



St. Coletta Special Education Public Charter School

2020-2021 ANNUAL REPORT

1901 Independence Ave. SE

Washington, D.C. 20003

202-350-8680

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 Charter School, Inc. (“St. Coletta”) is to empower children and adults with intellectual disabilities to discover their full potential. 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. In 2017 St. Coletta developed its own functional life skills curriculum in response to the lack of curriculums on the market that effectively addressed the needs of students with significant disabilities. With more available research on strategies for teaching literacy and math to students with significant cognitive disabilities, we included two new curriculum guides to provide a more robust instructional focus on literacy and math skills, which were piloted in 2020 and will be fully implemented starting in school year 2021. Graduating students have earned a High School Certificate in recognition of the completion of their IEP.



B. School Program

1. Summary of Curriculum Design and Instructional Approaches

The basic educational program and curriculum at St. Coletta has been developed in accordance with 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 academic and functional life skills curriculum was completed by the St. Coletta School Curriculum Director and instructional leadership staff in 2017. The St. Coletta Functional Academic and Functional Life Skills Curriculum provides teachers a more comprehensive scope and sequence of skills to address at each age-group. Using the curriculum guides, teachers plan instruction for their students in the acquisition of functional academic (literacy, numeracy, social studies and science) 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 adapted by teachers and referenced within 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. In 2021, the school piloted two supplementary instructional programs, TouchMath and Readtopia, with select groups of students.

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.

Individual student programs may also be developed using research-based 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, providing errorless instruction through and reinforcing correct responses. 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 *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 vocational program will practice composing cover letters, developing resumes and completing job applications. A comprehensive literacy approach is incorporated that addresses the five components of literacy: phonemic awareness, phonological awareness, vocabulary, comprehension and writing skills. Theme-related reading material and adapted books are developed by teachers and modified to each student's skill level. 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 and 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 Augmentative and Alternative Communication (AAC) 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. This year, social workers introduced daily “Calm Classroom” lessons; a series of videos that are viewed each morning to help students calm their minds and bodies and regulate their emotional state before beginning daily instruction. In addition, social workers have begun making daily visits to classrooms to check on students’ social and emotional well-being.

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 12-16, 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. Given the pandemic, community experiences were unavailable, though specific skills found in work settings were implemented in the classroom and through virtual instruction. 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, 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 their completion of a special education program of study. Throughout the St. Coletta School Program, coursework is focused on ELA for Employment, Job/Life Skills Numeracy, Science, Social Studies, Daily Living Skills, and Adapted Physical Education. Individual Transition Plans are developed as a part of the IEP process. 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.

Special Classes and 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 the 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.

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

Parent Involvement is an integral piece of the St. Coletta program. Particularly during the 2020-2021 school year, parent involvement shaped the development and provision of educational services. In response to the public health pandemic, St. Coletta engaged parents through more individualized formats such as individual training, parent-teacher conferences, and attendance at multi-disciplinary team (MDT) meetings. School-wide events shifted to virtual information-sharing opportunities, such as town hall meetings for sharing Back to School and health and safety procedures. In 2020-2021, students accessed some percentage of their educational instruction through distance/virtual learning platforms (full



distance learning provided August 2020 - February 2021; hybrid learning provided March 2021 – July 2021). Parent/caregiver training for engaging their child during classroom and therapy sessions was provided individually (either concurrently during sessions or at a scheduled time). St. Coletta seeks to make involvement and engagement opportunities available to as many families as possible by offering flexible scheduling before or after school hours and technical support (for troubleshooting device and connectivity issues). St. Coletta decreases barriers for those needing in person training by providing flexible scheduling, child-care, and transportation stipends. Each year, the school seeks feedback from families about parent involvement and training opportunities through a survey and stakeholder meeting. Opportunities to meet with the principal and other school leaders to provide input and suggestions for school programming are scheduled throughout the school year. Through these formats, stakeholders can provide input that shapes future opportunities and maximizes parental participation.

In implementing COVID-19 mitigation strategies, data on parent school-wide events in school year 2020-2021 were provided virtually via video conferencing platforms. Examples of virtual school-wide events in school year 2020-2021 include our annual open house, town hall meetings (on topics of virtual learning procedures, health and safety updates, and return to in person learning), and graduation ceremonies. Although a number of our annual events were canceled as a result of the public health crisis, the school continued to explore and offer ways for parental involvement. The school encouraged families to engage on a broader school level by hosting several virtual town hall style events in addition to smaller virtual meeting sessions with school administrators (“Coffee with the Principals”). St. Coletta continues to promote the importance of parental involvement with the school community in school year 2020-2021 by exploring virtual options for events when possible (e.g. virtual open house).

Where school-wide events allow parents to engage at the classroom or House level, parent training opportunities are tailored to individual student needs and are tied to student IEP goals. This past school year, St. Coletta provided virtual training on transition age topics. Coordinated by the school’s social work team, the training consisted of a series of recorded sessions with representatives from various agencies, including the Department on Disabilities Administration (DDA), the Social Security

Administration, and financial planners and lawyers specializing in guardianship and establishing trusts. These recordings were made available to all families on the school's website.

As in previous school years, teachers and therapists developed individualized trainings for families on supporting specific educational goals. These trainings included a demonstration of instructional methods used at school and also focused on teaching strategies that could be implemented in the home setting. Different from previous school years where parent trainings were separate and distinct meetings, most individualized training in 2020-2021 occurred within a teaching lesson or therapy session because transfer of the information/knowledge was needed for the student to access the virtual lesson. Due to this inherent training during virtual learning, the specific number of parent trainings was not able to be tracked. However, St. Coletta school counts the increased collaboration with student families and increased engagement of families in student programming as an unintended benefit of virtual learning.

In light of the national health crisis, St. Coletta will continue to offer individual and group parent training opportunities in a virtual format, both as pre-recorded sessions and live sessions. Doing so will allow us to engage as many families as possible.



SCHOOL PERFORMANCE

A. Performance and Progress

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

St. Coletta School continues to meet its mission to empower children and adults with intellectual disabilities to discover their full potential. 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;
- 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 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 is also conducted. Training on our St. Coletta Functional Life Skills Curriculum is updated regularly to include new resources, such as the literacy and math curriculum guides piloted during school year 2019-2020. 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. Prior to virtual instruction due to the current pandemic, instructional concepts practiced in the classroom were implemented in the natural environment to support generalization of skills, including 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. This past school year, as a result of the pandemic a parent training was offered virtually and included recorded sessions that parents could view on demand. 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, including providing individual parent trainings and group parent trainings virtually through live and pre-recorded sessions. 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 2020-2021 school year, St. Coletta School was unable to host interns in response to the public health crisis. However, St. Coletta maintains its affiliations and has offered internship positions for future school years, pending health and safety guidance.

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, including 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 State Department of Agriculture, and The United States Holocaust Memorial Museum.



Student Progress

For the 2020-2021 school year, the student achievement goals continued to focus on student progress on IEP objectives throughout the school year., but they continued to be significantly impacted by the COVID-19 pandemic and the shift to a virtual learning platform for teachers and students. While the school was able open partially in a hybrid model in March of 2021, there were IEPs and Quarterly Progress Report (QPRs) impacted that may not have had a full four quarters of every goal being able to be addressed as written. As those goals couldn't be addressed in the same manner as they would have been in the typical in-person environment, their anticipated progress trajectories were different than would be expected had the students been in person for the entire school year. Although the goals are not subject to validation by the PCSB for AAF performance, we are reporting out the results for all students for whom four quarters of IEP data was captured during both virtual and hybrid instruction.

- *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 2020-2021 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 fifty-three point eight percent (**53.8%**). Thus, the annual target for this performance objective was not 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 2020-2021 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 fifty-one point six percent (51.6%). Thus, the annual target for this performance objective was not 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 2020-2021 school year, the percentage of fourth quarter student functional reading goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was thirty-five point one (**35.1%**). Thus, the annual target for this performance objective was not 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 2020-2021 school year, the percentage of fourth quarter student functional math goals that were Progressing (60-79% accuracy) or Mastered (80-100% accuracy) levels was thirty-six point zero percent (**36.0%**). Thus, the annual target for this performance objective was on pace to have been met.



Gateway Goals

Graduation

Sixteen (18) eligible students earned their High School Certificates during the 2020-2021 school year. Twenty-six point seven percent (**26.7%**) of the graduates met the threshold of 80% of their goals reaching the Expanded, Progressing, or Mastered level of proficiency. This does not meet the target of 70% of graduates meeting this criteria. The number of goals that could not be addressed and thus coded as N/A impacted the individual percentages of the graduates.

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. This task analysis assessment takes place during the third and fourth quarter. Given the school closure due to COVID-19, this goal was unable to be measured during the 2020-2021 school year.

Attendance

Student in-seat attendance as reported through the DCPCSB attendance system was 77.1% through mid-June. The annual target for this goal is eighty-two percent (82%). During virtual and hybrid learning formats, the school continued efforts to engage students by making attendance calls to follow up on student absences, holding Student Support Team Meetings to navigate obstacles to instruction, and providing flexibility with attendance criteria (in accordance with guidance from the Office of the State Superintendent of Education). Parent cited a number of barriers to student attendance including: difficulty navigating technology, devices needing repair, and parent work schedules (students required a high level of support to participate in virtual learning platforms and therefore required the presence of an adult for implementation).

B. Unique Accomplishments

1. Implemented Readopia and Touchmath curriculums
2. Teachers and therapists participated in a series of literacy trainings with renowned literacy expert Caroline Musselwhite
3. Successfully re-opened for hybrid learning in March 2021
4. Identified an effective data collection and tracking platform
5. Atlas Arts & Art Connection in the Capital Region
 - a. Added a new layer to our partnership with the Atlas Performing Arts Center. Students in our art therapy classes donated artworks to be shared in a digital art show. Those artworks were then donated to local area businesses to be shared throughout the District. More information can be found here: <https://www.atlasarts.org/gallery/>
6. Library partnerships (Woodridge and Benning Road)
 - a. Collaborated with the District of Columbia Public Library system to create safe spaces where families in need could receive meals.

Donors:

LEA Title I	\$152,142.61
LEA Title II	\$52,834.41
CARES I	\$101,094.16
CARES II	\$354,291.89
CARES III	\$525,208.93
Reopening	\$124,613



School Year (SY) 2020-2021 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: 243

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	Alternative	Adult	SPED*
Student Count	0	0	0	0	0	0	0	0	243

*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

Total number of instructional days:

School Number of instructional days, not including holidays or professional development days, for the majority of the school. **185**

If your school has certain grades with different calendars, please note it.

PCSB **Suspension Rate: 0.0%**

PCSB **Expulsion Rate: 0.00%**

PCSB **Instructional Time Lost to Out-of-School Suspensions: 0.00%**

PCSB **In-Seat Attendance: 77.1%***

Average Daily Attendance:

The SRA requires annual reports to include a school's average daily membership.

PCSB To meet this requirement, PCSB will provide following verified data points: (1) audited enrollment; (2) mid-year withdrawals; and (3) mid-year entries. **(No action necessary.)**

Midyear Withdrawals: 4.5% (11 students)*

PCSB

Midyear Entries: 3.3% (8 students)*

PCSB

Promotion Rate (LEA): Not Applicable

PCSB

PCSB

(SY19- **Graduation Rate:** Not Applicable

20)

School

(SY19- **College Acceptance Rate:** N/A

20)

School

(SY19- **College Admission Test Score:** N/A

20)

Faculty and Staff Data Points

Teacher Attrition Rate: 36.3%

School

Number of Teachers: 33

School "Teacher" is defined as any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.

Teacher Salary:

School Average: \$62,120.11

Range -- Minimum: \$ 52,517.92

Maximum: \$ 73,422.44

Executive Compensation:

School Salaries (including bonuses) of the five most highly-compensated individuals in the organization, if over \$100,000, for SY 2020-21.

School

\$187,754.84
\$166,496.62
\$156,999.96
\$154,617.96
\$130,961.74

*Notes:

- The provided in-seat attendance rates align to the in-seat attendance rates available in OSSE's SY20-21 Charter Sector Attendance Qlik application as of August 2021. However, the validated rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.
- Unvalidated MYW and MYE rates are provided based on examining student movement between 10/6 and 5/31 in SY 2020-21, attempting to mimic the DC School Report Card business rules as closely as possible. However, the validated student mobility rates that schools will confirm with OSSE during Metric Calculation Confirmation this fall may vary slightly.

Appendices

A. Staff Roster

Last name	First name	Role (teacher, Therapist, para, etc.)	Qualifications (HS, BA, MA, etc.)
Abney	Carolyn V	Classroom Paraprofessional	AB
Acevedo	Judyvette	Attendance Administrator	BA
Ackerman	Ardey D	Classroom Paraprofessional	HS
Adams	Diamond C	Classroom Paraprofessional	HS
Adams-Fowler	April	House Administrative Assistant	HS
Albarillo	Keith	Physical Therapist	BS
Allen	Shant'e	Teacher Assistant	BA
Anderson	Janic	Classroom Paraprofessional	HS
Aull	Ronnay	Classroom Paraprofessional	AB
Badger	Terez	Teacher	MS
Bailey	Jimeisha	Dir, Nursing	MS
Ball	Shannon Burke	IEP Coordinator	BS
Banks	Sharmarte	House Administrative Assistant	AB
Barnes	Katina Y	Classroom Paraprofessional	HS
Battle	Qiana	Classroom Paraprofessional	HS
Battle	Shante'	Classroom Paraprofessional	HS
Benjamin	Mercedes	Classroom Paraprofessional	HS
Berger	Alyssa	Assistive Technology Specialist	BS
Bittle	Geral D	Classroom Paraprofessional	HS
Black	Darnisha	Classroom Paraprofessional	HS
Blake	Diamond	Classroom Paraprofessional	HS
Blango	LaShawn	Teacher	MA

Blessing	Robert	Special Education Coord	BA
Bloomfield	Natarsha	Teacher	MA
Bolden	Francis	Teacher	MA
Boseman	Bria	Classroom Paraprofessional	HS
Bowman	Shaylene	Classroom Paraprofessional	HS
Boyd	Robyn	Administrative Assistant	HS
Bozarth	Katherine	Instructional Support Teacher	MA
Brinkley	Shanetta	Classroom Paraprofessional	HS
Brisbane	Loretta	Classroom Paraprofessional	HS
Brown	Kelsey	Speech Language Pathologist	MA
Brown	Nyiesha	Classroom Paraprofessional	HS
Brown	Precious J	Classroom Paraprofessional	HS
Bruce	Montaya	Classroom Paraprofessional	HS
Buford	Karen K	Classroom Paraprofessional	HS
Bullock	Ashley	Classroom Paraprofessional	HS
Bulluck-Thomas	Amy	Teacher	BA
Bupp	Gloria	Occupational Therapist P/T	MS
Burton	Ayanna	Classroom Paraprofessional	HS
Burts	Shavonne	Classroom Paraprofessional	HS
Camacho	Miriam	Classroom Paraprofessional	HS
Carson	Dakesha	Classroom Paraprofessional	HS
Carter	Shanae	House Administrative Assistant	BA
Chapman	Linda	Glassworks Artistic Facilitator	HS
Clark	Evelyn	Classroom Paraprofessional	HS
Clark	Jordan	Classroom Paraprofessional	HS

Cleckley	Tyneer	Classroom Paraprofessional	HS
Clemonts	Aisha	Classroom Paraprofessional	HS
Coleman	Dorothy	Classroom Paraprofessional	HS
Coleman	Tracey	Classroom Paraprofessional	HS
Cooper	Jocelyn	Classroom Paraprofessional	HS
Cox	Lavette A	Classroom Paraprofessional	HS
Crews	Sheila Antionette	Classroom Paraprofessional	HS
Dahn	Pabel	Teacher	BA
DeCarlo	Jenna	Speech Language Pathologist	BS
Decker	Catherine	Assistant Principal - Admissions	MA
Deterville	Melinda	Classroom Paraprofessional	HS
Dews	Kristina	Special Education Coord	MA
Dixon	Julian D	House Administrative Assistant	HS
Drawhorn	Aja	Classroom Paraprofessional	HS
Dziwura	Bethany Nicole	Teacher	MA
Ellermeier	Taylor	Classroom Paraprofessional	HS
Ellis	Gloria	Interim SpEd Teacher	BA
Foley	Daniel	Art Therapy Teacher	BA
Ford	Dontrese	Classroom Paraprofessional	HS
Foster	Indahasia	Classroom Paraprofessional	HS
Frankel	Jillian R	Teacher	BA
Fuller	Evelyn	Teacher Assistant	HS
Fuller	Janelle	Assistive Tech Admin Asst	HS
Gadson	Tosha	Classroom Paraprofessional	AB
Gamble	Markayla	Classroom Paraprofessional	BA

Gant	Verna	Classroom Paraprofessional	HS
Garces	Martina	Teacher Assistant	BA
Giallella	Rebecca	Occupational Therapist	MS
Gibson	Destini	Teacher	MA
Gilbert	Samuel	Classroom Paraprofessional	HS
Goodwin	Kiley S.	Teacher	BA
Grandberry	Raven	Teacher	BA
Graves	Ariel	Classroom Paraprofessional	HS
Green	Gwendolyn Denise	Administrative Front Desk Assistant	HS
Green	Natori	Classroom Paraprofessional	HS
Guerrero	Geizel	Teacher Assistant	BA
Haigler	Cierra	Classroom Paraprofessional	HS
Harlan	Rochelle	Classroom Paraprofessional	HS
Hawkins	Antoine	Classroom Paraprofessional	HS
Hawkins	Sierra	classroom Paraprofessional	HS
Hawthorne	Kristan	Classroom Paraprofessional	HS
Hazer	Hope	Classroom Paraprofessional	HS
Hazer	Yorel	Classroom Paraprofessional	HS
Hearn	Nicole	Speech Language Pathologist	MS
Henriquez	Laiza	Adult Program Asst Lead	HS
Henry	Taviona C	Classroom Paraprofessional	HS
Holcomb	India KoWanda	Classroom Paraprofessional	HS
Howard	Mark	Classroom Paraprofessional	HS
Howe	Paul	Vocational Site Manager	BA
Huai	Li	Teacher	MA

Hunter	Ke'Naja	Classroom Paraprofessional	HS
Hunter	Nilka	Job Coach	HS
Jackson	Shamika	Classroom Paraprofessional	HS
Janardhana	Apoorva	Teacher	MA
Jenkins	Carrie	Classroom Paraprofessional	HS
Jennings	Sheierra	Classroom Paraprofessional	HS
Johnson	Meloney	Classroom Paraprofessional	HS
Jones	Hattie Delores	Classroom Paraprofessional	HS
Jones	Joan	Classroom Paraprofessional	HS
Jones	Lindsey	Classroom Paraprofessional	HS
Jones	Talitha	Classroom Paraprofessional	HS
Jones	Tamika	Classroom Paraprofessional	HS
Khatami	Maryam S	Social Worker	MA
King	Claudette	Classroom Paraprofessional	HS
Kirkland	Ebony	Teacher	MA
Knight	David	Assistant Principal	MA
LaFaver	Lucas	Vocational Coordinator	MA
Lane	Elliott	Social Worker	MA
Lee	Wayne	Job Coach	HS
Lee	Yerin	Teacher Assistant	BA
Lemons	Mytika	Classroom Paraprofessional	HS
Leos	Johanna G	Horticulture Specialist	MS
Letkiewicz	Kristen	Speech Language Pathologist	MA
Lew	Samantha Y.	Speech Language Pathologist	MS
Lewis	Steve	Interim SpEd Teacher	BA

Licuanan	Lourdes	Dir., Therapeutic Services	MS
Lofty	Cherita	Classroom Paraprofessional	HS
Lopez	TaVaughn	Classroom Paraprofessional	HS
Louis	Alexa	Teacher	BA
Lucas	Sharmain	Classroom Paraprofessional	HS
Marion	Renita	Classroom Paraprofessional	HS
Martin	Kailah D.	Teacher Assistant	BA
Mason	Marcell	Teacher	BA
Mathis	Asia	Classroom Paraprofessional	HS
Matthews	Shandell N.	Transportation Coordinator	HS
Mayes	Christopher	Interim SpEd Teacher	BA
McGrath	Devin	Special Education Coord	BA
Meadows	Cheris	Classroom Paraprofessional	HS
Melbourne-Smith	Lisa	Special Education Coord	BA
Mercer	Quanisha	Classroom Paraprofessional	HS
Mitchell	Sonya	Occupational Therapist	MS
Monroe	Keviette	Classroom Paraprofessional	HS
Moore	Jacqueline L	Classroom Paraprofessional	HS
Moore	Trateyonda	Classroom Paraprofessional	HS
Muhammad	Aaliyah	Classroom Paraprofessional	HS
Murray	Cathy	Classroom Paraprofessional	HS
Newton	Joyce	Classroom Paraprofessional	HS
Osekre	Adjorkor	Teacher Assistant	BA
Ottenritter	Laura	Social Worker	MA
Payne	Chiquita	Classroom Paraprofessional	HS

Payne	LaKeesha	Classroom Paraprofessional	HS
Pearson	Nakia	Admissions/School Program Asst	BA
Pelham	Quinton	Classroom Paraprofessional	HS
Perkins	Brittany	Classroom Paraprofessional	HS
Perry	Sakelia Ciera	Classroom Paraprofessional	HS
Powell	Keysha	Classroom Paraprofessional	HS
Powell	Waverly	Assistant Principal	MA
Proctor	Miracle	Teacher	HS
Queen	Michelle	Classroom Paraprofessional	HS
Reber	Jacqueline	Speech Language Pathologist	MS
Reckner	Theresa	Adaptive PE Teacher	BA
Reed	Georgia	Teacher	PhD
Reese	Bernadine	Classroom Paraprofessional	HS
Richardson Banks	Danielle	Classroom Paraprofessional	HS
Richardson	Shauntia	Classroom Paraprofessional	HS
Rivera	Angel	Teacher	MA
Rose	Tashana	Classroom Paraprofessional	HS
Roseboro	Teressa	Classroom Paraprofessional	HS
Rowell	Machela	Classroom Paraprofessional	HS
Sanders	Lekeita	Classroom Paraprofessional	HS
Sherman	Christina	Curriculum Development Asst	MA
Sherrill	Leslie	Classroom Paraprofessional	HS
Shields	Diamond	Classroom Paraprofessional	HS
Shorter	Shamiyah	Classroom Paraprofessional	HS
Sinnett	Lacey J.	Physical Therapist	PhD

Smith	Acquetta	Classroom Paraprofessional	HS
Smith	Asia	Classroom Paraprofessional	HS
Smith	Chela	Teacher	MA
Smith	Morgan	Occupational Therapist	MA
Soper	Amanda	Assistive Technology Specialist	MS
Spruell	Diamond	Classroom Paraprofessional	Hs
Stanard	Jada	Classroom Paraprofessional	HS
Stone	Fayethea	Classroom Paraprofessional	HS
Switzer	Jasmine	Classroom Paraprofessional	HS
Tanks	Marry	Job Coach	AB
Tate	Tierra	Classroom Paraprofessional	HS
Taylor	Kimberly	Classroom Paraprofessional	HS
Thomas	April	Classroom Paraprofessional	HS
Thomas	Keaira	Classroom Paraprofessional	HS
Thomas	Tanya	Classroom Paraprofessional	HS
Thompson	Joni	Music Therapy Teacher	MA
Threadgill	Xia	Teacher Assistant	BA
Tolliver	Mi'Janah	Teacher Assistant	BA
Venglarcik	Jessica	Social Worker Lead	MA
Voltz	Christie	Principal	MA
Walters	David	Teacher	BA
Warden	Amy Marie	Dir, Instruction and Curriculum	MA
Washington	Chantel F.	Classroom Paraprofessional	HS
Watson	Devin	House Administrative Assistant	HS
Weekman	Colleen	Teacher	BA

Welch	Robin	Classroom Paraprofessional	HS
Wells	Randy	Classroom Paraprofessional	HS
West	Kim M	Classroom Paraprofessional	HS
Whitfield	Diamond	Classroom Paraprofessional	HS
Wilkins	Marquita	Classroom Paraprofessional	HS
Williams	Delonte	Classroom Paraprofessional	HS
Williams	India I.	Teacher	BA
Williams	LaTasha	Job Coach	BA
Williams-Tillman	Zakiya	Adaptive PE Teacher Assistant	AB
Wilson-Murphy	Sarah	Classroom Paraprofessional	HS
Woodall	Sonia	Classroom Paraprofessional	HS
Woodward	Judyann	Job Coach	BA
Wright	Shanika	Classroom Paraprofessional	HS
Zimmerman	Ilesha	Classroom Paraprofessional	HS
Zhao	Shuting	Teacher	MA

B. Board Roster

Name	Term Dates	Address	Board Title
Peggy O'Brien, PhD	Initiation: September 2011 Current Term: Sep. 2017 – Sep. 2022	DC Resident	President
Josh Lewis	Initiation: December 2017 Current Term: Dec. 2017 – Dec. 2022	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. 2022	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 – Nov. 2021	DC Resident	Parent Representative

C. Unaudited Year-end 2020-2021 Financial Statement

REVENUES

Program Services

Tuition & Related Services	\$ 1,333,982
Charter Revenue	16,363,514
Other School Revenue	13,252
Adult Revenues	2,954,633
Artisan Creations	10,000
Other Adult Revenue	-
Total Program Services	20,675,381

Development

Foundation & Grant Support	70,900
Events	132,821
Individuals	245,026
Corporate Support	8,425
Rental Income	-
Civic Groups	500
Other	-
Total Development	457,672

Investment & Other Income

Interest & Dividends	111,784
Unrealized Gains (Losses)	340,477
Realized Gains (Losses)	177,549
Payroll Protection Program Grant	-
Total Investment & Other Income	629,810

TOTAL REVENUES

21,762,863

EXPENSES

Salaries	14,211,460
Benefits	1,795,761
Payroll Taxes	1,222,807
Contract Services	2,474,808
Legal & Accounting	116,380
Vocational Training-TEACCH	1,789
Supplies	734,998
Communications	177,739
Advertising	28,774
Program Activities	-
Postage/Freight	11,611
Utilities	384,138
Insurance	197,343
Rent	329,301

Maintenance	639,365
Equipment Rental	53,189
Printing	2,574
Travel	4,316
Events	14,552
Food & Beverage	278,249
LEA Title II-Suport Svces/Awards	9,073
LEA Title II-Prf Dvlpmt	17,171
Dues & Subscriptions	192,219
Training	13,901
LEA Title I-Prf Dvlpmt	19,455
Awards & Incentives	-
Interest Expense	2,717
Bank Fees	11,704
Investment Expenses	37,973
Depreciation & Amortization	<u>1,452,578</u>
TOTAL EXPENSES	<u>24,435,945</u>
CHANGE IN NET ASSETS	<u>\$ (2,673,082)</u>

D. Approved 2021-22 Budget

**St. Coletta of Greater Washington, Inc.
Budget for the Year Ending June 30, 2022
Total Operating Budget**

	Budget FYE 6/30/22
Revenues	
Tuition	\$ 1,101,079
UPSFF	16,030,932
Medicaid Reimbursement	925,000
LEA	150,000
PPP Grant	874,000
Adult Revenue	3,057,928
Artisan Creations	25,000
Total	<u>22,163,939</u>
Related Services	
Individual Aides	260,000
Occupational Therapy	36,000
Physical Therapy	5,000
Counseling	2,400
Total	<u>303,400</u>
Development	
Found. Corp. Support	200,000
CARES-ESSER II	354,000
Reopening Grant (114k total)	57,307
Holiday	-
Individuals	150,000
Events/Meetings Revenue	-
Civic Groups	1,000
Matching Gifts	-
Rental Income	-
Total	<u>762,307</u>
Investment Income	
Interest & Dividends	115,000
Appreciation of Investments	90,000
Realized Gains/Losses	90,000
Total	<u>295,000</u>
Total Revenues	<u>\$ 23,524,646</u>
Expenses	
Salaries	\$ 14,158,651
Employee Benefits	1,571,610
Payroll Taxes	1,161,010
Contract Services	1,942,000

Legal & Accounting	103,500
Charter Expense	-
Web Tool Development	-
Curriculum Tool Dvlpmnt	-
Vocational Training-TEACCH	1,500
Supplies	662,850
Communications	162,000
Advertising	10,000
Program Activities	5,000
Postage/Freight	7,050
Utilities/Occupancy	530,000
Insurance	156,000
Rent	327,000
Maintenance	886,500
Equipment Rent	91,500
Printing	1,350
Travel	31,000
Meetings	-
Events	5,000
LEA Title I-11 -Instruction-Travel CBI	-
Food & Beverage	615,500
LEA Title I Nutrition Program	-
LEA Title II-11 Support Svces Awards	7,000
LEA Title II-11-Support Svces- Incentive Mentoring	-
LEA Title II-11-Support Svces-Coursework Prof Devl	10,000
Fees, Dues & Subscriptions	190,500
Training	7,600
HQ Status Training Program	-
Parent Instruction	-
LEA Title I-11 Support Svces-Parent Training	-
LEA Title I-11-Support Svces-Training Fees & Confe	18,000
LEA Title I-11 Support Svces-In House Staff Dev	-
LEA Title I-11 Support Svces-Highly Qualified	-
Awards & Incentives	500
Interest Expense	2,500
Bank Fees	13,000
Investment Expenses	40,000
Depreciation/Amortization	1,405,000
Asset Disposal	-
Taxes	-
Amortization Expense	-
Bad Debts	-
Total Expenses	<u>\$ 24,123,121</u>
Increase/Decrease in Net Assests from Operations	<u>\$ (598,475)</u>

E. Other appendices

Charter Agreement Amendment

FIFTH AMENDMENT TO THE 2006 CHARTER SCHOOL AGREEMENT BETWEEN DC PUBLIC CHARTER SCHOOL BOARD AND ST. COLETTA SPECIAL EDUCATION PUBLIC CHARTER SCHOOL

This Amendment (the “**Amendment**”) is entered into by and between St. Coletta Special Education Public Charter School, a District of Columbia nonprofit corporation (the “**School Corporation**”), and the DC Public Charter School Board (originally the “Charter Board” or “PCSB;” hereinafter “**DC PCSB**,” collectively, the “**Parties**”). It is effective as of the date it is fully executed.

WHEREAS, the School Corporation and the District of Columbia Board of Education entered into a contract on July 17, 2006 (the “**Charter Agreement**”), wherein the School Corporation agreed, among other things, to operate a public charter school (the “**School**”) in the District of Columbia in accordance with the District of Columbia School Reform Act of 1995, D.C. Code §§ 38-1802 *et seq.*, as amended (the “**Act**”);

WHEREAS, in 2007, the Board of Education assigned the Charter Agreement to DC PCSB;

WHEREAS, on December 15, 2014, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its goals;

WHEREAS, on December 16, 2016, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its enrollment ceiling;

WHEREAS, on September 18, 2017, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to adopt a special education enrollment preference; and

WHEREAS, on January 22, 2018, DC PCSB voted to approve a petition from the School Corporation to amend its Charter Agreement to amend its goals.

NOW, in consideration of the mutual covenants, representations, warranties, provisions, and agreements contained herein, the Parties agree as follows:

SECTION 1. AMENDMENT

The School Corporation and DC PCSB agree to amend the Charter Agreement as follows:

1.1 Section II of the Charter Agreement, excluding subsections A-F, is struck and replaced with the following:

The mission of St. Coletta Special Education Public Charter School is to empower children and adults with intellectual disabilities to discover their full potential.

SECTION 2. CHARTER AGREEMENT

2.1 Reservation of Rights. The Parties reserve their rights under the Charter Agreement. The execution of this Amendment shall not, except as expressly provided in this Amendment, operate as a waiver of any right, power or remedy of any party under the Charter Agreement, or constitute a waiver of any other provision of the Charter Agreement, other than the provision(s) specified in Section 1 of this Amendment.

2.2 Continuing Effectiveness. Except as expressly provided in this Amendment, all of the terms and conditions of the Charter Agreement remain in full effect.

SECTION 3. OTHER PROVISIONS

3.1 Representations and Warranties. The Parties represent and warrant that this Amendment has been duly authorized and executed, and this constitutes their legal, valid and binding obligations.

3.2 Counterparts and Electronic Signature. This Amendment may be signed by the Parties in separate counterparts, each of which when so executed and delivered shall be deemed an original, but all such counterparts together shall constitute but one and the same instrument; signature pages may be detached from multiple separate counterparts and attached to a single counterpart so that all signature pages are physically attached to the same document. Electronic signatures by either of the parties shall have the same effect as original signatures.

3.3 Severability. In case any provision in or obligation under this Amendment shall be invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions or obligations in this Amendment or in the Charter Agreement shall not in any way be affected or impaired thereby.

3.4 Assignment. This Amendment shall not be assignable by either Party; except that if DC PCSB shall no longer have authority to charter public schools in the District of Columbia, DC PCSB may assign this Amendment to any entity authorized to charter or monitor public charter schools in the District of Columbia.

3.5 No Third-Party Beneficiary. Nothing in this Amendment expressed or implied shall be construed to give any Person other than the Parties any legal or equitable rights under this Amendment. "Person" shall mean and include natural persons, corporations, limited liability companies, limited liability associations, companies, trusts, banks, trust companies, land trusts, business trusts, or other organizations, whether or not legal entities, governments, and agencies, or other administrative or regulatory bodies thereof.

3.6 Waiver. No waiver of any breach of this Amendment or the Charter Agreement shall be held as a waiver of any other subsequent breach.

3.7 Construction. This Amendment shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party drafted the underlying document.

3.8 Dispute Resolution. Neither DC PCSB nor the School Corporation shall exercise any legal remedy with respect to any dispute arising under this Amendment or the Charter Agreement without first providing written notice to the other Party hereto describing the nature of the dispute; and thereafter, having representatives of DC PCSB and the School Corporation meet to attempt in good faith to resolve the dispute. Nothing contained herein, however, shall restrict DC PCSB's ability to revoke, not renew, or terminate the Charter pursuant to § 38-1802.13 of the Act, or to exercise any other authority pursuant to the Charter Agreement, this Amendment, or the law.

3.9 Notices. Any notice or other communication required or permitted to be given shall be in writing and shall be deemed to have been given when (i) sent by email, provided that a copy also is mailed by certified or registered mail, postage prepaid, return receipt requested; (ii) delivered by hand (with written confirmation of receipt); or (iii) received by the addressee, if sent by a nationally recognized overnight delivery service (receipt requested) or certified or registered mail, postage prepaid, return receipt requested, in each case to the appropriate addresses set forth below (until notice of a change of address is delivered) shall be as follows:

If to DC PCSB:

District of Columbia Public Charter School Board
3333 14th St., NW; Suite 210
Washington, DC 20010
Attention: Dr. Michelle Walker-Davis, Executive Director
mwalkerdavis@dcpcsb.org
(202) 328-2660

If to the School Corporation:

St. Coletta PCS
1901 Independence Ave. SE
Washington, DC 20003
Attention: Christie Mandeville
cmandeville@stcoletta.org
(202) 350-8680

IN WITNESS WHEREOF, the Parties have caused this Amendment to be duly executed and delivered by their respective authorized officers as evidenced by the signatures below:

**ST. COLETTA SPECIAL EDUCATION
PUBLIC CHARTER SCHOOL**

**DISTRICT OF COLUMBIA
PUBLIC CHARTER SCHOOL BOARD**

DocuSigned by:
By:  _____
55512E96BD5F4DF...

By:  _____

Peggy O'Brien

Rick Cruz

St. Coletta PCS Board Chair

DC PCSB Board Chair

Date: 9/17/2020

Date: 09/21/2020