ardey D.	Classroom Paraprofessional	High School
Adams, Diamond C.	Classroom Paraprofessional	High School
Banks, Sharmarte	Classroom Paraprofessional	Associates Degree
Barnes, Katina Y.	Classroom Paraprofessional	High School
Baugh, Mekeia	Classroom Paraprofessional	High School
Bennett, Briona	Classroom Paraprofessional	High School
Bittle, GERALD D.	Classroom Paraprofessional	High School
Boyd, Tonya	Classroom Paraprofessional	Bachelors Degree
Brisbane, Loretta	Classroom Paraprofessional	High School
Broadnax, Zenetta C	Classroom Paraprofessional	High School
Brown, Jazmine	Classroom Paraprofessional	High School
Brown, Nyiesha	Classroom Paraprofessional	High School
Brown, Precious J.	Classroom Paraprofessional	High School
Brown, Tamara L.	Classroom Paraprofessional	High School
Brown, Tamika R.	Classroom Paraprofessional	High School
Buford, Karen K.	Classroom Paraprofessional	High School
Bullock, Ashley	Classroom Paraprofessional	High School
Camacho, Miriam	Classroom Paraprofessional	Bachelors Degree

Moore, Stephon	Classroom Paraprofessional	High School
Murphy, Kalyn L	Classroom Paraprofessional	High School
Murray, Cathy	Classroom Paraprofessional	High School
Mzee, Fatma	Classroom Paraprofessional	High School
Neal, Andrea C.	Classroom Paraprofessional	High School
Nickens, Chanelle	Classroom Paraprofessional	High School
Olaloye, Omobisola	Classroom Paraprofessional	High School
Payne, Chiquita	Classroom Paraprofessional	High School
Payne, LaKeesha	Classroom Paraprofessional	High School
Perry, Sakelia Ciera	Classroom Paraprofessional	High School
Plunkett, Regina	Classroom Paraprofessional	High School
Powell, Chuckia	Classroom Paraprofessional	High School
Pratt, Dionte	Classroom Paraprofessional	High School
President, Nicole Y	Classroom Paraprofessional	High School
Richardson Banks, Danielle	Classroom Paraprofessional	High School
Roberts, Makayla	Classroom Paraprofessional	High School
Robinson, Wyvette	Classroom Paraprofessional	Some College
Sanders, Lekeita	Classroom Paraprofessional	High School
Sargent, Davon	Classroom Paraprofessional	High School
Shade, Ineatha L.	Classroom Paraprofessional	High School
Simmons, Brittani	Classroom Paraprofessional	High School
Skeen, LaTisha	Classroom Paraprofessional	High School
Smallwood, Celeste M	Classroom Paraprofessional	High School
Smith, Jasmin	Classroom Paraprofessional	High School
Smith, Melvin	Classroom Paraprofessional	Bachelors Degree
Smith-weir, Susaye	Classroom Paraprofessional	High School
Stewart, Crystal	Classroom Paraprofessional	Bachelors Degree
Stone, Fayettea	Classroom Paraprofessional	High School
Strickland, Lauren	Classroom Paraprofessional	High School
Switzer, Jasmine	Classroom Paraprofessional	Some College
Thomas, Antonio	Classroom Paraprofessional	High School
Thomas, Keaira	Classroom Paraprofessional	High School
Thompson, Shelby	Classroom Paraprofessional	High School
Vinson, Tanisha	Classroom Paraprofessional	High School
Wallace, Trezure'	Classroom Paraprofessional	High School
Washington, Khadijah	Classroom Paraprofessional	High School
Welch, Robin	Classroom Paraprofessional	High School
Wells, Randy	Classroom Paraprofessional	High School
West, Kim M.	Classroom Paraprofessional	High School
White, Tatiana	Classroom Paraprofessional	High School
Williams-Tillman, Zakiya	Classroom Paraprofessional	High School
Wilson-Murphy, Sarah	Classroom Paraprofessional	Associates Degree
Winston, DaRinda L	Classroom Paraprofessional	High School

Wooten, Keont'e S.	Classroom Paraprofessional	High School
Chapman, Linda	Glassworks Artistic Facilitator	High School
Leos, Johanna G.	Horticulture Specialist	Masters Degree
Adams-Fowler, April	House Administrative Assistant	High School
Brown, Shanita	House Administrative Assistant	High School
Carter, Shanae	House Administrative Assistant	Bachelors Degree
Carter, Shanae	House Administrative Assistant	Bachelors Degree
Smith, Jeanna	House Administrative Assistant	Bachelors Degree
Watson, Devin	House Administrative Assistant	GED
Dews, Kristina	House Manager	Masters Degree
Lester, Lisa	House Manager	Bachelors Degree
Ball, Shannon Burke	IEP Coordinator	Bachelors Degree
Brown, Katherine	Instructional Support Teacher	Bachelors Degree
Headrick, Logan Wesley	Instructional Support Teacher	Masters Degree
Marcum, Alyssa	Instructional Support Teacher	Masters Degree
Durant, Karen	Job Coach	High School
Gatlin, Kenny	Job Coach	High School
Gerran, Tamara	Job Coach	High School
Hunter, Nilka	Job Coach	High School
King, Janeen N.	Job Coach	High School
Tanks, Mary	Job Coach	Associates Degree
Williams, Emily	Job Coach	Bachelors Degree
Williams, LaTasha	Job Coach	Bachelors Degree
Woodward, Judyann	Job Coach	High School
Thompson, Joni	Music Therapy Teacher	Masters Degree
Mitchell, Sonya	Occupational Therapist	Masters Degree
Skievaski, Elizabeth	Occupational Therapist	Master Degree
Albarillo, Keith	Physical Therapist	Doctorate
Voltz, Christie	Principal	Masters Degree
Ledbetter, Joshua	Procurement Specialist	Some College
Eckstein, Christine Reed	Production Manager	Bachelors Degree
Cowdrey, Caroline	School Nurse	Bachelors Degree
Lancaster, Reisa	School Nurse	Bachelors Degree
Turner, Candice Melisa	School Nurse Lead	Bachelors Degree
Miles, Michael	Shops Assistant	High School
Lane, Elliott	Social Worker	Masters Degree
Ottenritter, Laura	Social Worker	Masters Degree
Seiler, Sharon	Social Worker	Masters Degree
Drake, Jessica	Social Worker Lead	Masters Degree
Melbourne-Smith, Lisa	Special Education Coord	Masters Degree
D'Agostino, Kathryn	Speech Language Pathologist	Masters
Jude, Corra	Speech Language Pathologist	Masters Degree
Kleinberg, Alyssa	Speech Language Pathologist	Masters Degree

Weisenberger, Erin	Speech Language Pathologist	M.S.
Barnes, Danyelle Lenae	Teacher	Bachelors Degree
Blessing, Robert	Teacher	Bachelors Degree
Fortune, Maria	Teacher	Bachelors Degree
Garcia, Dennis Dindo L.	Teacher	Masters Degree
Gibson, Destini	Teacher	Bachelors Degree
Gross, Rachel Jacqueline	Teacher	Bachelors Degree
Howe, Paul	Teacher	Bachelors Degree
Jones, Matthew	Teacher	Bachelors Degree
Jordan, Jeremy	Teacher	Bachelor's of Arts
Love, Ariel F.	Teacher	Bachelors Degree
Martin, Kyerra	Teacher	Bachelors Degree
McGrath, Devin E	Teacher	Bachelors Degree
Morales, Amanda	Teacher	Bachelors Degree
Ngampa, Briget	Teacher	Masters Degree
Ott, Alexandra	Teacher	Bachelors Degree
Parson, Kenniyia S.	Teacher	Bachelors Degree
Payne, Dannetta Yolanda	Teacher	Bachelors Degree
Washington, Laura	Teacher	Bachelors Degree
Womack, Shaina C.	Teacher	Bachelors Degree
Anderson, Jakiyah	Teacher Assistant	Bachelors Degree
Dahn, Pabel	Teacher Assistant	Bachelors Degree
Dove, Kelley	Teacher Assistant	Bachelors Degree
Ellis, Gloria	Teacher Assistant	Bachelors Degree
Fuller, Evelyn	Teacher Assistant	Bachelors Degree
Garces, Martina	Teacher Assistant	Bachelors Degree
Guerrero, Geizel	Teacher Assistant	Bachelors Degree
Lewis, Steve	Teacher Assistant	Bachelors Degree
Mason, Marcell	Teacher Assistant	Bachelors Degree
Passaglia, Martha	Teacher Assistant	College
Robinson-Davis, Pamela V.	Teacher Assistant	Masters Degree
Tucker, Tayler	Teacher Assistant	Bachelors Degree
Whittenburg, Amanda	Teacher Assistant	Bachelors Degree
Benbow, Kassie	Classroom Para	High School
Covington, Aquayla	Classroom Para	High School
Crumety, Sharda G.	Classroom Paraprofessional	High School Diploma
Dandridge, Kristen	Classroom Paraprofessional	High School Diploma
Dargan, Bahcil Gerel	Classroom Paraprofessional	High School Diploma
Dixon, Jazmine Monaye	Classroom Paraprofessional	High School Diploma
Dixon, Julius	Classroom Paraprofessional	High School Diploma
Edwards, Dominique	Classroom Paraprofessional	High School Diploma
Evans, Temple A.	Teacher Assistant	Bachelor

Fenner, Stacy	Classroom Paraprofessional	Bachelor
Floure, Trashun L.	Teacher Assistant	Bachelor
George, Brandon	Teacher Assistant	Bachelor
Grant, Shariann	Classroom Paraprofessional	Bachelor
Greene, Briana	Classroom Paraprofessional	High School Diploma
Harris, Juanzel	Classroom Paraprofessional	Bachelor
Harris, Parisia	Classroom Paraprofessional	48+ College Credits
Hazeltine, Michael	House Manager	Bachelor
Indyke, Hilary	Teacher	Master
Jack, Leean	Classroom Paraprofessional	Bachelor
Jackson, Alesia	Teacher Assistant	Bachelor
James, Monique	Classroom Paraprofessional	High School Diploma
Johnson, Ara	Teacher	Bachelor
Johnson, Jenina	Classroom Paraprofessional	High School Diploma
Johnson, Vonny	Classroom Paraprofessional	GED
Holbrook, Robert Percell	Classroom Paraprofessional	High School Diploma
Konteh, Kadiatu	Classroom Paraprofessional	Associate
Lipscomb, Shatavia A.	Classroom Paraprofessional	48+ College Credits
Martin, Latoya M.	Job Coach	High School Diploma
Massaquoi, Mathew	Classroom Paraprofessional	High School Diploma
McCall, Shanickia	Classroom Paraprofessional	High School Diploma
McGill, Ke'Ana L.	Classroom Paraprofessional	Bachelor
McKeithan, Alicia A.	Classroom Paraprofessional	High School Diploma
Middleton, Jasmine	Classroom Paraprofessional	Associate
Moore, Kathleen	House Administrative Assistant	Bachelor
Morgan, Tiffany M.	Classroom Paraprofessional	High School Diploma
Nelson, Christian	Classroom Paraprofessional	High School Diploma
Nickens, Chanelle	Classroom Paraprofessional	High School Diploma
Nickens, Jawaad	Classroom Paraprofessional	48+ College Credits
Payen, Keyasha Q.	Classroom Paraprofessional	Associate
Payne, Aaric D.	Teacher Assistant	Bachelor
Plummer, Shani J.	Teacher	Master
Porter, Nikki	Classroom Paraprofessional	Associate
Suggs, Jasmine D.	Classroom Paraprofessional	High School Diploma
Swinton, JaMiya	Classroom Paraprofessional	High School Diploma
Taylor, Christie	Job Coach	Bachelor
Taylor, Na'Mea	Classroom Paraprofessional	48+ College Credits
Vailes, Alexis	Classroom Paraprofessional	Bachelor
Vinson, Tanisha	Classroom Paraprofessional	High School Diploma
Wagner, Shaquita M.	Classroom Paraprofessional	High School Diploma
Wallace, Lache Serita	Job Coach	High School Diploma
Wallace, Trezure'	Classroom Paraprofessional	High School Diploma
Washington, Iesha	Classroom Paraprofessional	High School Diploma
Washington, Marquettea	Classroom Paraprofessional	High School Diploma
Williams, Andrea	Teacher	Bachelor
Williams, Shaquawn M.	Classroom Paraprofessional	High School Diploma

Wilson, Kierra
Yancey, Melissa
Smith, Jamie
Segears, Angela
Reid, Dwayne A.
Lipscomb, Shatavia A.
Lewis, Whitnee
Garris, Krisha Michelle

Classroom Paraprofessional
Classroom Paraprofessional

High School Diploma
48+ College Credits
Bachelor
High School Diploma



B. Board of Trustees Roster

St. Coletta Special Education Public Charter School

Name	Term Dates	Address	Board Title
Peggy O'Brien, PhD	Initiation: September 2011 Current Term: Sep. 2017 – Sep. 2020	DC Resident	President
Donald Denton	Initiation: September 2008 Current Term: Sep. 2016 – Sep. 2019	DC Resident	
Josh Lewis	Initiation: December 2017 Current Term: Dec. 2017 – Dec. 2020	DC Resident	Parent Representative
Francis Slaughter	Initiation: February 2013 Current Term: Feb. 2016 – Feb. 2019	DC Resident	Education Committee
Charles Henstenburg	Initiation: November 2007 Current Term: Nov. 2017 – Nov. 2019	DC Resident	Secretary
Francis Campbell	Initiation: May 2016 Current Term: May 2016 – May 2019	DC Resident	Treasurer
Carla Ware-Easterling	Initiation: September 2018	DC Resident	Parent Representative

C. Unaudited Year-end 2017-18 Financial Statement

St. Coletta Special Education Public Charter School
 Statement of Financial Position
 As of June 30, 2018

	<u>6/30/18</u>	<u>6/30/17</u>
ASSETS		
Cash - Unrestricted	3,000,000	3,591,856
Accounts Receivable	433,013	1,001,980
Prepays		
Total Current Assets	\$ 3,433,013	\$ 4,593,836
Property and Equipment		
Accumulated Depreciation		
Total Property and Equipment	0	0
Other Assets	0	0
Total Other Assets	0	0
TOTAL ASSETS	<u>\$ 3,433,013</u>	<u>\$ 4,593,836</u>
LIABILITIES		
Accounts Payable and Accrued Expenses	3,265,065	4,396,550
Deferred Revenue	167,948	197,286
Other Current Liabilities		
Total Current Liabilities	\$ 3,433,013	\$ 4,593,836.00
Long-Term Liabilities	0	0
Total Long-Term Liabilities	0	0
Total Liabilities	\$ 3,433,013	\$ 4,593,836
NET ASSETS		
Net Assets - Unrestricted		
YTD Net Income		
Total Net Assets	0	0
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 3,433,013</u>	<u>\$ 4,593,836</u>

D. Approved 2018-2019 Budget

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	St Coletta Special Education Public Charter School, Inc													
2	FY 2019 Annual Budget													
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October Budget	November Budget	December Budget	Q2 Budget	January Budget	February Budget	March Budget	Q3 Budget
1,212,237	1,212,237	1,212,237	3,636,710	1,212,237	1,212,237	1,212,237	3,636,710
-	-	-	-	-	-	-	-
65,717	65,717	65,717	197,151	65,717	65,717	65,717	197,151
14,167	14,167	14,167	42,500	14,167	14,167	14,167	42,500
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
240,406	240,406	240,406	721,217	240,406	240,406	240,406	721,217
1,532,525.66	1,532,525.66	1,532,525.67	4,597,576.99	1,532,525.66	1,532,525.66	1,532,525.67	4,597,576.99

April Budget	May Budget	June Budget	Q4 Budget	Current Year Annual Budget
1,212,237	1,212,237	1,212,237	3,636,710	14,546,838
-	-	-	-	-
65,717	65,717	65,717	197,151	788,604
14,167	14,167	14,167	42,500	170,000
-	-	-	-	-
-	-	-	-	-
-	-	-	-	-
240,406	240,406	240,406	721,217	2,884,866
1,532,525.66	1,532,525.66	1,532,525.71	4,597,577.03	18,390,308.00

E. Staff Development Outcomes 2017-2018

This year, teaching staff continued to participate in a wide variety of professional training opportunities to develop their implementation of effective instructional strategies, goal development and data collection. LEA funds were applied to several of these opportunities in order to provide outside opportunities for development from professionals in the greater education community.

- **August:** During St. Coletta's new hire orientation in August, all new teaching staff received training on the St. Coletta Functional Life Skills Curriculum, effective teaching practices and the teaching approaches utilized at St. Coletta. They were also trained in the use of assistive technology and student-specific adaptations and accommodations as well as how to safely transition students from wheelchairs to other locations. New teachers were provided initial training on how to utilize SEDS (EasyIEP) and training was ongoing for all teachers throughout the school year. Training focused on guiding and assisting teachers and related service providers to ensure that staff is familiar with using the Special Education Data System (SEDS) and that IEPs were completed within DCPS' required timelines.
- **September:** Teachers and therapists were provided differentiated training in IEP goal writing. New teachers received development on the topic of writing SMART goals based on current testing and present levels of performance. Returning teachers focused on the development of IEP goals for students with more motor or sensory-based needs or students with the most severe cognitive disabilities. Paraprofessional staff received training through our Behavior Support Department on several topics: understanding IEP objectives, IEP data collection, designing tasks to correspond with objectives, using prompts, how to select the most appropriate teaching approach for a given skill (discrete trial vs. chaining, shaping, net vs. drills, structured teaching, task analysis.) Board Certified Behavior Analysts (BCBAs) designed the training with the specific needs of paraprofessional staff in mind and provided follow-up to ensure implementation of the strategies described within the sessions.

The "Sheltered English Language Instructional Approach" training was again provided for all teachers with students who speak English as a second language in order to provide appropriate and effective adaptations within the classroom.

October: New teachers were trained on the Hanen: Learning Language and Loving It – Teacher Talk Series which was facilitated by an Assistant Principal and St. Coletta's lead Speech/Language Pathologist. This program focuses on the development of language and literacy for students with varying types of needs. LEA funds were applied to the Hanen training to purchase training materials for new teachers and therapists. Returning teachers received training on the use of Advanced Boardmaker led by the St. Coletta Assistive technology specialist. This training focused on the use of Boardmaker to create interactive and dynamic instructional activities that afford access to all students. Paraprofessional staff continued their training with St. Coletta BCBAs. Topics for this next session included how to motivate students to learn, how to take and evaluate IEP data, the steps for establishing a successful teaching relationship,

preventing problem behaviors, active engagement, rapport building, decreasing power struggles, predictability catching students being good and response strategies.

Throughout this month, teachers also received training on the graphing of IEP goals data and how to use this data to make determinations about students programming. This was led by the Assistant Principal and the Director of Curriculum and Instruction.

- **January:** This month, LEA funding was applied to have trainers from the UNC TEACCH program travel to St. Coletta to provide professional development for training for teachers on visually structured tasks. TEACCH is a behaviorally-based educational strategy designed for students who have Autism and is an integral part of the St. Coletta program. This approach promotes independence through the use of visually structured tasks and structured classroom set up as well as individual schedules that allow students to transition throughout their school environment and participate in tasks with more independence. Also during this month, paraprofessional staff rotated through a series of trainings on preventing pressure sores (led by Physical Therapists), adapting books (led by Instructional Support Teachers) and universal precautions (led by the St. Coletta nursing department).
- **February:** During this month, an in-house workshop for paraprofessional staff, was led by Playworks, Inc. Staff learned many ways to create movement/play-based lessons for students and how to adapt and differentiate these lessons to include students of all abilities. Topics included the Power of Play and Group Management.
- **April:** Dr. Jane Barbin, BCBA-PhD provide teaching staff with a workshop focused on the topic of Executive Functions: Teaching Flexibility and Problem Solving. Teachers learned what executive functions are, how disabilities such as autism can affect a student's executive functioning and strategies to assist students in coping as well as teachers for teaching executive functioning.



Several paraprofessional staff participated in registered Behavior Technician training. This training will allow these individuals to support the Behavior Department in their capacity to provide positive behavior support interventions to the students in our program.

Teachers also participated in an in-house workshop hosted by the United States Botanic Garden. This workshop provided teachers with information on how to create different hands-on activities at the Botanic Garden, including lavender sachets and seed paper. Teachers then had the opportunity to visit the USBG education center to learn about hands-on multisensory instruction using different parts of the garden.



- **Throughout the year:** Online Applied Behavior Analysis (ABA) training modules were continued for new teachers, provided by Maximum Potential Kid and facilitated by St. Coletta's Board Certified Behavior Analysts (BCBAs). Teachers viewed online modules focused on such topics as discrete trial instruction, tasks analysis, shaping, chaining, errorless teaching, prompt hierarchy and data collection and then met with BCBAs for follow-up training.

TEACCH training was provided for new teachers with topics focused on the set up of the physical classroom structure, the creation and implementation of individual student's schedules, the development and use of structured work tasks/systems, and implementation of the program as a whole. This training was facilitated by St. Coletta's BCBAs.

Teachers participated in Instructional Development workshops focused on the Reggio-Emilia Approach and The Theory of Multiple Intelligences, which are the basis of the St. Coletta's instructional programming. Teachers read *The Hundred Languages of Children* and *Frames of Mind* and participated in discussion groups to summarize and describe what was learned as well as to collaborate on the implementation of these concepts at St. Coletta.

Paraprofessional staff participated in a series of development workshops, focused on their role as partners in the education of the students they serve in their classrooms. Paraprofessional staff was trained by instructional leaders on the topics of adapted cooking, adapted instruction and promoting social skills. Trainers reviewed IEP goals related to these topics, why these concepts are a part of the St. Coletta Functional Life Skills curriculum, and how to create, adapt and implement instruction related to these topics. These trainings provided staff with resources and suggestions for creating and implementing IEP goal related tasks as well as clarification on their role in providing high quality instructional opportunities within the classroom. During these trainings, staff had an opportunity to create adapted materials which could be immediately used with students upon returning to their classrooms.

Teachers were provided further development of skills through a teacher tutoring program that was held weekly. Topics covered a variety of subjects, including: parent communication, student-led IEPs, eligibility for special education services, using technology in group instruction, and facilitating social skills. A highlight for this year was training on the creation of switch-adapted toys.

Training in critical competencies on prompt hierarchy, specific verbal praise, active engagement, data collection, and structured tasks continued with new staff. Behavior specialists and instructional supervisors conducted trainings during each new hire orientation throughout the school year. Behavior staff and supervisors followed up with staff observations in the classroom to ensure effective implementation of the targeted skill areas.



Unique Experiences

- Collaboration with the Holocaust Museum for vocational training
- Partnered with The Department of Public Works to teach about recycling
- Had a visit from Captain Can It! for the “Save The Planet” campaign
- Collaborated throughout the year with the Anacostia Watershed’s Rice Ranger’s program
- Professional Development with The U.S. Botanic Garden
- House 1 student won 3rd place (K-2 grade) in the 2018 Youth Art Contest for the Cherry Blossom Festival
- Representatives from Real Food For Kids visited our cafeteria and observed our healthy cooking program
- Partnership with the Rosedale Librarian’s
- DC United Clinic
- Performances by Step Afrika!, Dino Rocks, and human beat box artist Christylez Bacon
- Our Giving Back project donated 650 lbs of nonperishable food items to the Capital Area Food Bank
- Opened a Behavior Training Suite to provide additional support and training for students and staff

