



St. Coletta Special Education Public Charter School

1901 Independence Ave. SE

Washington, D.C. 20003

202-350-8680

ANNUAL REPORT

2018-2019

Submitted on behalf of the St. Coletta Special Education Public Charter School Board

by Dr. Peggy O'Brien, Board Chair

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Annual Report Narrative

I. School Description

A. Mission Statement

The mission of St. Coletta Special Education Public 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, community based instruction, 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 functional life skills curriculum was completed by the St. Coletta School curriculum coordinator and instructional leadership staff in 2017. That curriculum provides 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 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. In 2018 the daily living skills curriculum was expanded to include the Look, Cook and Eat program, a digital cooking program geared towards individuals with disabilities.

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 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

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

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 classroom stores, presenting on Black History Month, and planning a science fair 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 12, 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

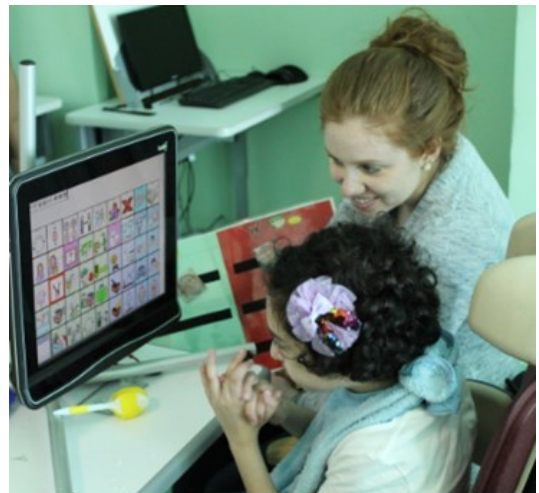
Students in this age group also have the opportunity to participate in school-based pre-vocational activities including tasks related to office work (e.g. shredding, sorting and collating papers), landscaping, food preparation and stocking supplies.

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 12, 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

re-



sources.

2. 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. Opportunities to meet with the principal and other school leaders to provide input and suggestions for school programming are also scheduled quarterly. Through these formats, stakeholders 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 Black History Month displays, science fairs, or career exploration events. Other seasonal or celebratory activities 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, and end of year luncheons. An estimated 65.4% of families were represented at least one school-wide event or parent train-



ing in school year 2018-2019.

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

As in previous school years, parents were 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 142 individual trainings completed by therapists across all disciplines reached ninety (90) different families, representing thirty-six percent (36%) of families. Teachers completed 167 individual parent trainings, representing sixty-six (66.8%) of families.

Overall, during the 2018-2019 school year, 186 different families or seventy-four percent (74.4%) 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 School is meeting its mission to serve students with intellectual disabilities, autism, and multiple disabilities and to serve their families as evidenced by progress being made on its charter goals. For the 2018-2019 school year 100% of goals were met. This mission drives the focus of all of the educational programs and services provided at St. Coletta School. The educational programs utilized are tailored to 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

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 2018-2019 school year, St. Coletta School hosted therapy interns from Gallaudet, George Washington, Howard, Trinity, and SUNY Buffalo Universities. Each year St. Coletta School hosts psychiatry interns from Children’s Hospital. 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. “Only Make Believe”, a non-profit organization, that has been providing a theater program to our students for over 3 years, continued their work with our students in House 3. This year we also had an in-house residency with the Revision Dance Company through Artivate. Other organizations with whom we continued partnerships include, Aramark Corporation, Atlas Performing Arts Center, D.C. Central Kitchen, D.C. Department of Public Works (Project SWEEP), D.C. Department on Disability Services (PPTE), D.C. United, The Hill Center, New York Pizza, United States Department of Agriculture, and The United States Holocaust Memorial Museum.



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

St. Coletta finalized their AAF goals and adopted them, excluding state-wide testing goals, as their charter goals during the 2017-2018 school year. St. Coletta met 100% of their charter goals during the 2018-2019 school year and is substantially meeting these goals ahead of the 15 year renewal review in SY 2020-2021.

St. Coletta Public Charter School - Goals and Academic Expectations	Goal met or unmet	Progress toward goals
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.	Met	87.5%
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.	Met	80%
3.On an annual basis, 70% of functional reading goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs.	Met	74.0%
4.On an annual basis, 69% of functional math goals will be mastered or progressing schoolwide by Quarter 4 of students' IEPs.	Met	72.2%
5.On an annual basis, 70% of eligible students will graduate with an IEP certificate of completion.	Met	92.3%
6A.70% of students in Group 1 will grow in job performance by at least 30% across two quarters.	Met	79.8%
6B.70% of students in Group 2 will grow in job performance by at least 10% across two quarters.	Met	100%
7.The school will achieve an annual in-seat attendance rate of 82%.	Met	85.9%
8.On an annual basis, at least 70% of students' families will participate in at least one parent training during the school year.	Met	74.4%

Student Progress

For the 2018-2019 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 2018-2019 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-seven point five percent (**87.5%**). 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 2018-2019 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 percent (**80.0%**). 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 2018-2019 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-four percent (**74%**). 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 2018-2019 school year, the percentage of fourth quarter student's functional math goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was seventy-two point two percent (**72.2%**). Thus, the annual target for this performance objective was met.



St. Coletta Special Education PCS acknowledges that DC PCSB's review and publication of this annual report does not imply concurrence or disagreement with the content herein.

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. Most concerning is that while each of our students have specific accommodations indicated on their IEP that are required in order for them to be able to access their instructional materials, those accommodations are not permitted to be used during the assessment. In addition, at IEP meetings our student have been designated as being on track to receive a High School certificate, not a diploma, as their intellectual disabilities prevent them from being able to master higher level academic skills.

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.



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Gateway Goals

Graduation

Thirteen (13) eligible students earned their High School Certificates during the 2018-2019 school year. Four (4) eligible students earned their High School Certificates in December 2018, one student earned her certificate in March 2019 and eight (8) eligible students earned their High School Certificates in July 2019. Ninety-two point three percent (**92.3%**) 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 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-nine point eight four percent (**79.8%**) of students in Group 1 showed at least 30% growth over two quarters. This annual goal 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. One hundred percent (**100%**) 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 eighty-five point nine percent



(**85.9%**). The annual target for this goal was eighty-two percent (82%) and therefore was met.

B. Unique Accomplishments

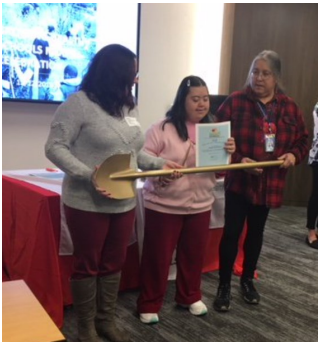
1. Established a new vocational training program with Aramark at Georgetown University



2. Continued collaboration with the Anacostia Watersheds Rice Rangers program



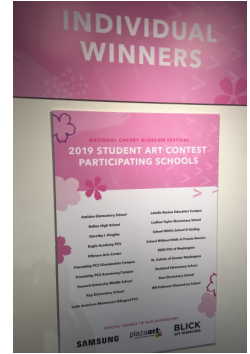
3. Received the Gilda Allen Best School Garden Essay Award



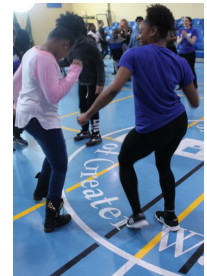
4. Continued partnerships with the Rosedale Librarians and Only Make Believe



5. House 2 student won 3rd place (Middle School) in the 2019 Youth Art Contest for the Cherry Blossom Festival



6. Performances by Unified Jazz Ensemble and Smithsonian's Project Discovery



7. DC United Soccer Clinic for students



8. First school in the District to participate in Department of Disability Services' "People Planning Together for Employment"



9. Hosted Executive Director of Council for Exceptional Education and international fellows from Taiwan and Moldova to showcase our special education program



10. Reconfigured and updated the sensory room with donations



C. List of donors

ESEA LEA Title I funding for 2018-2019 school year	\$125,630.23
ESEA LEA Title II funding for 2018-2019 school year	\$23,742.34

SY 2018-19 Annual Report Campus Data Report

Source	Data Point
PCSB	LEA Name: St. Coletta Special Education PCS
PCSB	Campus Name: St. Coletta Special Education PCS
PCSB	Grades served: Alternative
PCSB	Overall Audited Enrollment: 250

Enrollment by grade level according to OSSE's Audited Enrollment Report

Grade	PK3	PK4	KG	1	2	3	4	5	6
Student Count	0	0	0	0	0	0	0	0	0
Grade	7	8	9	10	11	12	Altern- ative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	250

*Note: This field is only filled in for St. Coletta Special Education PCS as it is the only charter LEA that exclusively serves students with disabilities.

Student Data Points

School	Total number of instructional days: 210
PCSB	Suspension Rate: 0.4%
PCSB	Expulsion Rate: 0.00%
PCSB	Instructional Time Lost to Out-of-School Suspension Rate: 0.01%

PCSB	In-Seat Attendance: 85.9%*
PCSB	Average Daily Attendance: The SRA requires annual reports to include a school's average daily membership. To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) <u>mid-year</u> withdrawals; and (3) mid-year entries. (No action necessary.)
PCSB	Midyear Withdrawals: 4.4% (11 students)*
PCSB	Midyear Entries: 2.0% (5 students)*
PCSB	Promotion Rate (LEA): 100.0%
PCSB (SY17-18)	College Acceptance Rates: Not Applicable
PCSB (SY17-18)	College Admission Test Scores: Not Applicable
PCSB (SY17-18)	Graduation Rates: Not Applicable

Faculty and Staff Data Points

School	Teacher Attrition Rate: 44.8%
School	Number of Teachers: 29
School	Teacher Salary Average: \$61,191.84 2. Range -- Minimum: \$52,518 Maximum: \$81,299.85
School	Executive Compensation: Chief Executive Officer \$249,693.60 Chief Development Officer \$187,754.84 Chief Financial officer \$187,761.86 Chief Operations Officer \$136,496.62 Principal \$130,961.74

APPENDICES



A. Staff Roster

Job Title Description	Employee Name	Highest Level of Education
Adaptive PE Teacher	Reckner, Theresa	Bachelor's Degree
Adaptive PE Teacher Assistant	Saunders, Rahneeka	Bachelor's Degree
Admin Nurse Asst	Mack, Melette	Bachelor's Degree
Admin/HR Assistant	Ham, Shunnon Evette	Bachelor's Degree
Administrative Assistant	Boyd, Robyn	N/A
Administrative Front Desk Assistant	Green, Gwendolyn Denise	High School
Admissions/School Program Asst	Pearson, Nakia	Bachelor's Degree
Art Therapy Teacher	Foley, Daniel	Bachelor's Degree
Assistant Principal	Knight, Dave	Master's Degree
Assistant Principal	Sitcovsky, Jessica	Doctorate
Assistant Principal - Admissions	Decker, Catherine	Bachelor's Degree
Assistive Tech Admin Asst	Fuller, Janelle	High School
Assistive Technology Specialist	Soper, Amanda	Master's Degree
Asst Controller	Kingue, Joyce B	Master's Degree
Attendance Administrator	Acevedo, Judyvette	Bachelor's Degree
Behavior Assistant	Crawford, Sharae	High School
Behavior Assistant	Frazier, Shecona	High School
Behavior Assistant	Long, Justin	Bachelor's Degree
Behavior Assistant	Mayes, Christopher	Bachelor's Degree
Behavior Change Specialist	Clem, Joseph	Bachelor's Degree
Behavior Change Specialist	Johnson, Lera	Master's Degree
Chief Development Officer	Hill, Rebecca	Master's Degree
Chief Executive Officer	Raimo, Sharon B	Master's Degree
Chief Financial Officer	Rowland, Kathryn	Bachelor's Degree
Chief Operating Officer	Mason, Kaiheem	Master's Degree
Classroom Para/LPN	Jones, Dionne	High School
Classroom Para/LPN	Kargbo, Mariama	High School
Classroom Paraprofessional	Abney, Carolyn V.	High School
Classroom Paraprofessional	Ackerman, Ardey D.	High School
Classroom Paraprofessional	Adams, Diamond C.	High School
Classroom Paraprofessional	Adeyeye, Melissa	High School
Classroom Paraprofessional	Atwell, Jasmine	High School
Classroom Paraprofessional	Aull, Ronnay	Associate's Degree
Classroom Paraprofessional	Baker, Ashley	High School
Classroom Paraprofessional	Baker, Tequila R	High School
Classroom Paraprofessional	Barnes, Katina Y.	High School
Classroom Paraprofessional	Battle, Qiana	High School
Classroom Paraprofessional	Baugh, Mekeia	High School
Classroom Paraprofessional	Benbow, Kassie	High School
Classroom Paraprofessional	Bennett, Briona	High School
Classroom Paraprofessional	Bittle, Geral D.	High School
Classroom Paraprofessional	Black, Darnisha	High School
Classroom Paraprofessional	Blake, Ieisha	High School
Classroom Paraprofessional	Blalock, Brenda	High School
Classroom Paraprofessional	Bow, Renee	High School
Classroom Paraprofessional	Bowen, Terris	High School

Classroom Paraprofessional	Bowman, Shaylene	High School
Classroom Paraprofessional	Boyd, Pamishia	High School
Classroom Paraprofessional	Boyd, Tonya	Bachelor's Degree
Classroom Paraprofessional	Bradshaw, Raynette	High School
Classroom Paraprofessional	Bradshaw, Rayonna	High School
Classroom Paraprofessional	Brinkley, Shanetta	High School
Classroom Paraprofessional	Brisbane, Loretta	High School
Classroom Paraprofessional	Broadnax, Zenetta C	High School
Classroom Paraprofessional	Brown, Jazmine	High School
Classroom Paraprofessional	Brown, Latoya N	High School
Classroom Paraprofessional	Brown, Nyiesha	High School
Classroom Paraprofessional	Brown, Precious J.	High School
Classroom Paraprofessional	Brown, Tamara L.	High School
Classroom Paraprofessional	Brown, Tamika R.	High School
Classroom Paraprofessional	Bryant, Lakisha	High School
Classroom Paraprofessional	Buford, Karen K.	High School
Classroom Paraprofessional	Bullock, Ashley	High School
Classroom Paraprofessional	Burton, Ayanna	High School
Classroom Paraprofessional	Burts, Shavonne	High School
Classroom Paraprofessional	Butler, Danielle	High School
Classroom Paraprofessional	Caldwell, Jasmine M	High School
Classroom Paraprofessional	Camacho, Miriam	Bachelor's Degree
Classroom Paraprofessional	Chambers, Jasmine	High School
Classroom Paraprofessional	Clark, Evelyn	High School
Classroom Paraprofessional	Cleckley, Tyneer	High School
Classroom Paraprofessional	Coleman, Dorothy	High School
Classroom Paraprofessional	Coleman, Tracey	High School
Classroom Paraprofessional	Cooper, Jocelyn	High School
Classroom Paraprofessional	Covington, Aquayla	High School
Classroom Paraprofessional	Cox, Lavette A.	High School
Classroom Paraprofessional	Crews, Sheila Antionette	High School
Classroom Paraprofessional	Davis, James	High School
Classroom Paraprofessional	Davis, Tanya	High School
Classroom Paraprofessional	De Armas, Nereyda	Bachelor's Degree
Classroom Paraprofessional	Dean, Sherease	High School
Classroom Paraprofessional	Deterville, Melinda	High School
Classroom Paraprofessional	Dillard, Katrina	High School
Classroom Paraprofessional	Douglas, Melody	High School
Classroom Paraprofessional	Ellermeier, Taylor	High School
Classroom Paraprofessional	Estep, Jakiyah	High School
Classroom Paraprofessional	Everette, Renina	High School
Classroom Paraprofessional	Favors, Antonio	High School
Classroom Paraprofessional	Fayson, Janay	High School
Classroom Paraprofessional	Fayson, Lynda	High School
Classroom Paraprofessional	Fenner, Stacy	Bachelor's Degree
Classroom Paraprofessional	Ferguson, Tiffani	High School
Classroom Paraprofessional	Ford, Savannah	High School
Classroom Paraprofessional	Fortune, Lakira	High School
Classroom Paraprofessional	Fountain, Patricia	High School

Classroom Paraprofessional	Frazer, Folashade	High School
Classroom Paraprofessional	Frazier, Sasha Monae	High School
Classroom Paraprofessional	Gadson, Tosha	Associate's Degree
Classroom Paraprofessional	Gallagher, Tina M	High School
Classroom Paraprofessional	Gant, Verna	High School
Classroom Paraprofessional	Gaskins, Jada	High School
Classroom Paraprofessional	Gibson, Kia	High School
Classroom Paraprofessional	Gomillion, Destini	High School
Classroom Paraprofessional	Graves, Ariel	High School
Classroom Paraprofessional	Gray-Kemp, Shatoine	High School
Classroom Paraprofessional	Hackney, Latanya	High School
Classroom Paraprofessional	Haigler, Cierra	High School
Classroom Paraprofessional	Hamlett, Monique Renee	High School
Classroom Paraprofessional	Harlan, Rochelle	48 + College Credits
Classroom Paraprofessional	Harris, Cherokee	High School
Classroom Paraprofessional	Harris, Danita	High School
Classroom Paraprofessional	Harrison, Kiana	High School
Classroom Paraprofessional	Hazer, Yorel	High School
Classroom Paraprofessional	Henry, Taviona C.	High School
Classroom Paraprofessional	Hewlett, Victoria	High School
Classroom Paraprofessional	Hill, Jasmin T	High School
Classroom Paraprofessional	Hill, Marc	High School
Classroom Paraprofessional	Hill, Tierra N	High School
Classroom Paraprofessional	Hines, Tyyonna Ashley	High School
Classroom Paraprofessional	Holcomb, India KoWanda	High School
Classroom Paraprofessional	Holmes, Akea	High School
Classroom Paraprofessional	Holmes, Alexis	High School
Classroom Paraprofessional	Hoston, Darlene	High School
Classroom Paraprofessional	Howard, Mark	High School
Classroom Paraprofessional	Hucks, Tara	High School
Classroom Paraprofessional	Hunt, Michelle C.	High School
Classroom Paraprofessional	Ingram, Saiswan D.	High School
Classroom Paraprofessional	Jack, Leean	Bachelor's Degree
Classroom Paraprofessional	Jackson, Shamika	Bachelor's Degree
Classroom Paraprofessional	Jenkins, Carrie	High School
Classroom Paraprofessional	Jenkins, Kiran	High School
Classroom Paraprofessional	Johnson, Meloney	High School
Classroom Paraprofessional	Johnson, ShaQuitta	High School
Classroom Paraprofessional	Jones, Angel	High School
Classroom Paraprofessional	Jones, Brittany	High School
Classroom Paraprofessional	Jones, Hattie Delores	High School
Classroom Paraprofessional	Jones, Hope	Associate's Degree
Classroom Paraprofessional	Jones, Krystle	High School
Classroom Paraprofessional	Jones, Talitha	High School
Classroom Paraprofessional	Jones, Tamika	High School
Classroom Paraprofessional	Kamara, Abdul-Aziz	High School
Classroom Paraprofessional	Kelly, Ikea	High School
Classroom Paraprofessional	Kelly, Tamika Renee	High School
Classroom Paraprofessional	King, Claudette	High School

Classroom Paraprofessional	Kinney, Joshua	High School
Classroom Paraprofessional	Konteh, Kadiatu	Associate's Degree
Classroom Paraprofessional	Laughton, Aisha	High School
Classroom Paraprofessional	Lawrence, Niru	High School
Classroom Paraprofessional	Lee, Bertha	High School
Classroom Paraprofessional	Lee, Wayne	High School
Classroom Paraprofessional	Leonard, LaQuia	High School
Classroom Paraprofessional	Lewis, Leila	High School
Classroom Paraprofessional	Lewis, Sydney	High School
Classroom Paraprofessional	Lofty, Cherita	High School
Classroom Paraprofessional	Lomax, Marc	High School
Classroom Paraprofessional	Lopez, Nicole	High School
Classroom Paraprofessional	Lott, Michelynn	High School
Classroom Paraprofessional	Lucas, Sharmain	High School
Classroom Paraprofessional	Luck, Revae	High School
Classroom Paraprofessional	Lynch, Shantell A.	High School
Classroom Paraprofessional	Mack, Mia	High School
Classroom Paraprofessional	Martin, Ashley	High School
Classroom Paraprofessional	Mattox, Evan	High School
Classroom Paraprofessional	McCall, Shanickia	High School
Classroom Paraprofessional	McMullen, Daphne	High School
Classroom Paraprofessional	Meadows, Chervis	High School
Classroom Paraprofessional	Meadows, Cornelia	High School
Classroom Paraprofessional	Melvin, Janae	High School
Classroom Paraprofessional	Merkerson, Tymisha	High School
Classroom Paraprofessional	Miles, Victoria	High School
Classroom Paraprofessional	Moore, Jacqueline L.	High School
Classroom Paraprofessional	Moore, Stephon	High School
Classroom Paraprofessional	Moore, Trateyonda	High School
Classroom Paraprofessional	Morales, Mario R	High School
Classroom Paraprofessional	Morton, Raven	High School
Classroom Paraprofessional	Murphy, Kalyn L	High School
Classroom Paraprofessional	Murray, Cathy	High School
Classroom Paraprofessional	Mzee, Fatma	High School
Classroom Paraprofessional	Neal, Andrea C.	High School
Classroom Paraprofessional	Nickens, Chanelle	High School
Classroom Paraprofessional	Olaloye, Omobisola	Associate's Degree
Classroom Paraprofessional	Orusakwe, Ikemba	High School
Classroom Paraprofessional	Page, Ashley	High School
Classroom Paraprofessional	Patterson, Michael	High School
Classroom Paraprofessional	Payne, Chiquita	High School
Classroom Paraprofessional	Payne, LaKeesha	High School
Classroom Paraprofessional	Pelham, Quinton	High School
Classroom Paraprofessional	Perkins, Brittany	Associate's Degree
Classroom Paraprofessional	Perry, Sakelia Ciera	High School
Classroom Paraprofessional	Pindell, Lakisha	High School
Classroom Paraprofessional	Poke-Snipes, D'meon	High School
Classroom Paraprofessional	Polk, Jazmin	High School
Classroom Paraprofessional	Pough, Roben	High School

Classroom Paraprofessional	Pough, Tijuanna	High School
Classroom Paraprofessional	Powell, Chuckia	High School
Classroom Paraprofessional	Powell, Keysha	High School
Classroom Paraprofessional	Pratt, Dionte	High School
Classroom Paraprofessional	President, Nicole Y	High School
Classroom Paraprofessional	Queen, Michelle	High School
Classroom Paraprofessional	Reynolds, Rebecca	High School
Classroom Paraprofessional	Richardson Banks, Danielle	High School
Classroom Paraprofessional	Richardson, Shauntia	High School
Classroom Paraprofessional	Roberts, Makayla	High School
Classroom Paraprofessional	Robinson, Wyvette	High School
Classroom Paraprofessional	Rose, Tashana	High School
Classroom Paraprofessional	Rowell, Machela	High School
Classroom Paraprofessional	Salazar, Marisa E	High School
Classroom Paraprofessional	Sanders, Lekeita	High School
Classroom Paraprofessional	Sargent, Davon	High School
Classroom Paraprofessional	Segears, Genae'	High School
Classroom Paraprofessional	Shade, Ineatha L.	High School
Classroom Paraprofessional	Shields, Diamond	High School
Classroom Paraprofessional	Shorter, Shamiyah	High School
Classroom Paraprofessional	Simmons, Brittani	High School
Classroom Paraprofessional	Skeen, LaTisha	High School
Classroom Paraprofessional	Sledd, Morgan	High School
Classroom Paraprofessional	Smallwood, Celeste M	High School
Classroom Paraprofessional	Smith, Asia	High School
Classroom Paraprofessional	Smith, Brittany	High School
Classroom Paraprofessional	Smith, Davonyah	High School
Classroom Paraprofessional	Smith, Jasmin	High School
Classroom Paraprofessional	Smith, Melvin	Bachelor's Degree
Classroom Paraprofessional	Smith, Monica	High School
Classroom Paraprofessional	Smith, Shalandrea	High School
Classroom Paraprofessional	Smith-weir, Susaye	High School
Classroom Paraprofessional	Snipes, Christopher	High School
Classroom Paraprofessional	Stanard, Jada	High School
Classroom Paraprofessional	Stevenson, Aesha	High School
Classroom Paraprofessional	Stewart, Crystal	Bachelor's Degree
Classroom Paraprofessional	Stokes, Unique	High School
Classroom Paraprofessional	Stone, Fayethea	High School
Classroom Paraprofessional	Strickland, Lauren	High School
Classroom Paraprofessional	Switzer, Jasmine	High School
Classroom Paraprofessional	Thomas, Antonio	High School
Classroom Paraprofessional	Thomas, Keaira	High School
Classroom Paraprofessional	Thompson, Alexis	High School
Classroom Paraprofessional	Thompson, Shelby	High School
Classroom Paraprofessional	Turner, Niesha	High School
Classroom Paraprofessional	Vasquez, Nancy	High School
Classroom Paraprofessional	Vinson, Tanisha	High School
Classroom Paraprofessional	Wade, Dejuh	High School
Classroom Paraprofessional	Wainwright, Chasity	High School

Classroom Paraprofessional	Wallace, Trezure	High School
Classroom Paraprofessional	Washington, Chantel F	High School
Classroom Paraprofessional	Washington, Khadijah	High School
Classroom Paraprofessional	Welch, Robin	High School
Classroom Paraprofessional	Weldon, Jordan	High School
Classroom Paraprofessional	Wells, Randy	High School
Classroom Paraprofessional	West, Kim M.	High School
Classroom Paraprofessional	White, Tatiana	High School
Classroom Paraprofessional	Wilkins, Marquita	High School
Classroom Paraprofessional	Williams, Kenisha	High School
Classroom Paraprofessional	Williams-Tillman, Zakiya	High School
Classroom Paraprofessional	Wills, Chanea	High School
Classroom Paraprofessional	Wills, Mynecka L	High School
Classroom Paraprofessional	Wilson-Murphy, Sarah	Associate's Degree
Classroom Paraprofessional	Winston, DaRinda L	High School
Classroom Paraprofessional	Winston, Shakita	High School
Classroom Paraprofessional	Woodall, Sonia	High School
Classroom Paraprofessional	Wooten, Keont'e S.	High School
Classroom Paraprofessional	Wright, Shanika	High School
Controller	Romero, Anh	Bachelor's Degree
Curriculum Development Asst	Sherman, Christina	Master's Degree
Day Porter	Reese, Daniel	N/A
Development Associate	Newsom, Renee	Bachelor's Degree
Dir, Compensation Programs	Winter, Janet	Bachelor's Degree
Dir, Foundation/Corporate Relations	Benson, Tiane Cheryl	Bachelor's Degree
Dir, Human Resources	Hardy, Kendra	Master's Degree
Dir, Instruction and Curriculum	Warden, Amy Marie	Master's Degree
Dir., Information Technology	Mandeville, Brian	Bachelor's Degree
Dir., Therapeutic Services	Licuanan, Lourdes	Master's Degree
Facilities Assistant	Riggs, Francis	Bachelor's Degree
Facilities Assistant	Washington, Tyrell	Bachelor's Degree
Facilities Coordinator	Myers, Eboney	Bachelor's Degree
Facilities Manager	Surratt, Jamar D	High School
Glassworks Artistic Facilitator	Chapman, Linda	High School
HR Assistant/Recruiter	Odom, Sean	Bachelor's Degree
Horticulture Specialist	Leos, Johanna G.	Master's Degree
House Administrative Assistant	Adams-Fowler, April	High School
House Administrative Assistant	Banks, Sharmarte	Associates Degree
House Administrative Assistant	Brown, Shanita	High School
House Administrative Assistant	Carter, Shanae	Bachelor's Degree
House Administrative Assistant	Dixon, Julian D.	High School
House Administrative Assistant	Smith, Jeanna	Bachelor's Degree
House Administrative Assistant	Watson, Devin	High School
House Manager	Pagett, Lauren Elizabeth	Master's Degree
Human Resource Generalist	Wilson, Denitra	Master's Degree
IEP Coordinator	Ball, Shannon Burke	Bachelor's Degree
IT Computer Specialist	Hollins, Deonte	High School
Instructional Support Teacher	Brown, Katherine	Bachelor's Degree
Instructional Support Teacher	Headrick, Logan Wesley	Master's Degree

Instructional Support Teacher	Marcum, Alyssa	Master's Degree
Job Coach	Durant, Karen	High School
Job Coach	Gatlin, Kenny	High School
Job Coach	Hunter, Nilka	High School
Job Coach	Plunkett, Regina	High School
Job Coach	Tanks, Mary	Associate's Degree
Job Coach	Watson, Johnnie	High School
Job Coach	Williams, Emily	Bachelor's Degree
Job Coach	Williams, LaTasha	Bachelor's Degree
Job Coach	Woodward, Judyann	Bachelor's Degree
Jr. Staff Accountant	Bruce, Stephanie Renee	High School
Kitchen Assistant	Damato, Leah	N/A
Medicaid Accounting Asst.	Livingston, Monica	Master's Degree
Music Therapy Teacher	Thompson, Joni	Master's Degree
Occupational Therapist	Bupp, Gloria	Master's Degree
Occupational Therapist	Mitchell, Sonya	Master's Degree
Occupational Therapist	Skievaski, Elizabeth	Master's Degree
Operations Manager	Harrell, Chloe	Bachelor's Degree
Physical Therapist	Albarillo, Keith	Doctorate
Physical Therapist	O'Connell, Lauren Fery	Master's Degree
Principal	Voltz, Christie	Master's Degree
Procurement Specialist	Ledbetter, Joshua	High School
School Nurse	Cowdrey, Caroline	Bachelor's Degree
School Nurse	Lancaster, Reisa	Bachelor's Degree
School Nurse Lead	Turner, Candice Melisa	Bachelor's Degree
Social Worker	Khatami, Maryam S	Master's Degree
Social Worker	Lane, Elliott	Master's Degree
Social Worker	Ottenritter, Laura	Master's Degree
Social Worker	Seiler, Sharon	Master's Degree
Social Worker Lead	Drake, Jessica	Master's Degree
Special Education Coord	Blessing, Robert	Bachelor's Degree
Special Education Coord	Dews, Kristina	Master's Degree
Special Education Coord	Dumond, Megan S	Master Degree
Special Education Coord	Lester, Lisa	Bachelor's Degree
Special Education Coord	Melbourne-Smith, Lisa	Master's Degree
Speech Language Pathologist	Berger, Alyssa	Master's Degree
Speech Language Pathologist	D'Agostino, Kathryn	Master's Degree
Speech Language Pathologist	Eskin, Nora	Master's Degree
Speech Language Pathologist	Feldmann, Emma	Master's Degree
Speech Language Pathologist	Ferguson, Michael	Master's Degree
Speech Language Pathologist	Hearn, Nicole	Master's Degree
Speech Language Pathologist	Jude, Corra	Master's Degree
Speech Language Pathologist	Letkiewicz, Kristen	Master's Degree
Speech Language Pathologist	Reber, Jacqueline	Master's Degree
Speech Language Pathologist	Weisenberger, Erin	Master's Degree
Staff Accountant/Payroll Administrator	Williams, Paulette	Bachelor's Degree
Teacher Assistant	Anderson, Jakiyah	Bachelor's Degree
Teacher	Barnes, Danyelle Lenae	Bachelor's Degree
Teacher	Doneghy, Rosalynd	Master's Degree

Teacher	Dove, Kelley	Bachelor's Degree
Teacher	Dworschak, Meghan	Bachelor's Degree
Teacher	Dyce, Sade	Bachelor's Degree
Teacher	Fortune, Maria	Bachelor's Degree
Teache Assistant	Frankel, Jillian R	Bachelor's Degree
Teacher	Frost, Lillian	Bachelor's Degree
Teacher	Garcia, Dennis Dindo L.	Master's Degree
Teacher	Gibson, Destini	Bachelor's Degree
Teacher	Goodwin, Kiley S	Bachelor's Degree
Teacher	Gross, Rachel Jacqueline	Bachelor's Degree
Teacher	Hall, Virginia Elizabeth	Master's Degree
Teacher	Howe, Paul	Bachelor's Degree
Teacher	Jones, Matthew	Bachelor's Degree
Teacher	Jordan, Jeremy	Master's Degree
Teacher	Love, Ariel F.	Bachelor's Degree
Teacher	Martin, Kyerra	Bachelor's Degree
Teacher	Mason, Marcell	Bachelor's Degree
Teacher	McGrath, Devin E	Bachelor's Degree
Teacher	Morales, Amanda	Bachelor's Degree
Teacher	Ngampa, Briget	Master's Degree
Teacher	Parson, Kenniyia S.	Bachelor's Degree
Teacher	Richardson, Mia	Master's Degree
Teacher	Sorrell, Amanda	Bachelor's Degree
Teacher	Volpicelli, Vincent	Master's Degree
Teacher	Washington, Laura	Bachelor's Degree
Teacher	Womack, Shaina C.	Bachelor's Degree
Teacher Assistant	Borden, Nichelle	Bachelor's Degree
Teacher Assistant	Carter, Aaliyah Riana	Bachelor's Degree
Teacher Assistant	Dahn, Pabel	Bachelor's Degree
Teacher Assistant	Ellis, Gloria	Bachelor's Degree
Teacher Assistant	Farrall, Lindsay	Bachelor's Degree
Teacher Assistant	Fuller, Evelyn	Bachelor's Degree
Teacher Assistant	Garces, Martina	Bachelor's Degree
Teacher Assistant	Gerran, Tamara	Bachelor's Degree
Teacher Assistant	Guerrero, Geizel	Bachelor's Degree
Teacher Assistant	Harris, Aliah M	Bachelor's Degree
Teacher Assistant	Jackson, Frances	Bachelor's Degree
Teacher Assistant	Johnson, Raven	Bachelor's Degree
Teacher Assistant	Lewis, Steve	Bachelor's Degree
Teacher Assistant	Parker, Marva	Master's Degree
Teacher Assistant	Passaglia, Martha	Bachelor's Degree
Teacher Assistant	Robinson-Davis, Pamela V.	Master's Degree
Teacher Assistant	Rutherford, Carin	Bachelor's Degree
Teacher Assistant	Tucker, Tayler	Bachelor's Degree
Teacher Assistant	Watts-Turner, Tykaria	Bachelor's Degree
Teacher Assistant	Whittenburg, Amanda	Bachelor's Degree
Therapeutic Services Coord	Short, Katherine J.	Master's Degree
Transportation Coordinator	Matthews, Shandell	Associate's Degree
Vocational Coordinator	LaFaver, Lucas	Master's Degree
Web Designer	Zarabia, Maria T.	Bachelor's Degree

B. Board Roster

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. 2019 – Dec. 2019	DC Resident	Member
Josh Lewis	Initiation: December 2017 Current Term: Dec. 2017 – Dec. 2020	DC Resident	Parent Representative
Francis Slaughter	Initiation: February 2013 Current Term: Feb. 2019 – Feb. 2022	DC Resident	Member
Charles Henstenburg	Initiation: November 2007 Current Term: Nov. 2017 – Nov. 2019	DC Resident	Secretary
Francis Campbell	Initiation: May 2016 Current Term: May 2019 – May 2022	DC Resident	Treasurer
Carla Ware Easterling	Initiation: Sep. 2018 Current Term: Sep. 2018 – Sep. 2021	DC Resident	Parent Representative

C. Unaudited Year-end 2018-19 Financial Statement

St. Coletta Special Education Public Charter School
 Statement of Financial Position
 As of June 30, 2019

	<u>6/30/19</u>	<u>6/30/18</u>
ASSETS		
Cash - Unrestricted	3,500,000	3,000,000
Accounts Receivable	872,012	433,013
Prepays		
	<u> </u>	<u> </u>
Total Current Assets	\$ 4,372,012	\$ 3,433,013
Property and Equipment		
Accumulated Depreciation		
	<u> </u>	<u> </u>
Total Property and Equipment	0	0
Other Assets	0	0
Total Other Assets	0	0
TOTAL ASSETS	<u>\$ 4,372,012</u>	<u>\$ 3,433,013</u>
LIABILITIES		
Accounts Payable and Accrued Expenses	4,372,012	3,265,065
Deferred Revenue	-	167,948
Other Current Liabilities		
	<u> </u>	<u> </u>
Total Current Liabilities	\$ 4,372,012	\$ 3,433,013
Long-Term Liabilities	0	0
Total Long-Term Liabilities	0	0
Total Liabilities	\$ 4,372,012	\$ 3,433,013
NET ASSETS		
Net Assets - Unrestricted		
YTD Net Income		
	<u> </u>	<u> </u>
Total Net Assets	0	0
TOTAL LIABILITIES AND NET ASSETS	<u>\$ 4,372,012</u>	<u>\$ 3,433,013</u>

Occupancy Expenses

Rent		-	-	-	-	-	-	-
Depreciation (facilities only)		-	-	-	-	-	-	-
Interest (facilities only)		-	-	-	-	-	-	-
Building Maintenance and Repairs		-	-	-	-	-	-	-
Contracted Building Services		-	-	-	-	-	-	-
Other Occupancy Expenses		-	-	-	-	-	-	-
Subtotal: Occupancy Expenses		-	-	-	-	-	-	-

General and Administrative Expenses

Office Supplies and Materials		-	-	-	-	-	-	-
Office Equipment Rental and Maintenance		-	-	-	-	-	-	-
Telephone/ Telecommunications		-	-	-	-	-	-	-
Legal, Accounting and Payroll Services		-	-	-	-	-	-	-
Insurance		-	-	-	-	-	-	-
Transportation		-	-	-	-	-	-	-
Professional Development		-	-	-	-	-	-	-
PCSB Administrative Fee		-	-	-	-	-	-	-
Management Fee		-	-	-	-	-	18,739,724	18,739,724
Interest Expense (non-facility)		-	-	-	-	-	-	-
Depreciation and Amortization (non-facility)		-	-	-	-	-	-	-
Other General Expense		-	-	-	-	-	-	-
Subtotal: General Expenses		-	-	-	-	-	18,739,724	18,739,724

TOTAL EXPENSES		-	-	-	-	-	18,739,724	18,739,724
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Operating Revenue/Expense

		-	-	-	-	-	-	-
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NET IN-COME

		-	-	-	-	-	-	-
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CASH FLOW ADJUSTMENTS

Operating Activities		-	-	-	-	-	-	-
Investing Activities		-	-	-	-	-	-	-
Financing Activities		-	-	-	-	-	-	-

NET CASH FLOW

		-	-	-	-	-	-	-
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