

PROPOSAL SUMMARY AND TRANSMITTAL FORM

	Proposed School I	nformation			
Charter School Name:	New York Center for Autism Charter School Bronx				
Education Corp. Name:	New York Center for Autism Charter School				
Education Corp. Status:	Existing Education Corporation	Standard New School Proposal			
School District (or NYC CSD):	NYC CSD 7 or CSD 9				
Opening Date:	Septermber 6, 2017				

				1.4601
	ed Grades and	Enrollment	-	roposed Affiliations (if any)
Charter Year	Grades	Enrollment	Charter Managemer Company ("CMO"):	None
Year 1	ungraded elementary	8	CMO Public Contact	Info
Year 2	ungraded elementary	16	(Name, Phone):	NA NA
Year 3	ungraded elementary	24	Partner Organization	New York Center for Autism Charter School (East Harlem)
Year 4	ungraded elementary	32	Partner Public Conta	Julie Fisher, Executive Director NYC Autism Charter School
Year 5	ungraded elementary	32	(Name, Phone):	433 East 100 th St. (at PS 50) New York, NY 10029 Phone: 212.860.2580
and the second		Lead	Applicant Contact In	
irst Lead Ap	pplicant Name:	:	Julie Fisher, Executive Dire	ectorr
Applicant is	a: Parent 🗌	Teacher 🔀 Sch	ool Administrator 🔲 Dist	trict Resident
pplicant Ma	ailing Address:		NYC Autism Charter Schoo 433 East 100 th St (at PS 50) New York, NY 10029	
rimary hone #:			Secondary Phone #:	Email: jfisher@nycacharterschool.or
econd Lead	Applicant Name:	***	Carol Santiago, Board Pres	sident
pplicant is a	a: 🛛 Parent 🗌	Teacher 🔲 Sc	hool Administrator 🔲 Dist	trict Resident
	ailing Address:		c/o NYC Autism Charter So	chool, 433 East 100 th St (at PS50), NY, NY 10029
pplicant Ma			Secondary Phone #:	Email:
pplicant Ma rimary hone #:			riione #.	
rimary none #:	al lead applicants i			e Additional Applicants Listed in "Other"

Name: Julie Fisher, Executive Director Phone #: 212.860.2580 Email: jfisher@nycacharterschool.org

Lead Applicant Signature

Signature:

Date:

January 14, 2016

Authenticated Digital Signatures accepted. If a handwritten signature is used, the Institute must receive the transmittal form, bearing an original signature, postmarked no later than the proposal submission deadline. By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act (as amended) with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

Charter Schools Institute, State University of New York, 41 State St., Suite 700, Albany, New York 12207.

Submit Completed Proposal to:

Phone:

(518) 445-4250

Fax: Email: (518) 320-1572 charters@suny.edu

OFFICIAL USE ONLY:

Received By:

Date:

Program Design

MISSION STATEMENT

The mission of the New York Center for Autism Charter School (NYCACS) Bronx is to provide individualized, scientifically based educational services to children with Autism Spectrum Disorder (ASD). The NYCACS Bronx educational program will promote the achievement of high educational standards and the full intellectual, social, physical and emotional potential of each student. NYCACS Bronx will also extend educational programming beyond the school's walls through organized outreach, training, consultation and support for students' families, and offer ongoing professional development opportunities to NYCACS Bronx staff and educators in NYC and the surrounding area.

KEY DESIGN ELEMENTS

NYCACS Bronx will provide inividualized, scientifically based educational services to 32 students on the severe to moderate end of the autism spectrum. The school will serve elementary school students ages 5-12 years in an ungraded environment with, at most times, a 1:1 staffing ratio. The school's emphasis will be on delivering a functionality-focused curriculum that prioritizes critical life skills in a variety of domains including self care, personal safety, language and socialization, thereby ensuring the greatest likelihood of independence and community engagement by the time students reach adulthood.

SCHEDULE

Proposed Number of School Days per Year:

210

Proposed Daily Beginning

and Ending of School Day:

8:45am-2:45pm

Additional Schedule Information (optional):

ACADEMIC PROGRAM

The New York Center for Autism Charter School Bronx will share the mission, curriculum and program design developed and refined by its predecessor and partner school, the New York Center Autism Charter School (East Harlem). NYCACS Bronx will serve as a comprehensive educational program for children who are diagnosed with autism spectrum disorder and are on the severe to moderate end of the spectrum. It will duplicate the design elements of NYCACS (East Harlem), while also creating a culture that responds to and is shaped by the local community.

The school will offer students an intensive instructional ratio (1:1) that allows for the delivery of individualized instruction; use of a well-rounded, functional curriculum to facilitate progress in critical skill areas; and mechanisms for data collection and analysis to ensure that learning is taking place and, if not, to allow for timely and focused problem solving. The school will serve ages 5-12 years in an ungraded setting, with a maximun enrollment of 32 students during the first charter period.

The school will offer families an open door policy; clinic and planning meetings that allow parents to watch instruction and participate in problem solving and decision-making; home focused visits to help families address issues and challenges in the home and community; and parent/caregiver workshops and training.

The school will offer its staff a positive and collaborative culture that strives to maximize skill acquisition for each student; opportunities for ongoing learning and growth; and a staffing structure that ensures thorough in-vivo training and ongoing support.

In addition, NYCACS Bronx will work to develop partnerships with organizations in the local community to raise awareness and disseminate information to educators and parents outside the school.

School Management

MANAGEMENT STRUCTURE

The management structure at NYCACS Bronx will be modelled after the proven structure in place at NYCACS (East Harlem). Instructional leadership will be provided by an Executive Director, a Head of School, Clinical Superviors who oversee clinical and instructional practices for approximately three classrooms each, and 8 classrooms, each of which is staffed by a highly qualified Special EducationTeacher, a Lead Instructor and two Instructors, resulting in a staffing ratio of 4:1:3 (Students:Teacher:Instructors). At full enrollment, the Instructional leadership will be supported by a Chief Financial Officer, a Business Manager, an Office Manager, an Executive Administrative Assissant, and a Special Education Compliance Specialist. The Executive Director, CFO, Business Manager, Executive Administrative Assistant, and Compliance Specialist will be split between NYCACS Bronx and NYCACS (East Harlem).

ROLE OF CMO OR PARTNER(S)

NYCACS Bronx will partner with NYCACS (East Harlem). Leadership and adminstrative staff will be shared across both schools. NYCACS Bronx will benefit from the academic and clinical expertise of its partner school, in particular, the superb leadership experience of NYCACS (East Harlem)'s Executive Director. Shared administrative staff will leverage the experience of NYCACS (East Harlem) in operating a charter school with excellent results in both finance and administration.

Facility

SCHOOL FACILITY PLANS

NYCACS Bronx seeks to co-locate in a public school building in the South Bronx, specifically CSD 7 or CSD 9. NYCACS Bronx will need 8 classrooms, a space in which to create a "life skills center" for teaching activities of daily living, 2-3 small break-out rooms to use with students experiencing behavioral challenges, office space, a conference space for meetings and training, and, depending on the availability of the host school's gymnasium, space in which to create an adapted gym.

Discussions with facility representatives are on going.

Other

R-01 COMMUNITY NEED AND PROPOSED SCHOOL IMPACT

(A) COMMUNITY DESCRIPTION AND NEED

DESCRIPTION OF COMMUNITY

The number of individuals with autism has skyrocketed. According to the Center for Disease Control (CDC), the number of children diagnosed with autism is 1 in 68. A diagnosis of autism can be a significant emotional and financial hardship for a family. These children face significant challenges learning and demonstrating even basic skills, and may exhibit behavior that makes instruction difficult without the right supports and expertise. Unfortunately, appropriate educational services are few and far between particularly for those more severely affected. With an NYCACS (East Harlem) waitlist that averages 70 families each year for typically only 1-2 openings (maximum), we need to do more.

The New York Center for Autism Charter School (NYCACS) Bronx seeks to co-locate in in a public school building in either Community School District 7 or 9 in the Bronx. Both communities are among the poorest in the city. Academic proficiency rates for the two districts are also among the lowest. Both report 10% of their students as homeless, the second highest percentage in the city. Compounding these challenges, both districts have a smaller share of teachers with more than three years experience or with advanced degrees as compared to citywide averages.

For children with autism, educational options are even more limited, and the impact of the issues referenced above is compounded, given the specific training, expertise, and support required to effectively educate children on the autism spectrum. While it is difficult to access specific data related to the profoundly affected population that NYCACS Bronx intends to serve, many of the families we spoke with referenced the dearth of services within the borough, and the fact that many children are bussed outside of the borough for appropriate educational services. Lizette Hernandez, founder of the Bronxchester Challenger League (a weekend baseball program for children with autism) states on her website (http://www.bronxchesterchallengerleague.com/), "The Bronx is one of the most underserved boroughs in New York City, especially for individuals on the spectrum. Most families must travel outside of the Bronx to find services and programs for their loved ones." The Advocates for Children of New York website (http://www.advocatesforchildren.org/) offers a resource sheet that lists 51 approved and non-approved non-public programs for children with ASD. Of these 51 schools, only one (1) is located in the Bronx.

COMMUNITY DEMOGRAPHICS

R01A COMMUNITY DEMOGRAPHICS DISTRICT 7, DISTRICT 9, DISTRICT 75 (CITYWIDE SPECIAL EDUCATION)

Source: New York State School Report Card (2014-2015)

	Community School District 7	Community School District 9	City Wide NYC Special Schools District 75	City Wide NYC Public Schools (All)
Number of Students	18,863	34,879	22,537	1,041,851
% American Indian/ Alaskan	0%	0%	1%	1%
% Black or African American	27%	30%	38%	28%
% Hispanic or Latino	70%	67%	40%	41%
% Asian or Native Hawaiian/ Other Pacific Islander	1%	1%	7%	16%
% White	1%	1%	14%	14%
% Multiracial	0%	0%	0%	1%
% Limited English Proficient Students	18%	23%	20%	14%
% Students with Disabilities	24%	22%	98%	21%
% Economically Disadvantaged Students	92%	91%	66%	73%

Community School District 7 encompasses the geographic areas of the South Bronx, bordered by Grand Concourse on the West, Morrisania on the North, and Woodside on the East.

Community School District 9 is situated immediately north and west of CSD 7, bordered by the Harlem River on the West, Tremont and Mt Hope on the North, Highbridge, Grand Concourse, and Claremont on the East, and Morrisania on the South.

NYC's District 75 is the citywide district or organizational unit serving the city's more involved students across disabilities. District 75 reports citywide data on student demographics. These citywide data are not broken down to ascertain the number of students with autism, in particular severe to moderate degrees of autism, or their demographics.

As can be seen from the table above, CSD 7 and CSD 9, both of which report 97% of their students as Black or Hispanic/Latino (compared to 69% citywide), are similar in that they are both dealing with

challenging demographics that exceed those experienced citywide. Of all students in CSD 7 and 9, 18% and 28%, respectively, are Limited English Proficient, compared to 14% citywide; 24% and 22%, respectively, are students with disabilities, compared to 21% citywide; and 92% and 91%, respectively, are economically disadvantaged (determined by eligibility for Free or Reduced Public Lunches), as compared to 73% citywide.

Similarly, 2014-2015 NYSED Report Cards for students assessed in grades 3-8 indicate that both districts are performing well below citywide performance numbers. Only 11% and 13% of CSD 7 and 9 students, respectively, scored as proficient (Levels 3 and 4 combined) in English Language Arts, significantly below the citywide level of 36%. CSD7 and 9 scored at 14% and 17% proficient, respectively, in mathematics, far below the citywide level of 43%.

In April 2015, the NYC Schools Chancellor announced the opening of 41 new Nest and Horizon classes for high functioning students with autism. NYCACS applauds the Chancellor for creating new learning opportunities for these children. However, there are many students who are too severely challenged for these new options. It remains the case that there is a huge need for high quality, scientifically based programs for students on the severe to moderate end of the autism spectrum.

STUDENT POPULATION

The latest census website indicates that as of 2014, the total population of the Bronx is almost 1,500,000, 25.5% of which is children under the age of 18. Following the 1 in 68 incidence of children with autism estimated by the CDC, that means that over 5,000 children in the Bronx are diagnosed with autism. As of 2014, the District 75 directory indicated that there are only 37 schools in the Bronx with ratios appropriate for students in the moderate to profoundly affected end of the autism spectrum (i.e., 6:1:1 ratio classrooms). There are no other public school options. While parsing out specifics on students served within the D75 umbrella (given that they serve a variety of disabilities and functioning levels) it seems clear that the autism population is significantly underserved in the Bronx.

It is the intention of NYCACS Bronx to offer moderately to profoundly affected students with autism and their families the option of a charter school that builds on the groundbreaking and exceptional 10-year track record of NYCACS (East Harlem). NYCACS Bronx is committed to providing effective research-based educational programming to its students, as well as support and training for their family members and caregivers.

According to the Diagnostic and Statistical Manual of Mental Disorders (DSM-5), autism spectrum disorder is characterized by persistent deficits in social communication and social interaction, as well as restricted, repetitive patterns of behavior, interests, or activities. This disorder can be severely debilitating without effective and intensive treatment, and significantly impacts not only the individual, but also his/her family. A diagnosis of autism may bring with it severe sleeping issues, food selectivity, and challenging behavior that can make even the most basic level of community participation (e.g.,

going to the playground or grocery store) difficult or impossible. Although the exact cause of autism is still unclear, it is known to be a neurologically based disorder, with differences in biochemistry and brain structure noted in some individuals on the autism spectrum. The exact effects of these abnormalities are not known. It is likely that there are unidentified subtypes of autism, each with a different etiology. However, given that such etiologies have not yet been established, autism must still be identified and treated behaviorally. NYCACS Bronx will employ only those science-based educational and treatment strategies empirically demonstrated to be effective with this population.

The majority of individuals with autism will continue to require a high level of individualized education and support for the duration of their educational career. Despite their significant deficits, research has demonstrated that these individuals:

- 1. Are able to learn new skills, including the social, navigational, and production skills required for work as well as, for some, more basic life and self care skills, and
- 2. Benefit from teaching and treatment strategies based upon the principles of applied behavior analysis.

It is the intention of NYCACS Bronx during subsequent Charter periods to continue to provide appropriate education and treatment to its students as they move into adolescence and young adulthood by extending its age ceiling to 21 years old and expanding programming to meet the needs of this older age group.

RATIONALE FOR SELECTING COMMUNITY

Over the last three years, an average of 29% of the families who have applied to the NYC Autism Charter School (located in East Harlem) reside in the Bronx. In the most recent lottery (2015-2016), 33% of applicants were Bronx residents, and 16% of families currently attending the NYC Autism Charter School reside in the Bronx. The school narrowed in on Bronx Community School Districts 7 and 9 as they were identified, with input from the NYC DOE, as communities lacking in appropriate educational options for children with autism.

PERFORMANCE OF LOCAL SCHOOLS IN MEETING NEED

Students diagnosed with severe to moderate autism in the target district(s) are served by the NYC DOE centralized District 75 program in classes typically with a 6:1:1, 8:1:1, or 12:1:1 (student: teacher: paraprofessional) staffing ratio. Organizational structure, curriculum, assessment and staff development determinations tend to be centralized and relatively uniform across program sites. Parental involvement typically takes the form of participation in IEP meetings and Back to School nights, but seldom allows for the hands on family training so critical for the generalization of skills from school to home and community. NYCACS recently completed a two year Dissemination Grant through which key staff worked with three D75 autism sites, one of which was in the Bronx. In a needs assessment

conducted at the beginning of the project, administrators, teachers and paraprofessionals identified a need for additional training in autism, applied-behavior-analytic teaching strategies, using data to inform instruction, and managing challenging behaviors. In providing these services, the project staff found that teachers and paraprofessionals had to contend with constraints that included insufficient staffing ratios, a curriculum that was not fully functional, insufficient professional support, and inadequate time for teacher training and collaboration. These factors not only underscore the need for more options to improve service to students on the severe end of the autism spectrum but, through NYCACS's collaborative support of D75 in this grant, the school's commitment and experience in working to address this need.

HOW NYCACS BRONX WILL PROVIDE A NEEDED ALTERNATIVE FOR THE COMMUNITY

NYCACS Bronx will serve as a comprehensive educational program for children diagnosed with autism spectrum disorder. It will duplicate all design elements of the NYCACS (East Harlem), while also creating a culture that responds to and is shaped by the local community. The school's educational program will promote the achievement of high educational standards and the full intellectual, social, physical and emotional potential of each student. It will extend educational programming beyond the school's walls through organized training and support for students' families.

Some of the key design elements to be carried over include the following:

Students

An intensive instructional staffing ratio (1:1 in most classrooms) that allows for the delivery of individualized and differentiated instruction

Use of a well-rounded, functional curriculum to facilitate progress in critical skill areas

Mechanisms for data collection and analysis to ensure that learning is taking place and, if not,
to allow for timely and focused problem solving

Families

An open door policy

Clinic and planning meetings that allow parents to watch instruction and participate in problem-solving and decision-making

Home visits to help families address issues and challenges in the home and community Parent/caregiver workshops and training

Staff

A positive and collaborative culture that strives to maximize skill acquisition for each student Opportunities for ongoing learning and growth, both internally (e.g., 10 professional development days annually, bi-monthly staff meetings, opportunities to present at workshops and conferences), and via tuition assistance for related education credits

(B) PROGRAMMATIC IMPACT



NYCACS Bronx will influence city schools by replicating a model program that provides research-based educational services exclusively for children (and eventually adolescents and young adults) with autism. The success of NYCACS Bronx, like NYCACS (East Harlem), will demonstrate that ABA (Applied Behavior Analysis)-based educational services can be delivered effectively to students with autism within an appropriately designed public school environment. NYCACS Bronx will provide outreach and professional development opportunities for educators within the district and in surrounding communities, and will invite other district school personnel to observe school activities.

ANALYSIS OF EXISTING EDUCATIONAL OPTIONS AND GRADES SERVED AVAILABLE TO TARGET POPULATION

R01B EXISTING EDUCATIONAL OPTIONS AND GRADES SERVED AVAILABLE TO TARGET POPULATION

	Total Number of Schools	Elementary	Middle	High	Serving Target Population
Community School District 7	41	18	8	15	0
Community School District 9	67	32	18	17	0
City Wide District 75 Housed in District 7	15	N/A*	N/A	N/A	N/A
City Wide District 75 Housed in District 9	7	N/A	N/A	N/A	N/A
Charter Schools in District 7	22	14	4	4	0
Charter Schools in District 9	10	16	3	1	0

^{*}Not Available

Community School District 7 has 18 elementary schools, 8 middle schools, and 15 high schools serving 18,863 students. Beginning in 2012 these schools became un-zoned, so as to offer parents flexibility in choosing a school for their children. All District 7 schools offer expanded social services to students and their families. The district is also home to 22 Charter Schools, 14 of which serve elementary school students; 4 serve middle school students; and 4 serve high school students. These Charter Schools give

preference to District 7 students, but serve students from other districts as well. No Charter Schools serve the NYCACS Bronx target population of severely involved students with autism.

Community School District 9 has 32 elementary schools, 18 middle schools and 17 high schools serving 34,879 students. It is home to 10 Charter Schools: 6 elementary or elementary/middle schools; 3 middle schools; and 1 high school. These Charter Schools give preference to District 9 students, but serve students from other districts as well. No Charter Schools serve the NYCACS Bronx target population of severely involved students with autism.

NYC's District 75 is the citywide organizational unit serving the city's more involved students across disabilities. There are 15 District 75 satellite programs co-located in CSD 7. These schools serve students with a range of disabilities who reside in CSD 7 and neighboring districts.

There are 7 District 75 programs housed in District 9 schools, 5 of which are co-located and 1 of which is a self-contained special education school. As in District 7, the District 75 schools serve a range of students with disabilities that reside in CSD 9 and neighboring districts.

Districts 7 and 9 report the number and performance on the NYS English Language Assessment (ELA) and Math assessments of students across disabilities that reside in their district. For students whose IEPs so indicate (more seriously disabled), the districts report performance on the New York State Alternate Assessment (NYSAA). These data encompass students with disabilities across classifications, placements, and types of service received. The data include students residing in the districts but not necessarily served by the districts.

District 75 reports citywide data on student demographics and their performance on the National Assessment of Educational Progress (NAEP), but not their performance on the NYSAA. The citywide data is not broken down to ascertain the number of students with autism or their performance. Student demographics and district of service versus residence are not available for this subgroup.

As mentioned above, there seems to be only one non-public program in the Bronx designed for children on the autism spectrum.

Data on the performance of students on the severe to moderate end of the autism spectrum are not available, either by district or citywide. It is, therefore, not possible to make a meaningful comparison, either by demographics or performance, to the student population NYCACS Bronx will serve--ungraded students ages 5-12 on the severe to moderate end of the autism spectrum.

ANALYSIS OF IMPACT OF ENROLLMENT PLAN ON THE ENROLLMENT AND VIABILITY OF PUBLIC AND NONPUBLIC SCHOOLS



At its maximum enrollment, NYCACS Bronx will serve 32 students, initially ages 5-12, with the anticipation of serving ages 5-21 by Charter period 3. The size of the school is deliberately small so as to allow for optimal individualization, staff support and supervision, and parent involvement and training. Its enrollment will not have an adverse impact on the enrollment of other public or nonpublic schools.

ANALYSIS OF THE PROVISION OF NOVEL APPROACHES TO THOSE CURRENTLY IN PLACE IN THE COMMUNITY

NYCACS and NYCACS Bronx are modeled after those programs considered best practice in the field of autism education. NYCACS continues to look to other well-regarded behavioral programs (e.g., Alpine Learning Group, Princeton Child Development Institute) for program design enhancements. Upon review of best practices by senior staff and NYCACS Board members, the following shared characteristics were noted in such programs:

They tend to remain small

They tend to serve students beginning at age 3 all the way to 21. While serving a preschool population is not possible for NYCACS, having students enter at the youngest end of the age range is considered optimal for ensuring the best possible outcomes

They offer very dense teacher: student ratios, usually 1:1, at least until adolescence

They utilize the principles of applied behavior analysis to inform instruction, with at least one (typically more than one) Board Certified Behavior Analyst in a leadership position

They emphasize a high level of accountability through data collection along with frequent, ongoing analysis

They involve families to the greatest extent possible

They design and utilize their own curriculum, continually tailored to meet individual student needs

NYCACS Bronx will implement these same practices. The school's internal research and ongoing data analysis as well as external, scientifically based research will inform its practices.

NYCACS Bronx will broaden its impact by extending its educational programming beyond the school's walls through organized training and support for students' families and by offering ongoing professional development opportunities to NYCACS Bronx staff as well as educators in in the local community and the surrounding NYC area. In addition, the school will work to develop partnerships with organizations in the local community to raise awareness and disseminate information to educators and parents outside the school.

(C) FISCAL IMPACT



5-YEAR FISCAL IMPACT REPORT

	Largest Enrollment District: NYC CHANCELLOR'S OFFICE						
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other Districut Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School from District	Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	8	91, 645	733, 1 60	-	733 ,1 60	27,600,000,000	0.003%
Year 2 (2018-19)	1 6	91,645	1,466,320	-	1,466,320	27,600,000,000	0.005%
Year 3 (2019-20)	24	91,645	2,199,480	-	2,199,480	27,600,000,000	0.008%
Year 4 (2020-21)	32	91,645	2,932,640	-	2,932,640	27,600,000,000	0.011%
Year 5 (2021-22)	32	91,645	2,932,640	-	2,932,640	27,600,000,000	0.011%

R-02 ADDRESSING THE NEED

(A) MISSION

The mission of the New York Center for Autism Charter School (NYCACS) Bronx is to provide individualized, scientifically based educational services to children with Autism Spectrum Disorder (ASD). The NYCACS Bronx educational program will promote the achievement of high educational standards and the full intellectual, social, physical and emotional potential of each student. NYCACS Bronx will also extend educational programming beyond the school's walls through organized outreach, training, consultation and support for students' families, and offer ongoing professional development opportunities to NYCACS Bronx staff and educators in NYC and the surrounding area.

(B) KEY DESIGN ELEMENTS

NYCACS Bronx will replicate elements of the highly effective instructional program of NYCACS and will provide students diagnosed with autism, all of whom are at risk for academic failure, with a comprehensive program of academic and support services based on the principles of applied behavior analysis (ABA).

The educational philosophy and programming of NYCACS Bronx will align with the school's mission.

The philosophy:

Is focused on the treatment of individual students

Recognizes the centrality of the environment in shaping behavior

Includes the use of the scientific method (observation, collection and recording of data, use of data to structure treatment or interventions)

Assumes that progress can be achieved by every student

Teaching strategies based upon the principles of ABA are the educational standard for individuals with autism. As defined in the seminal article, "Some Current Dimensions of Applied Behavior Analysis" by Baer, Wolf, and Risley (1968), "applied behavior analysis is the science in which procedures derived from the principles of behavior are systematically applied to improve socially significant behavior to a meaningful degree and to demonstrate experimentally that the procedures employed were responsible for the improvement in behavior." It includes the identification of functional relationships between behavior and environmental variables, and uses direct observation and measurement of behavior to assess progress.

According to the philosophy of ABA, all people respond to their environment and, as a result, behavior can be affected by changes in that environment. The manipulation of antecedents (events occurring before behavior) and consequences (events occurring after behavior such as reinforcement) can

produce behavior change and learning. Thus, individuals can learn to engage in higher levels of prosocial behavior and lower levels of dangerous, socially inappropriate, or challenging behavior as a result of planned antecedent and consequent adjustments. NYCACS Bronx will employ these principles in providing instruction and treatment to the individuals it serves.

The educational philosophy of NYCACS Bronx will also emphasize the use of small classroom environments and optimal staff-student ratios to promote intensive, individualized instruction designed to deal specifically with autism-related issues (e.g., excessive difficulties with attention or the need for numerous repeated learning opportunities to acquire skills). To ensure that each student receives an effective, personalized education, NYCACS Bronx will deliver its services via specialized teaching teams comprised primarily of certified special education teachers and highly trained instructors in a ratio determined by educational need and contained within student Individualized Education Plans (IEPs).

From the time a student enters the school at age 5, his/her skill set (strengths and deficits across all curricular domains), learning style, level of independence, and rate of acquisition is closely monitored through objective data collection and analysis. This ongoing analysis, shared regularly with parents and annually with the entire CSE team, allows for decision-making related to appropriateness of instructional ratio, classroom placement, and educational setting.

For most students, small group instruction will increase over time within the 1:1 classroom model in an effort to promote independence and allow for more practice of the skills required for success in future settings. This shift is determined primarily by a student's ability to benefit from such instruction. A small subset of students may, at some point, demonstrate skills that would indicate readiness to benefit from an alternate, less restrictive school environment.

These skills include the following:

Low to zero rates of challenging behavior or behavior that might be disruptive to themselves or the classroom environment (e.g., vocal stereotypy)

An ability to understand language concepts that are at or close to age-level with reasonable fluency

An ability to communicate effectively and with reasonable fluency

A relatively quick rate of acquisition, particularly with respect to academic requirements

An understanding of contingencies (e.g., first...then...)

An understanding of motivational systems that involve delayed access to a tangible item/activity

An ability to learn in a group and by observing peers

Finally, the NYCACS Bronx educational philosophy holds that families are an integral part of the students' education, and that parental involvement is a highly desired element of the school's programs. While no action will be taken against parents, or children of parents, who do not choose to participate,

NYCACS Bronx will implement a variety of initiatives and activities that address the needs of students and their families during and beyond the school day, including:

Clinic meetings in which family members participate with Clinical staff in reviewing, problemsolving, and enhancing educational programming

Scheduled observations that allow parents to observe specific educational activities, some of which may take place off-site in the community

Access to Home and Family Consultation (see description below) conducted by NYCACS Bronx personnel and/or visits by parents to NYCACS Bronx to develop specific skill acquisition and behavior reduction programs that improve quality of life for the child and the family outside of the school setting

Annual planning meetings in which longer term future goals are discussed Family education workshops

Assistance with referrals to community resources

Transition planning for students moving to less restrictive settings or alternative placements Sibling support and training as needed

Consequently, comprehensive services will be an integral part of the NYCACS Bronx program. These services facilitate the home-school collaboration, which is an important characteristic of NYCACS Bronx and contributes to the development and maintenance of a school culture focused on the needs of the family.

Home and Family Consultation is one of the services NYCACS Bronx will offer to families. It has several goals:

For parents to acquire skills necessary to promote more successful interactions with their child(ren)

For the student to display stimulus generalization across settings (i.e., from school to home)

For the student to be able to learn new functional skills in the home and community

For NYCACS Bronx staff to identify, in conjunction with parents, additional targets to address during the school day that will assist with life at home or in the community

Each participating NYCACS Bronx family will attend scheduled meetings with a designated family consultant throughout the period in which the family has a child enrolled in the program. These visits will target skills areas that are agreed upon by both family members and school personnel, and will take place at an agreed upon location (e.g., home, school, community). The family consultants function under the direct supervision of the student's Clinical Supervisor, who may intermittently participate in home consults.

The family consultant offers assistance to families in identifying relevant goals to address in the

home. In addition, the consultant offers to work with family members to ensure generalization of skills being targeted in school that may be of social relevance in the home setting. The family consultant offers to teach family members or care providers how to identify relevant goals, collect data and implement teaching programs or behavior reductive procedures to increase skills and address challenging behavior within the home and community. Any instruction focused on within the NYCACS Bronx home consultation program will be developed and supervised by the NYCACS Bronx family consultant and implemented by parents or caregivers.

Through the implementation of individualized teaching programs, students can acquire a variety of skills in the home. Skills may include, but are not limited to, following independent activity schedules, participating in cooperative leisure activities with other family members, completing chores, and performing age-appropriate self-care skills (e.g., brushing teeth). Students can also acquire skills that allow them to participate in community activities, such as shopping, going to the doctor, getting a haircut, eating in a restaurant, and going to a movie with family members. Eating, sleeping, and toileting issues may also be addressed. As determined by need and parental interest, home visits may be conducted during the school day for a fixed period of time in order to better address specific issues of concern.

NYCACS Bronx will extend services to others relevant to the student and family. For example, workshops may be offered to family friends and extended family members to help them gain a better understanding of autism and how to more effectively interact with individuals diagnosed with ASD. Siblings of NYCACS Bronx students will be provided with opportunities to participate in NYCACS Bronx sibling activities. Participation in such activities/events is at the discretion of the family and is voluntary. Each family's need for support and education will be continually assessed.

(C) 5% DISTRICTS

Although there are a high percentage of charter schools serving students in CSDs 7 and 9, there are no charter schools designed to serve children on the moderate to severe end of the autism spectrum. The school will have a significant educational benefit to the students expected to attend, as evidenced by the following:

NYCACS Bronx will serve a high need, underserved, growing population-- students on the severe to moderate end of the Autism Spectrum

It will provide intensive, individualized, data driven instruction using proven methodology and a functional curriculum

It will provide 1:1 and small group instruction in the context of a 4:1:3 (students: teacher: instructors) classroom staffing ratio

It will provide a comprehensive training and support program to parents in the form of clinics, focused classroom observations, home and community consultations



It will provide in-depth professional development and hand-on supervisory support to its teachers and instructors

It will extend educational programing beyond the school's walls through organized outreach, training, and consultation to educators and autism service providers in the broader community

It will develop community partnerships will local business and organizations, providing autism awareness while simultaneously providing community based learning opportunities for its students

It will provide a public school enrollment option of a caliber of comprehensiveness and quality not otherwise available in the New York City public schools, with the exception of the founding NYCACS (East Harlem).

(D) DRAFT ACCOUNTABILITY PLAN

Please see Attachment R-02d – Accountability Plan

R-02D ACCOUNTABILITY PLAN

NYC AUTISM CHARTER SCHOOL (BRONX)

Accountability Plan

For the Accountability Period 2017-2022

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: Not Applicable as written for school population (students with severe to moderate degrees of Autism Spectrum Disorder.) See Goal VIII: Optional Academic Goals below

Absolute Measures

Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

Comparative Measures

Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

Growth Measures

Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

GOAL II: MATHEMATICS

Goal: Not Applicable as written for school population (students with severe to moderate degrees of Autism Spectrum Disorder.) See Goal VIII: Optional Academic Goals below

Absolute Measures

Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

Comparative Measures



Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

Growth Measures

Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

GOAL III: SCIENCE

Goal: Not Applicable as written for school population (students with severe to moderate degrees of Autism Spectrum Disorder.) See Goal VIII: Optional Academic Goals below

Absolute Measures

Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

Comparative Measures

Elementary/Middle School — Goal VIII: Optional Academic Goals below High School — Not Applicable: School does not serve High School age students

GOAL IV: SOCIAL STUDIES

Goal: Not Applicable: School does not serve High School age students

Absolute Measures

High School — Not Applicable: School does not serve High School age students

Comparative Measures

High School—Not Applicable: School does not serve High School age students

GOAL V: NCLB

Goal: NYCACS Bronx will make Adequate Yearly Progress.

Absolute Measures

Under the state's NCLB accountability system, NYCACS Bronx will be in good standing: the state has not identified the school as a Focus School nor determined that it has met the criteria to be identified as a local assistance plan school.

GOAL VI: HIGH SCHOOL GRADUATION

Goal: Not Applicable: School does not serve High School age students

GOAL VII: COLLEGE PREPARATION (Only For College Prep High Schools)

Goal: Not Applicable: School does not serve High School age students

GOAL VIII: OPTIONAL ACADEMIC GOAL(S)

Goal 1: NYCACS Bronx students will demonstrate mastery of objectives set forth in their Individualized Educational Programs (IEP).

Absolute Measures

Each year, within their own abilities, at least 75% of students will master a minimum of 85% of the objectives (e.g., skill acquisition and behavior reduction) set forth in their IEPs.

Goal 2: NYCACS Bronx students will demonstrate increased annual progress of linguistic and functional behaviors as measured by individually administered assessments.

Absolute Measures

Each year, within their own abilities, 85% of NYCACS Bronx students will demonstrate increased performance as measured by the Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) by Sundberg, the Assessment of Functional Living Skills (AFLS) by Partington and Mueller, or the Vineland Adaptive Behavior Scales by Sparrow, Ball and Partington.

Goal 3: NYCACS Bronx students will complete New York State Alternate Assessment (NYSAA) data folios in the subjects required by their age/grade equivalent.

Within their own abilities, 75% of NYCACS Bronx students assessed using the NYSAA will score at level 3 or 4 in required subject areas.

Goal 4: In any five-year period, NYCACS Bronx will seek to move at least 5% of its students from their NYCACS Bronx classroom placement to a less restrictive educational setting.

ORGANIZATIONAL AND OTHER NON-ACADEMIC GOALS

GOAL I: OPTIONAL NON-ACADEMIC STUDENT GOAL(S)

Goal: None

GOAL II: OPTIONAL ORGANIZATIONAL GOAL(S)

Goal 1: A Human Rights Committee will judge NYCACS Bronx programs and procedures as respecting the human rights of each individual student.

Absolute Measures

Two times per year a Human Rights Committee consisting of non-NYCACS professionals from various disciplines (e.g., education, law, medicine) will meet and review intervention procedures and complete detailed assessments to evaluate each program in terms of respecting the individual rights of students.

Members of the Human Rights Committee will respond, "yes" to at least 90% of assessment items requested for each Behavior Intervention Plan reviewed. Any "no" responses will be followed by immediate and documented modifications.

Evidence of parental consent will be demonstrated for 100% of Behavior Intervention Plans reviewed.

Goal 2: NYCACS Bronx families will be encouraged to be actively involved in their children's education program and to gain a broader understanding of autism-related issues and how best to address them. [1]

Absolute Measures

Of those parents who voluntarily choose to participate, 85% will participate in a minimum of 10 hours of individualized parent training focused on school, home, and/or community learning.

Goal 3: NYCACS Bronx Teachers and Instructors will demonstrate proficiency in interventions and terminology related to applied behavior analysis.

¹ No action will be taken against parents, or children of parents, who choose not to participate.

Absolute Measures

Pre- and post-test measures of staff understanding of concepts presented within training segments will show a minimum of 80% accuracy and/or at least a 20% gain from pre- to post-test for each staff member.

Of staff in attendance, 90% will provide satisfactory written summaries of key learning points for targeted staff development meetings held over the course of the school year.

Data from annual staff evaluations will indicate proficiency in teaching techniques and satisfactory execution of job requirements.

Goal 4: NYCACS Bronx will extend its educational practices beyond the school's walls.

Absolute Measures

A minimum of 5 professional observation visits will be conducted each year during which professionals from outside of NYCACS Bronx will have the opportunity to hear a description of the NYCACS Bronx education model and observe students receiving instruction in their classrooms, shared space, or community based instruction sites.

An internship program will be established and an intern will be placed in each of NYCACS Bronx classrooms each year. The number of internship placements will grow concurrently with additional classrooms. Interns will be provided both didactic and hands-on training related to autism and how the principles of applied behavior analysis are used to educate students with autism. Pre- and post-test measures will show understanding of concepts and staff observation will assess skill mastery.

NYCACS Bronx will provide one hour per month of group and/or individual supervision as well as supervised independent fieldwork for staff seeking board certification in behavior analysis (BCBA).

Goal 5: NYCACS Bronx will expand its autism expertise outreach efforts.

Absolute Measures

A minimum of 3 outreach efforts will be conducted annually within the local community. These efforts will be aimed at increasing awareness of autism and providing a basic understanding of its complexities.

NYCACS Bronx staff will present annually at a minimum of 1 local, national or international conference sharing research and/or best practice strategies to educate students with autism.

Goal 6: Parents will judge the NYCACS Bronx program as effective.

Absolute Measures

Of those parents who voluntarily choose to participate, at least 85% will rate the NYCACS Bronx education program as effective in the annual NYCACS Program Effectiveness Survey.

Of those parents who choose to complete surveys after an instruction focused parent-training session, at least 85% will indicate overall satisfaction with the quality of education provided to their child.

Each year, parents will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the three survey domains: Instructional Core, Systems for Improvement, and School Culture. The school will obtain a 75% participation rate on the survey.

Goal 7: NYCACS Bronx Teachers will judge the NYCACS Bronx program as effective.

Absolute Measures

Each year, Teachers will express satisfaction with the school's program, based on the NYC DOE Learning Environment Survey in which the school will receive scores of 75% or higher in each of the three survey domains: Instructional Core, Systems for Improvement, and School Culture. The school will obtain a 75% participation rate on the survey.

Goal 8: NYCACS Bronx will establish and adhere to effective financial controls and policies that assure that it will consistently operate within its budget.

Absolute Measures

Each year, NYCACS Bronx will achieve a clean annual audit by a CPA from an outside independent audit firm or remedy any control issues identified in a management letter within 30 days.

R-03 PROPOSAL HISTORY INCLUDING COMMUNITY OUTREACH

(A) APPLICANT INFORMATION

Julie Fisher, Executive Director, NYC Autism Charter School (NYCACS)

Carol Santiago, Board President of NYCACS, Parent of an NYCACS student

Ms. Fisher is a recognized expert and leader in autism education and has served as Executive Director of NYCACS (East Harlem) since January 2009 and as Co-Director beginning in its second year of operation (2006). She is a Board Certified Behavior Analyst and holds an MSW in social work.

Ms. Santiago is a parent of a NYCACS (East Harlem) student and has served on the Board of Trustees since 2009. She is currently President of the Board of Trustees and Chair of the Executive Committee. She has also served as a parent member, chair of the Fundraising Committee, and chair of the Operations Committee. Ms. Santiago is currently Director of Workforce Development and was previously Director of Education and Case Management Supervisor at El Barrio's Operation Fightback. She also serves on the Board of D3 Sports and Rec, Inc., an organization that provides free and low cost sports and recreation programs to children with autism in the Bronx. She holds a BA from Columbia University, is bilingual Spanish/English, and lives in the Bronx.

(B) FOUNDERS

NYCACS' charter includes a commitment to extending its services beyond the school's walls. At the March 2015 Board/Staff Strategic Planning meeting, the Board concluded that the best way to increase the school's impact was to open a second school. In Spring 2015, the school engaged a pro bono consulting team from Morgan Stanley to research options for expansion.

In August 2015 the Board endorsed the initiative to open a second school. The Lead Applicants for this initiative are Carol Santiago, NYCACS Board President and parent of a NYCACS student, and Julie Fisher, NYCACS Executive Director.

Founding Members were identified and charged with conducting the research and developing the plan for a new school. Founding Members are: Julie Fisher, Executive Director; Nicole Pearson, Director of Education; Moira Cray, Director of Transition and Community Outreach; and Mark Saretsky, Chief Financial Officer. In September 2015 a board/staff Task Force dedicated to new school planning was formed and divided into two working groups, both overseen by Julie Fisher, NYCACS Executive Director: the first, responsible for making education design recommendations, and the second, responsible for guiding community outreach and engagement. Many of the Task Force members have participated in prior strategic planning sessions together and enjoy collaborative working relationships. In addition, a

management consulting firm, Root Cause, was engaged to examine administrative function and organizational issues related to opening a second school.

The NYCACS Board approved the Letter of Intent to submit an RFP on December 7, 2015. The Board approved the current proposal for submission to the SUNY Charter Schools Institute on January 11, 2016.

The overall leader of the effort to develop the proposal is NYCACS Executive Director, Julie Fisher. The authorship of the proposal has been a collaboration between Julie Fisher, Mark Saretsky, Chief Financial Operator, Nicole Pearson, Director of Education, Moira Cray, Director of Transition and Community Outreach, and Susan Michaelson, Special Education Compliance Specialist.

FOUNDING TEAM MEMBERS

(Other than board members)

Name	Relevant Experience/Skills and Role in Founding Group	Proposed Role(s) in School (if any)
Julie Fisher NYCACS Executive Director	Autism Charter School Management Board Certified Behavior Analyst (BCBA)	Executive Director
Nicole Pearson NYCACS Director of Education	Autism Education Ph.D, BCBA	Head of School
Moira Cray NYCACS Director of Transition and Community Outreach	Autism Education BCBA	None during first Charter period
Mark Saretsky NYCACS Chief Financial Officer	Financial Management BBA	Chief Financial Officer

FOUNDING BOARD MEMBER SPECIFIC INFORMATION

Trustee Name	Position on the Board (officer or constituent representative)	Committee Affiliations (if any)	Expertise and/or Role at School (parent, staff, etc.)	Voting	Ex- Officio
Carol Santiago	President	Chair, Executive, Governance	Community Development, Fundraising, Parent of NYCACS Child	Yes	
Mitch Baum		Operations	Advertising	Yes	
Charles Chigas		Finance	Finance, Parent of NYCACS Child	Yes	
Ashley Garrett	Vice President, Secretary	Operations	Prevocational Education, Philanthropy	Yes	
Benjamin Hartman		Finance	Finance, Technology	Yes	
Hanna Hoch		Operations	Applied Behavior Analysis, Autism Education	Yes	
llene Lainer		Governance	Autism Education, Law	Yes	
Richard Larios		Finance	Charter Schools, Administration	Yes	
Paul O'Neill		Governance	Education Law, Charter Law	Yes	
Hugh O'Rourke	Treasurer	Finance	Finance	Yes	
Alvin Shih		Operations	Technology	Yes	

PAID EMPLOYEES

No paid employees of the school are voting members on the Board.

BOARD VACANCIES

None at present. Prior to the opening of NYCACS Bronx, additional Board members will be sought with specific skill sets (e.g., development/fundraising, management consulting, roots in the local community).

(C) COMMUNITY OUTREACH

STRATEGIES TO INFORM STAKEHOLDERS AND SOLICIT COMMUNITY INPUT

NYCACS outreach to the Bronx community actually began with our original school founding. The school has always received applicants from throughout the city, including the Bronx. In fact, over the last three years, an average of 29% of the families who have applied to the NYC Autism Charter School (located in East Harlem) reside in the Bronx. Sixteen percent of families currently attending the NYC Autism Charter School reside in the Bronx, and in the most recent lottery (2015-2016), 33% of applicants were Bronx residents.

The NYC Autism Charter School has engaged in varied and extensive community outreach efforts in CSDs 7 and 9 aimed at 1) confirming the need for a school serving children diagnosed with severe to moderate autism, and 2) soliciting input related to the type of program and program design elements valued by parents and community members. This process included on-the-ground efforts (meeting with community leaders, politicians, and local members of the autism community), presenting at autism-focused workshops, creating an online/social media presence within our website and Facebook page, and distributing a survey in Spanish and English to members of the community. Additionally, flyers in Spanish and English were distributed to a variety of community, social service, and faith based organizations. NYCACS Bronx outreach efforts to date are listed below. Supporting evidence for the outreach activities and outreach materials (including website and Facebook page, Bronx community survey in Spanish and English, and flyers in Spanish and English) are found in Attachment R-O3g — Outreach Evidence).

The NYC Autism Charter School also held Open Houses on November 10, 2015 and January 12, 2016, at which time the plans for opening a second school in the Bronx in September 2017 were discussed. Three additional Open Houses are planned before the end of this school year. A public meeting is also planned for January 21, 2016 at Lincoln Hospital in the Bronx to allow community members the opportunity to ask questions, voice concerns, and share ideas regarding the proposal.

The following is a summary of Outreach activities to date:

OUTREACH SUMMARY TABLES BRONX CSD 7 AND 9

Presentations

Discussed plan for NYCACS Bronx; Distributed hard copy surveys and/or link to survey; Solicited feedback and questions from attendees

Organization	Date
Bronx Lebanon Autism Parent Support Group	9.21.2015
Children's Aid Society	10.19.2015
Bronx Lebanon Autism Parent Support Group	11.2.2015
NYCACS Open House (East Harlem)	11.10.2015
South Bronx Asthma Partnership	11.16.2015
Pediatrics 2000	11.20.2015
Community Board 3 Youth and Education Committee Meeting	11.19.2015
Community Board 1 Youth and Education Committee meeting	12.3.2015
Mott Haven Community Partnership Meeting	12.10.2015
Community Board 4 Youth and Education Committee Meeting	12.17.2015
NYCACS Open House (East Harlem)	1.12.2016
Community Board 4 Executive Committee Meeting	1.14.2016
Community Board 4 Full Board Meeting	1.26.2016
NYCACS Bronx Open House (Lincoln Hospital Medical and Mental Health Center – South Bronx)	TBD

MEETINGS WITH STAKEHOLDERS

Discussed plan for NYCACS Bronx; Solicited feedback and support

Stakeholder/Affiliation	Date	Type of Meeting
Lisa Quinones-Fontenez	10.9.2015	In Person – Tour of
Blogger -Atypical Familia		NYCACS East Harlem
Jesse Mojica	10.13.2015	Phone Conference
Director of Family and Community Engagement - NYC		
DOE		
Monica Major	10.13.2015	In Person
Director of Education and Youth - Bronx Borough		
President's Office		
Lizette Hernandez	10.22.2015	Phone Conference
Founder and Coordinator - Bronxchester Challenger		
League		
Mili Bonilla	11.9.2015	In Person
Community Engagement Liaison		
Max Cantarero		
Director of Community Affairs – NYC		
Melissa Mark-Viverito		
Council Speaker		
Christina Foti	11.23.2015	In Person – Tour of
CEO, Department of Special Education		NYCACS East Harlem
Louise Kanian		
Executive Director of the Committees on Special		
Education		
Andrew Lowenthal		
Executive Director of the Office of School Design and		
Charter Partnerships – NYC DOE		
Rich Bocchicchio	12.1.2015	Phone Conference
Executive Director, Office of Space Planning		
Ron Caccioppoli		
Bronx Borough Director of Space Planning – NYC DOE		
Dr. Betty Rosa	12.16.2015	In Person – Tour of
NY State Regent		NYCACS East Harlem
Michael Kohlhagen		
Vice President – Center for Educational Innovation		
Dr. William Ursillo	1.7.2016	In Person – Tour of
Chief Operating Officer		NYCACS East Harlem
Reva Gershen Lowy		
Senior Vice President		
Christina Camardella		
Director of Special Events & Communications		
McCloskey Community Services		



FLYER AND SURVEY DISTRIBUTION - SURVEY LINK

Organization	Date
Grand Concourse Library	11.16.2015
New Settlement Community Center	11.16.2015
Morrisania Library	11.16.2015
Melrose Library	11.16.2015
Lincoln Hospital Child Advocacy Center	11.16.2015
Betances Community Center	11.16.2015
Mott Haven Library	11.16.2015
St. Jerome's Church	11.16.2015
St. Ann's Episcopal Church	11.16.2015
Claremont Recreation Center	11.16.2015
Classic Laundromat	11.16.2015
Emergency Rights	11.16.2015
McCloskey Community Services	11.16.2015
Hostos Community College	11.23.2015
Atypical Familia (Blog post)	12.5.2015
Rose F. Kennedy University Center for Excellence in Developmental Disabilities - Einstein College of Medicine	12.14.2015
Pediatric 2000 Family Contact List (Individual phone calls)	11.1.2015 – 1.31.2016

PROCESS FOR INCORPORATING FEEDBACK FROM COMMUNITY

The NYC Autism Charter School Community Outreach working group of the above mentioned Task Force has undertaken the task of reviewing input that has been collected from surveys and conversations with community members. Responses to date were summarized and data tabulated for discussion by the members of that group. Specific recommendations regarding program design have been considered for incorporation by the larger Task Force. Decisions to include, not include or defer recommendations were made by the Education working group and were reviewed by the larger Task Force.

A survey was generated (see Attachment R-03g – Outreach Evidence) to assess interest and gain input from the South Bronx community. One of the survey items asked for respondents to tell us "What do you think is most important to consider in opening and designing a school for children with autism in your community?" 65% of people who took the survey answered this question and provided feedback. Location of school, staff expertise, specialized curriculum, parent involvement and training, and safety were mentioned most frequently. Selected quotes include:

"I have watched on Facebook all that you are doing for those in Manhattan & plan on applying to that location. I take my son every day myself on train 1hr and a half to Battery Park and it would be nice to have more options. Thanks on behalf of autism families."

"The most important thing is to understand Autism. I find the teachers at my son's school although well intentioned do not have the level of understanding and or education needed for children with Autism to grow."

"The child's needs and that they learn differently and at a different pace. Their curriculum should be different from the common core."

"A clear and appropriate curriculum for our children. A program that clearly tracks progress and it is explained to parents. Parent involvement, requests, and concerns taken seriously."

"Therapy such as speech, occupational, sensory integration, ABA, and physical therapy available at the individual level, group level, and integrated classroom level."

"I think the most important thing to consider is having enough speech therapists, OTs, PTs."

"I also think that many parents in the Bronx work and an after school program would be so helpful."

"The school would have to be sensory friendly..."

"To make sure there is enough educated staff to assist with teaching, counseling, PT, OT, speech therapy. Making sure lunch monitors have their CPR license. The security guards do not let children leave the



premises even if the student wants to leave. There must be high standards with all staff to support the staff."

"Have enough bilingual staff. Have enough related service staff, social work and mental health support available. In general have the supports and services in place to the child's need based on their IEP."

"SAFFTY."

While the majority of feedback was positive and already aligns with our current model, respondents also provided feedback that we will address as we go forward.

Some of these concerns deal with related services. Our model is unique in the way that speech/language, fine motor, and gross motor deficits are addressed through the NYCACS curriculum and as part of ongoing classroom instruction. Families must be informed of this alternate approach so that they can make an informed decision as to whether this model will meet their child's needs. This aspect of the NYCACS programming model is discussed extensively at Open Houses and reviewed with parents when they are offered placement for their child. It is reviewed once again at time of intake.

With respect to the desire for after school services, NYCACS' Director of Transition and Community Outreach will be available to work with individual families to ensure enrollment in Medicaid Waiver services and registration with the Office of People with Developmental Disabilities (OPWDD). This would allow access to after-school and/or weekend programming for students with autism, as well as respite services for families.

Additionally, NYCACS has developed a close relationship with Harlem RBI, an organization with a presence in East Harlem as well as the South Bronx, that provides after school and summer programming for youth in the local community. This partnership has created many opportunities for both populations. Recently, NYCACS has begun to discuss the possibility of creating autism specific after school programming in conjunction with Harlem RBI.

Surveys and interviews were also conducted with current NYCACS (East Harlem) staff and parents (for parent survey - see Attachment-R03g - Evidence) to assess the value of certain aspects of the school's educational model. After reviewing the data and feedback obtained, it was decided that certain adjustments would be made in planning for the design of NYCACS Bronx. For example, during student clinic meetings in which parents are present, a good amount of time is spent orienting parents to specifics of instruction and behavior management, as well as bringing them up to speed on any important changes. This time is highly valuable in terms of parent education and generalization, as well as transparency in both directions - school to home and home to school. However, this focus often leaves very little time for critical discussions and experimentation around problem-solving and program adjustments. In an effort to meet both important goals, parents will be encouraged to attend every other month, with alternate clinics focused on "in the weeds" discussion amongst staff related to

programming (e.g., prompt fading, adjusting schedules of reinforcement, tweaking task presentation). Additionally, parent and staff feedback regarding the NYCACS home consultation program was reviewed. It was decided that the schedule of meetings was appropriate, but that the location and timing could be more flexible. NYCACS staff spends a great deal of time traveling to students homes, often to end up having a discussion that could have more easily been conducted over the phone or via Skype or FaceTime. Additionally, several families had greater availability and were better able to focus when visits took place earlier and/or at the school. For many training activities with parents, the location was less important than the information and guidance being imparted. Lastly, in some cases there were concerns with staff having to navigate unsafe and unfamiliar areas alone after dark. As a result, it was decided that the home consultation model for NYCACS Bronx would allow for more individualization with respect to timing and location.

(D) WITHDRAWN, REJECTED AND CONCURRENT PROPOSALS

WITHDRAWN OR REJECTED PROPOSALS TO SUNY

There were no withdrawn or rejected proposals to SUNY.

PREVIOUS CHARTER APPLICATION FROM OTHER CHARTER ENTITY

The New York Center for Autism Charter School was first approved by the NY State Board of Regents and authorized by the NYC Department of Education Chancellor in April 2005. NYCACS is in the first year of its third Charter period authorized by the NYC DOE Chancellor. The Charter was renewed for a five year period by the NY State Board of Regents and signed by the Department of Education June 10, 2015. No applications were withdrawn or rejected.

CONCURRENT LETTERS OF INTENT

There are no concurrent letters of intent.

(E) LETTERS OF JUSTIFICATION FOR PREVIOUSLY DENIED APPLICATIONS

There are no previously denied applications.

(F) FOUNDER CREDENTIALS

Please see Attachment R-03f – Founders Credentials for founder resumes/CVs.

(G) OUTREACH EVIDENCE



Please see Attachment R-03g – Outreach Evidence for Outreach Documentation, Outreach Materials, and Survey Responses.

VITAE

JULIA R. FISHER

CONTACT INFORMATION:

WORK:

New York, NY 10029

HOME:

Brooklyn, NY 11217

Education

June, 2004 Passed Board Certification Exam in Behavior Analysis (BCBA)

November, 2003 University of North Texas

Completed Certificate Program in

Applied Behavior Analysis

May, 1993 New York University

School of Social Work

New York, NY

Degree: Master of Social Work

May, 1989 Douglass College, Rutgers University

New Brunswick, NJ Degree: Bachelor of Arts

Major: Psychology





Professional Certifications

New York State Certification in Social Work Board Certification in Behavior Analysis

Memberships

Association for Behavior Analysis

Publications

Meyer, L.S., Taylor, B.A., Levin, L., & Fisher, J.R. (2001). Alpine Learning Group. In S. Harris And J. Handleman (Eds.), <u>Preschool education programs for children with autism.</u> Austin, TX: Pro-ed, 135-155.

Conference Presentations

- Fisher, J., and Connelly, J. (2011, October). Starting the first Charter School for Children with Autism in New York. Workshop presented at the annual Autism New Jersey Conference, Atlantic City, NJ
- Fisher, J., Seeman, J., and Krasnopolsky, J. (2011, October). Dyad and Small Group Instruction for Individuals with Autism. Workshop presented at the annual Autism New Jersey Conference, Atlantic City, NJ
- Cray, M., and Fisher, J. (2009, October). Peer Mentoring: Teaching Typically Developing Children to Instruct Children with Autism in a Public School. Workshop presented at the Organization for Autism Research Conference, Arlington, VA.
- Cray, M., and Fisher, J (2009, October). Peer Mentoring: Teaching Typically Developing Children to Instruct Children with Autism in a Public School. Workshop presented at the annual Autism New Jersey Conference, Atlantic City, NJ.
- Cray, M., and Fisher, J. (2008, March). Teaching Typically Developing Children to Instruct Children with Autism in a Public School. Workshop presented at the annual Collaborative Conference, New York, NY.
- Pagliaro, J., and Fisher, J. (2007, May). From Private to Public: The Charter School Model as a Bridge to Providing High Quality Educational Services to Children with Autism in a Public

- School Setting. Workshop presented at the annual COSAC Conference, Atlantic City, NJ.
- Fisher, J., Chong, L., Hanawalt, O., Pagliaro, J. (2007, March). Practical Strategies for Managing Severe Challenging Behavior in School Settings. Workshop presented at the annual Collaborative Conference, New York, NY.
- Fisher, J., Bechner, L., Cerino, K., Rodriguez, A. (2003, June) Powerful Problem Solving Strategies to Boost Learning. Workshop presented at annual COSAC Conference, Atlantic City, NJ.
- Bechner, L., Fisher, J., & Gans, C. (2003, May). Transitioning Young Children with Autism from Intensive ABA Programming to Less Restrictive Educational Environments. Workshop presented at 29th Annual Convention of Association for Behavior Analysis, San Francisco, CA.
- Fisher, J., Levin, L., & Meyer L. (1998, March). Integrating Children with Autism: A Data-Based Approach. Presented at the Autism Intervention Movement Conference: Science in Autism Treatment: Engineering Solutions, Improving Lives, Pittsburgh, PA.
- Levin, L., Fisher, J., & Meyer L. (1997, October). Integrating Children with Autism: A Data-Based Approach. Presented at a conference sponsored by the Renaissance Learning Center, Ft. Lauderdale, FL.
- Levin, L., Fisher, J., & Meyer L. (1997, May). Integrating Children with Autism: A Data-Based Approach. Presented at the Applied Behavior Analysis Intervention for Autism conference sponsored by the Connecticut Center for Child Development, Southbury, CT.

New York, NY 10065

OBJECTIVE

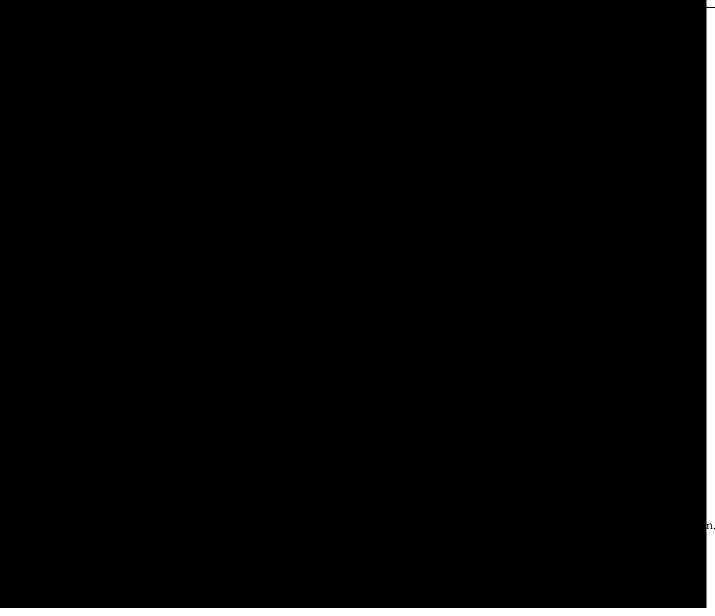
A senior-level position in Finance, Planning and Expense Management where my broad-based experience and proven track record would be of value.

QUALIFICATIONS

- Excellent budget, planning, expense management and analytical skills.
- Excellent planning and organizational skills to develop plans for meeting both financial and business objectives; decision-making skills.
- Strong management and project management skills; proven ability to lead and direct teams.
- Superior analytical skills for identifying problems and developing solutions.
- Excellent interpersonal and communications skills.

AREAS OF EXPERIENCE

Finance & Cost Control Expense Allocation & Reporting	Budget Development Project Management	Strategic Planning





EDUCATION/TRAINING/INTERESTS

THE COLLEGE OF INSURANCE, St. Johns University, New York, NY **B.B.A.** degree

 $\textbf{CENTER FOR REENGINEERING LEADERSHIP} \ (\textbf{Michael Hammer \& Co.})$

CERTIFICATE of Reengineering Mastery

TEACHERS INSURANCE AND ANNUITY ASSOCIATION (Seminars & Workshops) STRATEGIC PLANNING, PROJECT MANAGEMENT

THE VISION PROJECT - Chairman of the Board

Documentary photography and educational programming

EDUCATION

University of North Texas, Toulouse Graduate School, Online	
Graduate Certificate in Applied Behavior Analysis	2012

Fairleigh Dickinson University Graduate School of Psychology, Teaneck, NJ Psy.D., School Psychology

2011

Fairleigh Dickinson University Graduate School of Psychology, Teaneck, NJ M.A., Psychology (plus School Psychology certification)

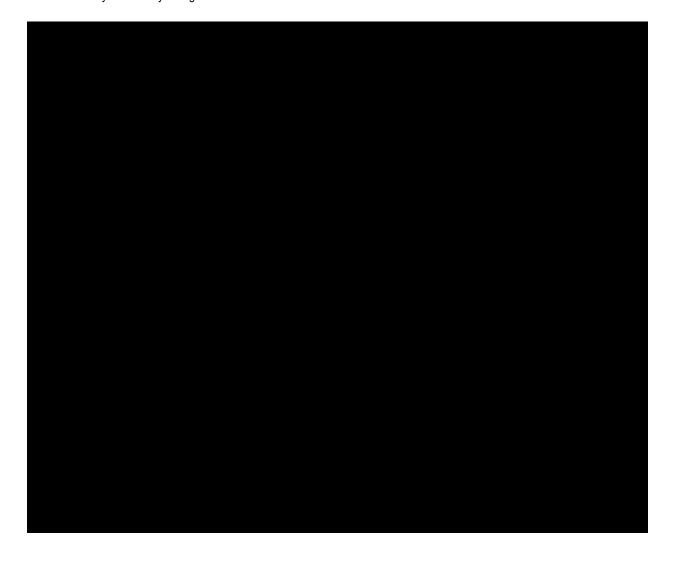
2007

Villanova University College of Commerce and Finance, Villanova, PA B.S., Business Administration (Marketing)

1998

CERTIFICATIONS

New York State Licensed Psychologist (License #: 020115)
Board Certified Behavior Analyst, Doctoral Level (BCBA-D) (Certification #: 1-12-12365)
New York State Licensed Behavior Analyst (License #: 001136)
New Jersey School Psychologist







PUBLICATIONS

- Weiss, M. J., Pearson, N., & McCarton, C. (2011). Working effectively with families of children with autism: Understanding family experience and teaching skills that make a difference. In A. Egel and Holman, K. (Eds.), School Success for Kids with Autism. Waco, TX: Prufrock Press, Inc.
- Weiss, M.J., Gerhardt, P., & Pearson, N. (2011). Understanding potential legal issues and risks for adolescents and adults with autism. *Autism Spectrum News*, Spring 2011.
- Weiss, M.J., Pearson, N., Foley, K. & Pahl, S. (2010). The importance of fluency outcomes in learners with autism. *The Behavior Analyst Today*, 11(4), 245-251.
- Weiss, M. J., Zane, T., Pearson, N., & McCarton, C. (2010). Distinguishing stereotypy from obsessive-compulsive behavior: Differential diagnosis in persons with autism spectrum disorders. *Autism Spectrum News*, Winter 2011.

PRESENTATIONS

- Pearson, N., Bonura, A.& Jaye, J. (2015). Using a teacher and self-monitored DRL with behavior contract to reduce self-injury and stereotypy in an adolescent with autism. Poster presentation at 26th Annual Conference for The New York State Association for Behavior Analysis, Albany, NY.
- Pearson, N. (2015). Assessing adaptive functioning in children and adolescents with autism: a comparative study. Poster presentation at 41st Association for Behavior Analysis International (ABAI) Annual Convention, San Antonio, TX.
- Pearson, N. (2015). Strategies for Effectively Assessing and Addressing Challenging Behavior in the Classroom. Conference presentation at YAI Network's 2015 International Conference on Living, Loving, Working and Learning in Intellectual and Developmental Disabilities, New York, NY.
- Pearson, N., Yoo, J., Tuzikow, J., & Toner, N., (2014). Outcomes of an intensive ABA-based program for NYC students with autism. Poster presentation at 4th Annual Association of Professional Behavior Analysts (APBA) Convention, New Orleans, LA.
- Pearson, N., Tuzikow, J., Toner, N., & Yoo, J. (2013). Evaluating the long-term outcomes of an intensive

- behavioral assessment and intervention program for students with developmental disabilities in New York City public school classrooms. Poster presentation at 24th Annual Conference for The New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Tuzikow, J., Toner, N., Yoo, J., & Pearson, N. (2013). Using a multi-component intervention to decrease physical attention maintained self-restraint and self-injury in a child with autism across clinical and school settings. Poster presentation at 24th Annual Conference for The New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Toner, N., Tuzikow, J., Yoo, J., & Pearson, N. (2013). When a DRO fails: Using a multicomponent treatment plan to decrease attention maintained disruptive behaviors in a child with autism within a public school. Poster presentation at 24th Annual Conference for The New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Kuhn, D., Contrucci Kuhn, S., Moss, P. & Pearson, N. (2012). Teaching a child with autism to attend to naturally occurring discriminative stimuli during Functional Communication Training. Symposium presentation at 23rd Annual Conference for The New York State Association for Behavior Analysis, Saratoga Springs, NY.
- Kuhn, D., Contrucci Kuhn, S., Moss, P. & Pearson, N. (2012). Functional Analysis and Treatment of Perseverative Behavior. Symposium presentation at 38th Association for Behavior Analysis International (ABAI) Annual Convention, Seattle, WA.
- Seeman, J., Fisher, J., & Pearson, N. (2012). Teaching Independent Living Skills to Individuals With Autism: Effects of an Activity Schedule Fading Procedure. Poster session at 38th ABAI Annual Convention, Seattle, WA.
- Castillo, J., Medina, L., Pearson, N., Devlin, S. & Davis, M. (2012). The Every Family Counts AfterCare Program: Examining Outcomes of a Post-Discharge Foster Care Program and Factors Contributing to Successful Reunification. Poster session at New York State Department of Health Meeting, Albany, NY.
- Kuhn, D. & Pearson, N. (2012). Applied Behavior Analysis and Social Skills. Presentation to Leadership Education in Neurodevelopmental and related Disabilities (LEND) trainees at Westchester Institute for Human Development, Valhalla, NY.
- Zane, T., Weiss, M.J., & Pearson, N. (2011). Impact of Teaching Skills to Fluency on Response Availability in Learners with Autism. Symposium presentation at 37th ABAI Annual Convention, Denver, CO.
- Weiss, M.J., Pearson, N., Foley, K., Pahl, S., Gerhardt, P. & Zane, T. (2011). Assessing Rate of Acquisition and Generalization for Skills Taught Via Discrete Trial Instruction and Rate-Building in Learners With Autism. Symposium presentation at 37th ABAI Annual Convention, Denver, CO.
- Weiss, M. J., Zane, T., & Pearson, N. (2011). OCD or stereotypy? Defining and treating repetitive and ritualistic behaviors in persons with autism. Poster session at 2011 Autism Conference: New Tools for Translating Science to Practice, Washington, DC.
- Weiss, M. J., Feldman, I., Prestia, L., Pearson, N., & Jakobovics, B. (2010). Teaching outside the box: breaking through barriers to teach essential skills. Presentation at Organization for Autism Research Annual Conference, Arlington, VA.
- Weiss, M. J., Zane, T., Pearson, N., Nichols, B., Fields, S., & Lanner, T. (2010). Compulsive behaviors or stereotypy: Defining and treating repetitive and ritualistic behaviors in persons with autism. Poster session at Association for Behavioral and Cognitive Therapies Annual Conference, San Francisco, CA.
- Klein, E., Pearson, N., & Friedman, C. (2009). Group Work with Young Adults: Survivors with Social and Cognitive Deficits. Poster session at the Association of Pediatric Oncology Social Workers' Annual Conference, Memphis, TN.

TEACHING EXPERIENCE

New York University

Teaching Assistant
EDU 75 - Developing Strategies that support Children's Social Behavior

Spring 2011

EDITORIAL RESPONSIBILITIES

Editor, Clinical Corner, Association for Science in Autism Treatment (ASAT) Newsletter (2011 - current) Reviewer, Journal of Applied Behavior Analysis (2012 - current) Reviewer, Education and Treatment of Children (2012)

PROFESSIONAL AFFILIATIONS

Association for Behavior Analysis International (ABAI) Association of Professional Behavior Analysts (APBA) New York State Association for Behavior Analysis (NYSABA) American Psychological Association

PROFESSIONAL DEVELOPMENT

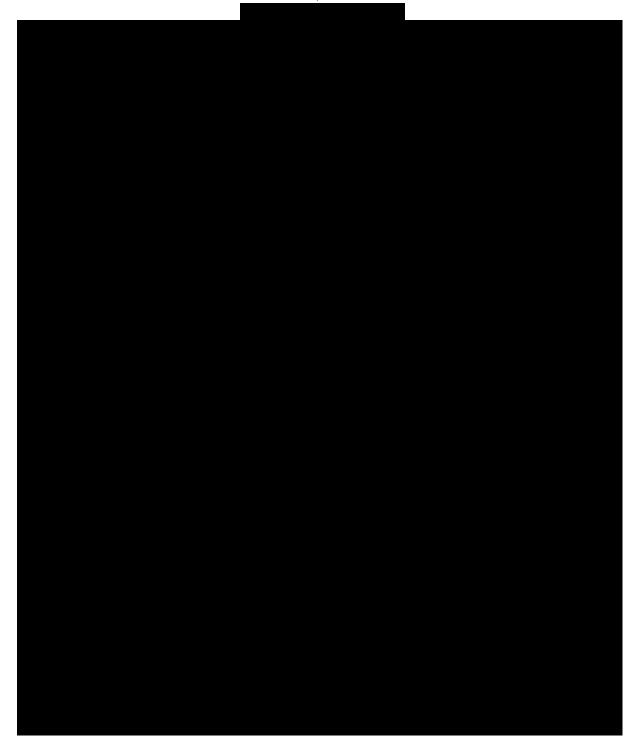
Member, Board of Directors, New York State Association for Behavior Analysis (2015-current)
Member, Human Rights Committee, New York Center for Autism Charter School (2012-14)
Member, Autism Special Interest Group, Association for Behavior Analysis International (2011-13)
Member, Board of Directors, Knowledge for People (2012-13)
Fellow, Leadership Education in Neurodevelopmental and related Disabilities (LEND) Training Program (2011-12)
Trainee, Physical/Psychological Management Training Program, PMT Associates, Inc.

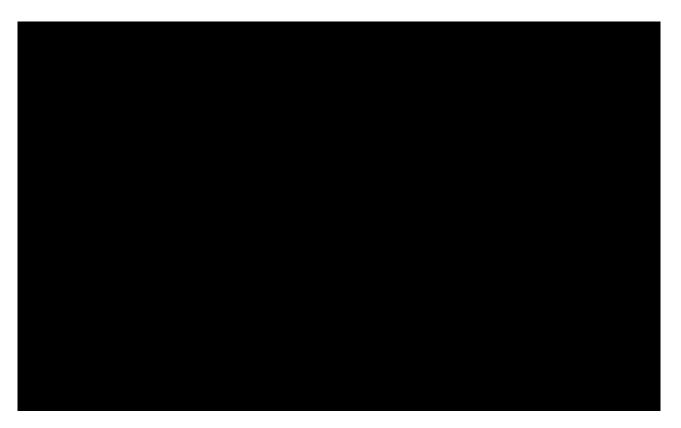
VOLUNTEER SERVICE

Jersey Cares, Global Autism Project, Knowledge for People, New York Cares, Rockin' for Autism Awareness, Hudson Cradle, Mobile Meals Newark, The Food Bank of NYC, Habitat for Humanity New Orleans, United Way "Holiday Wishes" Program, Pringle Home Orphanage Outreach (Jamaica)

HONORS

Executive Women of New Jersey, Scholarship Winner





Conference Presentations

Autism NJ 2009 – Teaching Typically Developing Children to Instruct Children with Autism in a Public School

OAR 2009 Annual Autism Research and Intervention Conference

2012 National Best Cooperative Practices Between Charter and Traditional Public Schools – Peer Mentoring Program A Collaborative Effort Between NYC Autism Charter School & PS/IS 50

2014 Bridges to Transition NYC Conference – Preparing School-Age Students with Autism for Adulthood: Community Based Instruction at a New York City Public School

2015 YAI International Conference on Developmental Disabilities - Preparing School-Age Students with Autism for Adulthood: Community Based Instruction at a New York City Public School

Education

Board Certified Behavior Analyst Masters Degree in Social Work Bachelor of Science Degree – Community & Human Services - SUNY



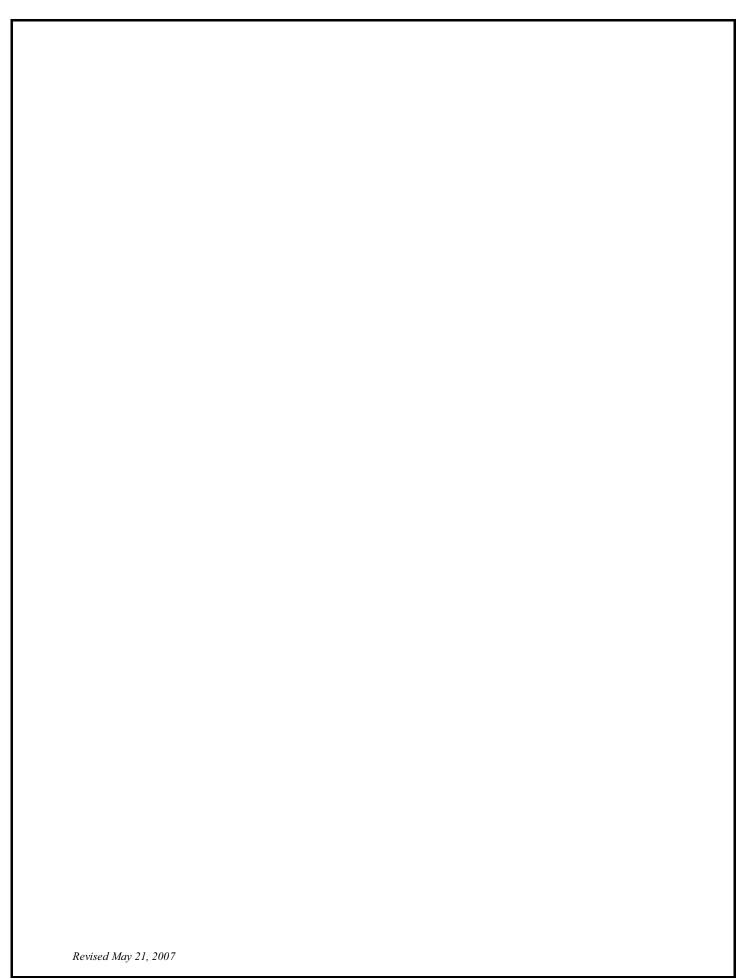
Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277

Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.		
	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum		
	minimum and 25 maximum. The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:		
	 Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: 		
	 a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); 		
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);		
	2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;		
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;		
	4) By-laws, which may:		
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 		
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);		
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 		
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.		
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of		
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI).		
	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.		
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above		
Institute Actions:	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.		
	The school board secretary or other administrator should inform the new trustee of his or her official seating on the		
_	school board. The trustee may now vote. The school must send an updated board list to the Institute.		

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Bac	kgroun	d

	<u>round</u>
1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School Bronx
2.	Full name: Mitchel A. Baum Home Address: Morganville, NJ 07751 Business Name and Address: JWT Home telephone No.: Work telephone No: N/A E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes.
(G ha	This falls into two areas: tism related – I am the father of a child with autism, and actively involved in his school arden Academy) and bring with me a depth of expertise from that experience. I also ve had countless hours of training in ABA. In addition I bring the perspective of a rent of a child with autism
ma	and raising related — I am a Account Director at JWT advertising, and have managed arketing communications efforts for clients such as T. Rowe Price, AARP, Johnson & hnson, AT&T.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. 🗹 Does not apply to me. \square Yes, .

Conflicts

8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. \square I / we do not know any such trustees. \square Yes.
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I / we do not know any such employees. \square Yes.
10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \square I / we do not know any such persons. \square Yes,
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. $\ \ \ \ \ \ \ \ \ \ \ \ \ $
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes.
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes.
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the

benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

My initial step would be to speak with the board president or the school's director. If appropriate I would take additional steps.

Other

- 18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
- 19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

This is an outstanding school that is making a huge impact on the lives of its students and I am proud to be associated with it.

Certification

I, Mtohel ABam, certify to the best of my knowledge and ability that the
information I am providing to the State University Trustees/Charter Schools Institute in regards to
my application to serve as a member of the board of trustees of the New York Center to Mutism
Charter School is true and correct in every respect.

Signature

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

Charter Schools Institute State University of New York 41 State Street, Suite 700, Albany, NY 12207 Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

Mitchel A. Baum Professional Bio

Mitch Baum has a long track record of leading respected brands to business success in the most turbulent of marketing environments.

In the midst of the dramatic changes the healthcare industry, Mitch is leading JWT's efforts to reinvent the \$130 million marketing communications program for AARP/United Healthcare Medicare Insurance. The challenge is to go beyond taking advantage of the changes brought on by healthcare reform, by also leveraging the broader changes being driven by Boomers hitting retirement age. This entails rethinking the communications architecture, leveraging traditional and emerging digital communications opportunities, balancing direct response and branding tactics, and adapting analytics and CRM programs to new business structures. A big part of this assignment is replacing the current siloed efforts with a well---coordinated, fully---integrated program. But the real heart of the challenge is getting the "forever young" generation to relate to and choose the icon of retirement ------ AARP -- for their Medicare insurance needs.

In addition to his work on AARP United Health Care, Mitch currently directs the T. Rowe Price business for JWT. Mitch took on this assignment just weeks before the tech bubble burst in early 2000 and has overseen the marketing communications of this \$750 billion mutual fund company during the most tumultuous decade the financial services industry has seen since the greatdepression. Despite market freefalls and category scandals that have destroyed many storied firms, T. Rowe Price has succeeded due to their unremitting ethics, as well as their disciplined fundamental approach to investing. The communications challenge has been getting noticed with what could be a very unintrusive story as well as differentiating T. Rowe Price from all the firms that claim the same approach – in essence proving T. Rowe Price uniquely "walks the walk." The thoughtful positioning and effective tactical communications work developed under Mitch's leadership has earned accolades within the advertising industry for its creativity and praise within the finance industry for its ethics and responsibility. And it has proven highly effective as well, helping T. Rowe Price grow in both size and stature.

Before joining JWT in 2003 as a Senior Partner / Account Director, Mitch was a Senior Vice President / Management Representative at Bates Worldwide Advertising (1998 – 2002).

Mitch began his career at Young & Rubicam (1988 – 1998) where he rose to become a Vice President / Management Supervisor. He has led new product launches in fiercely competitive healthcare categories, managed consumer packaged goods accounts and corporate advertising programs, and led the turn—around of embattled brands facing seemingly overwhelming competition.

His experience includes such diverse brands as adidas, AT&T, Jell---O, Colgate, Motorola, Advil, Benadryl, Lipton Soup, and The Whitney Museum.

Mitch has a BS (1983) and MBA (1987) from the Wharton School of Business at the University of Pennsylvania, where he also did consulting work for the Wharton Small Business Development Center and was a Teaching Fellow in the Marketing Department.

Mitch and his wife Rochelle live in Marlboro New Jersey along with their three children Ian (16), Sarah (14) and Kyle (14)



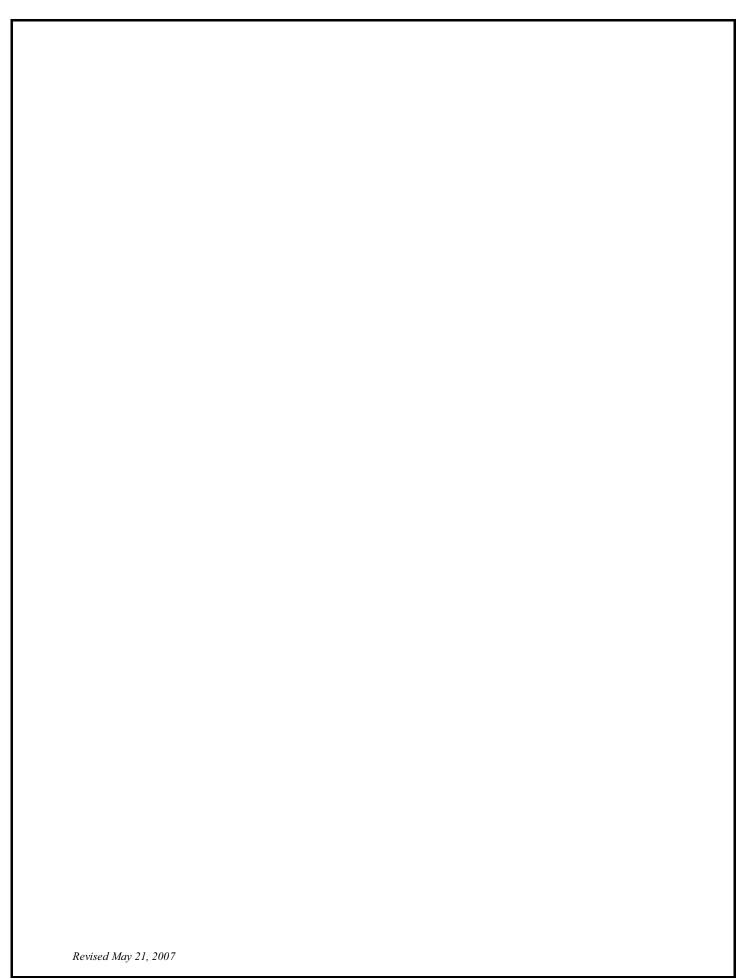
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	prospective board member:		
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	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 		
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	4) By-laws, which may:		
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 		
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);		
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 		
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.		
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of the school board with a quartum and following any by laws restrictions on elections such as super majority prayisions		
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI).		
	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.		
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper		
Institute Actions:	election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.		
	The school board secretary or other administrator should inform the new trustee of his or her official seating on the school board. The trustee may now vote. The school must send an updated board list to the Institute.		
	•		

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School		
2.	Full name: Charles Chigas Home Address: Cold Spring, NY 10516 Business Name and Address: Natixix, Home telephone No.: Work telephone No:. N/A E-mail address:		
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.		
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.		
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me. ☐ Yes.		
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes,		
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes,		
Conflicts			
8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I/we do not know any such trustees. Yes. As I have served on the board 7-years I know all the current board members as fellow board members, with the exception of Benjamin Hartman who I recruited to the board and has been a close personal friend for approximately 30-years.		
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \Box I / we do not know any such employees. \Box Yes. As my son has been a student at the school for		

R-03f-Founder Credentials

8-years I know many of the teachers and all of the administrative staff. The nature of the relationship is student parent / teacher/school admin. 10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \square I / we do not know any such persons. \square Yes. 11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. ✓ I / we do not anticipate conducting any such business. \square Yes, 12. If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \(\overline{\pi} \) Not applicable because the school does not know any such persons. \(\subseteq \text{Yes,} \) 13. If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes, 14. If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. \square N/A. \square I / we or my family do not anticipate conducting any such business. Yes. 15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes, 16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ✓ None. ☐ Yes.

17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If I suspected such a situation existed or could potentially exist I would raise the issue to the board chair and executive director (assuming they were not a suspected party). I would then insist on a full analysis and due diligence of the suspicions, ultimately presenting the situation to the board if required.

Other

- 18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
- 19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

NYC Autism Charter School is an amazing organization and should be supported in any and every way possible.

Certification

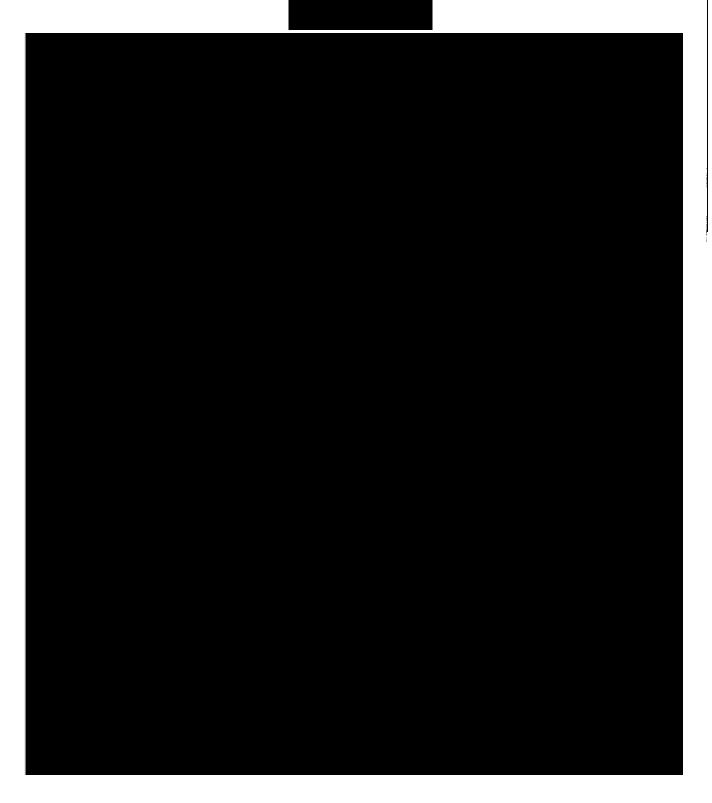
I, <u>Charles W. Chigas</u>	_, certify to the best of my knowledge and a	bility that the information
	versity Trustees/Charter Schools Institute in	
to serve as a member of the boa	ard of trustees of the NYC Ashism	Charter School is
true and correct in every respec		
Signature Chiese	12/21/15	
Signature	Date	

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

Charter Schools Institute State University of New York 41 State Street, Suite 700, Albany, NY 12207 Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

Charles W. Chigas



R-03f-Founder Credentials



Education

1987 The Amos Tuck School at Dartmouth College, MBA

1982 Tufts University, BA in Economic

Publications

"AES Drax optimizes the project finance options" September 6, 2000, Project Finance International.

"Triggering of a fundamental repricing of credit risk" April 8, 1998, Project Finance International.

Securities Licenses

- Series 7 General Securities Representative: Qualifies for the solicitation, purchase, and/or sale of all securities products, including corporate securities, municipal securities, municipal fund securities, options, direct participation programs, investment company products and variable contracts.
- Series 24 <u>- General Securities Principal</u>: Qualifies to manage or supervise the member's investment banking or securities business for corporate securities, direct participation programs and investment company products/variable contracts.
- Series 63 Uniform Securities Agent: Qualifies as securities agent.
- Series 79 Limited Representative—Investment Banking: Qualifies an individual to advise on or facilitate debt or equity offerings through a private placement or public offering or to advise or facilitate inergers or acquisitions, tender offers, financial restructurings, asset sales, divestitures or other corporate reorganizations or business combination transactions.

Board Seats

NYCA Charter School – The New York Center for Autism Charter School is a groundbreaking lab school dedicated to defining best practices for the public school education of children with autism and other pervasive developmental disorders. Opened in September 2005 and housed in East Harlem's P.S/IS. 50, the NYCA Charter School is New York State's first public charter school dedicated exclusively to educating children with autism. Member of the board since 2007 and Board Chair 2009 - 2014.

Nextek Power Systems - Nextek Power Systems, Inc. is a pioneer in direct current (DC) power networks for buildings. The Nextek Direct Coupling® power distribution platform delivers superior efficiency, flexibility and reliability to interior electrical circuits and on-site power generation. Chair of Corporate Governance Committee and member of the board 2009 - 2014.

Dyal Comapass – Dyal Compass is a real estate development, creates high-end luxury properties with a focus on LEED certified accreditation. Its goal is to design, develop and deliver properties with green building practices with environmental awareness and conservation. Member of the board since 2012.



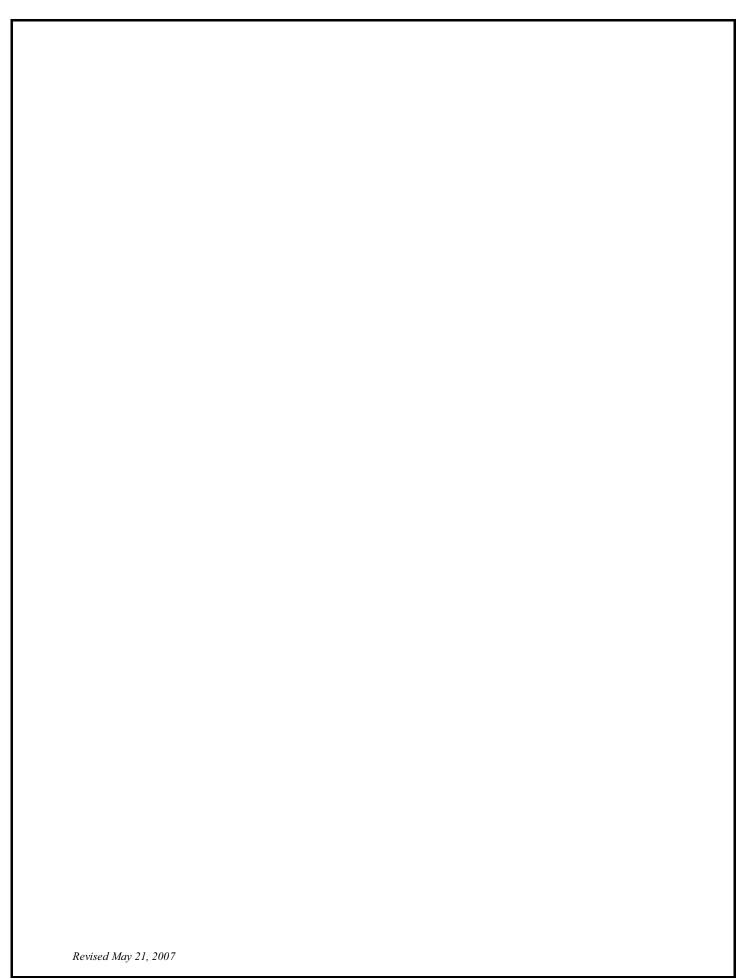
Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277

Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.		
	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum		
	minimum and 25 maximum. The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:		
	 Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: 		
	 a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); 		
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);		
	2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;		
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;		
	4) By-laws, which may:		
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 		
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);		
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 		
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.		
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of		
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI).		
	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.		
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above		
Institute Actions:	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.		
	The school board secretary or other administrator should inform the new trustee of his or her official seating on the		
_	school board. The trustee may now vote. The school must send an updated board list to the Institute.		

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School
2.	Full name: Ashely Garrett Home Address: New York, NY, 10028 Business Name and Address: N/A Home telephone No.: Work telephone No:. N/A E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes. Trustee at All Souls School (Pre-School), Trustee at Prep for Prep. Please see my resume. Also, George School Resources Committee, The Dillard Quale School of Music and the Reading Team.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes.
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes,
Confli	<u>cts</u>
8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. \square I / we do not know any such trustees. \square Yes,
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \Box I / we do not know any such employees. \Box Yes. Several teachers bring students to set tables at a

sou	ip kitchen that I manage. Also, my daughter is an unpaid intern at the school.
bus or a the	ease indicate whether you or your spouse knows anyone who is doing, or plans to do, siness with the charter school (whether as an individual or as a director, officer, employee agent of an entity). If so, indicate and describe the precise nature of your relationship and a nature of the business that such person or entity is transacting or will be transacting with a school. If / we do not know any such persons. Yes,
con	ease indicate if you, your spouse or other immediate family members anticipate inducting, or are conducting, any business with the school. If so, please indicate the precise ture of the business that is being or will be conducted. \square I / we do not anticipate inducting any such business. \square Yes,
wh em affi not	the school contracts with an educational service provider (a management company, bether for-profit or not-for-profit), please indicate whether you or your spouse know any aployees, officers, owners, directors or agents of that provider. If the answer is in the firmative, please describe any such relationship. In Not applicable because the school does to contact with a management company or charter management organization. In I we do to know any such persons. In Yes,
you em	the school contracts with an educational service provider, please indicate whether you, ar spouse or other immediate family members have a direct or indirect ownership, aployment, contractual or management interest in the provider. For any interest indicated, ease provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
spo bus bei	the school is partnered with an educational service provider, please indicate if you, your buse or other immediate family member anticipate conducting, or are conducting, any siness with the provider. If so, please indicate the precise nature of the business that is ing or will be conducted. \square N/A. \square I / we or my family do not anticipate conducting any the business. \square Yes,
off wh cha cha	ease indicate whether you, your spouse or other immediate family members are a director, accer, employee, partner or member of, or are otherwise associated with, any organization each filed an application in conjunction with the charter school, i.e., is partnered with the carter school. (For the identity of all such organizations, please consult with the chair of the carter school board.) To the extent you have provided this information in response to prior ms, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes,
exi par the	ease indicate any potential ethical or legal conflicts of interests that would, or are likely to, ist should you be approved for service on the school's board. Please note that being a rent of a school student, serving on another charter school's board or being employed by e school are conflicts that should be disclosed, but do not make you automatically ineligible serve as a trustee. \square None. \square Yes,
of t ber is n I w	case indicate how you would handle a situation in which you believe one or more members the school's board are involved in self-dealing (working for their own benefit, or the nefit of their friends and family). Please note that simply confronting the involved trustee not usually a sufficient answer. Yould speak with the head of the board. If I believe it is the head of the board, yould speak with the vice president of the board.
<u>Other</u>	

R-03f-Founder Credentials Response 03f-39

18.	Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
19.	Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certificate of Secretary

The undersigned does hereby certify that the undersigned is the Secretary of the New York Center for Autism Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of the Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaws are now in full force and effect.

Signed:

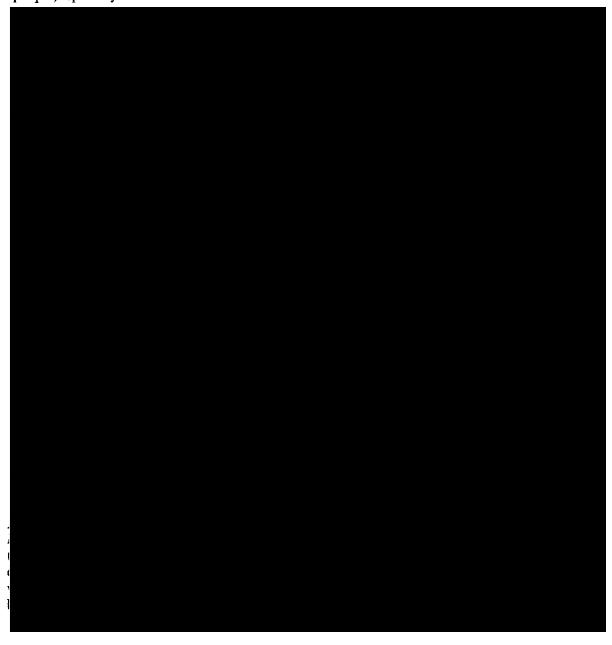
Date:

Ashley Garrett, Secretary of the New York Center for Autism Charter School Board of Trustees

ASHLEY GARRETT

New York, New York 10028

More than 30 years experience in marketing, advertising, photojournalism, teaching, coaching, and service-learning. Superb organizational and administrative skills, outstanding communication skills, exceptional interpersonal skills, and a passionate commitment to the development of people, especially volunteers.



ASHLEY GARRETT, page 2



EDUCATION

HARVARD GRADUATE SCHOOL OF BUSINESS ADMINISTRATION Boston, MA MBA 1987. Marketing and General Management emphasis. Elected representative, Women's Student Association. Intramural athletics.

SMITH COLLEGE Northampton, MA

AB in Theater 1980. Acting, Directing, Lighting Design. Dean's List. Varsity field hockey (All New England). Varsity swimming. Varsity lacrosse.



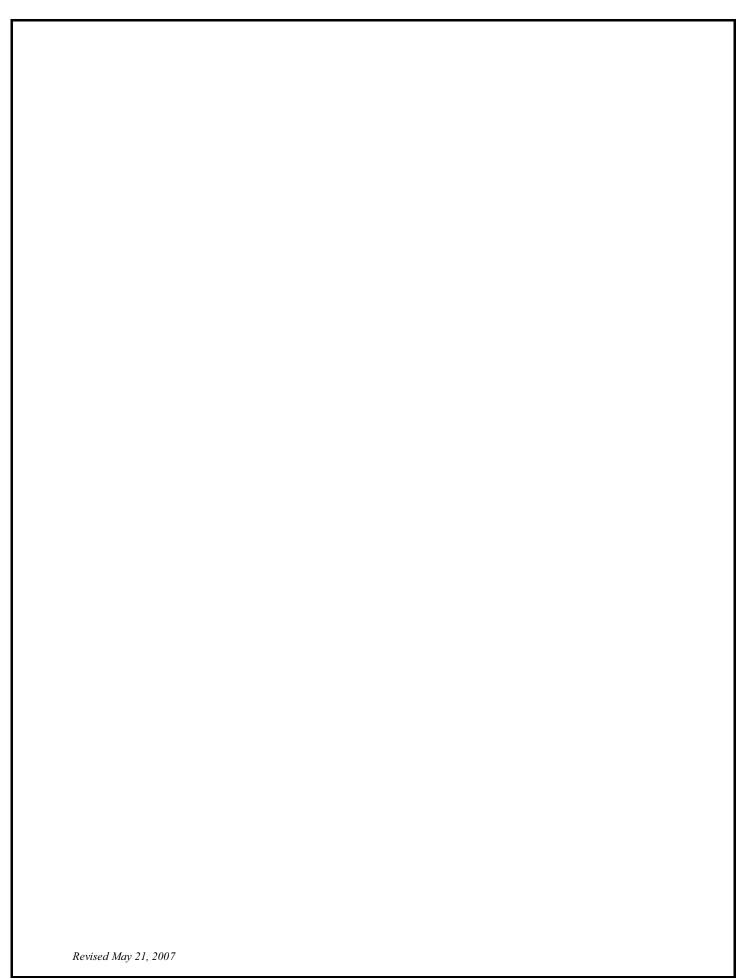
Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277

Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

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- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.
	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.
	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:
	 Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:
	 a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);
	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;
	4) By-laws, which may:
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI).
	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above
Institute Actions:	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an updated list of school trustees.
	The school board secretary or other administrator should inform the new trustee of his or her official seating on the
_	school board. The trustee may now vote. The school must send an updated board list to the Institute.

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School
2.	Full name: Benjamin Hartman Home Address: NY, NY 10128 Business Name and Address: NextEnergy, Home telephone No.: Work telephone No:. N/A E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me. ☐ Yes.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes, .
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. \(\subseteq\) Yes,
Conflic	<u>ets</u>
8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. \square I / we do not know any such trustees. \square Yes,
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I / we do not know any such employees. \square Yes.
10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

	or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \square I / we do not know any such persons. \square Yes,
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. $\ \ \ \ \ \ \ \ \ \ \ \ \ $
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes,
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes,
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would immediately bring the situation to the attention of the other board members. If necessary, I would go to Department of Education.
<u>Other</u>	necessary, I would go to Department of Education.
18.	Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
19.	Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

R-03f-Founder Credentials

	I have no further information to offer at this time.
Revise	ed May 21, 2007

Certification

I, _Ben Hartman, certify to the best of my knowledge and ability that the information I am	
providing to the State University Trustees/Charter Schools Institute in regards to my application	to
serve as a member of the board of trustees of the _NYC Autism_ Charter School is true and corre	ect
in every respect.	
in every respect. Page 12015	
t Palland Market No. 1 2016	

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

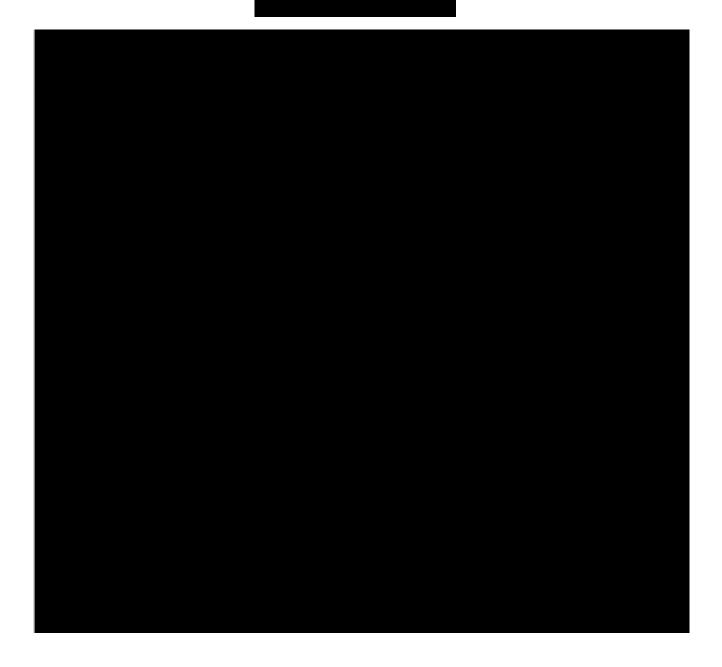
Charter Schools Institute State University of New York

41 State Street, Suite 700, Albany, NY 12207 Telephone: 518/433-8277; Facsimile 518/427-6510

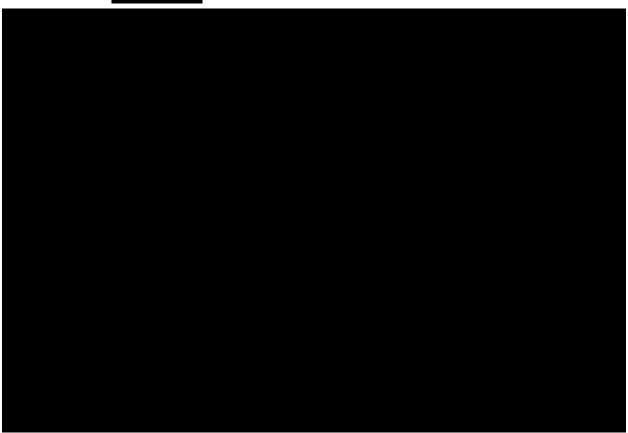
E-mail: charters@suny.edu

Benjamin Hartman

New York, New York 10128



- over -



EDUCATION

1991-1993 COLUMBIA BUSINESS SCHOOL
MBA, Finance/Management of Organizations, May 1993

1980-1985 TUFTS UNIVERSITY
BS, Electrical Engineering, January 1985
Concentrations in Computer Science, French.

OTHER Trustce: NY Center for Autism Charter School
Conversant in French.

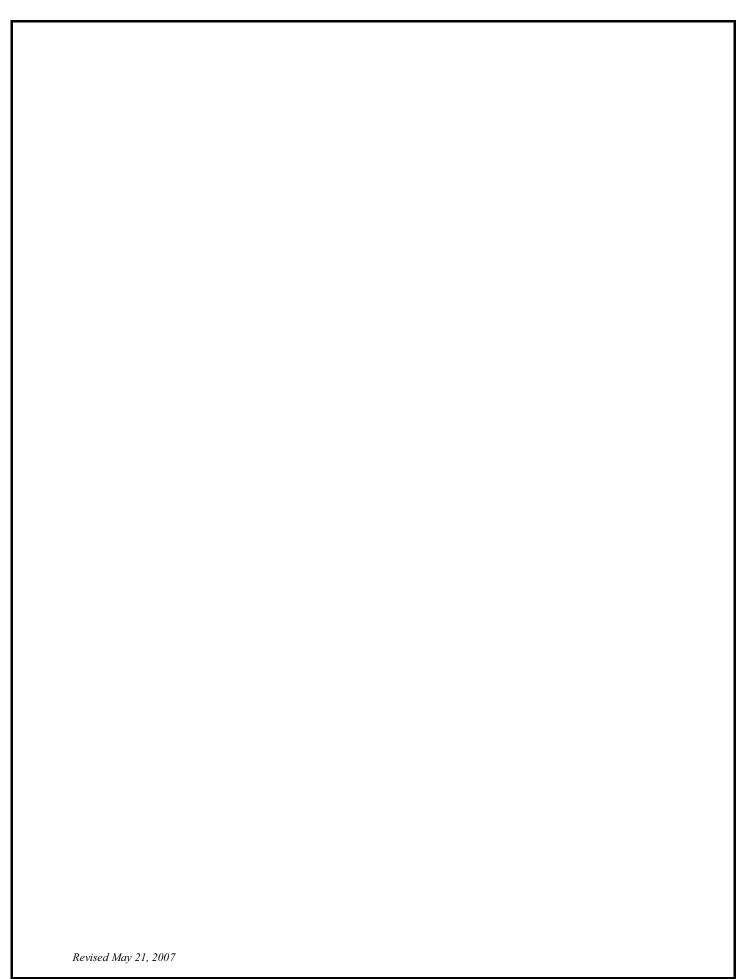


Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277 Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with					
	the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. The charter school board secretary or other administrator should review the school by-laws to determine the proper					
J	number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many					
	members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the					
	number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the					
	election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.					
	The board secretary or other administrator should review the following to determine the proper qualification of the					
J	prospective board member:					
	1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:					
	a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);					
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);					
	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 					
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or					
	the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee					
	qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;					
	4) By-laws, which may:					
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 					
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);					
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 					
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves					
	for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other					
	terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each					
	trustees' term.					
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of					
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.					
	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to					
	the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the					
_	board secretary or administrator should have each prospective trustee complete a RFI form, which the school or					
	proposed trustee must submit to the Institute.					
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper					
Institute	election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the					
Actions:	person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an					
	updated list of school trustees.					
	The school board secretary or other administrator should inform the new trustee of his or her official seating on the					
	school board. The trustee may now vote. The school must send an updated board list to the Institute.					

Request for Information from Prospective Charter School Trustee

Please provide the following information.

1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School Bronx
2.	Full name: Dr. Hannah Hoch Home Address: Flushing, NY 11367 Business Name and Address: Work telephone No.: Work telephone No:. N/A E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me. ☐ Yes.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes,
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes,
Conflic	<u>ets</u>
8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. I/we do not know any such trustees. Yes. I met several board members in a professional capacity when I worked for the school.
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I/we do not know any such employees. \square Yes. I know several current employees, whom I worked with in a professional capacity when I worked for the school.

10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. $\ \ \ \ \ \ \ \ \ \ \ \ \ $
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. \square N/A. \square I / we or my family do not anticipate conducting any such business. \square Yes,
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes,
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes,
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. In such a situation I would approach the director of the Board or the Executive Director of the school and discuss my concerns. If the Board director was the member of concern I would approach a senior member of the Board to discuss my concerns.
Other	

R-03f-Founder Credentials

Response 03f-59

- 18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm. 19. Please provide any other information that you feel pertinent to the Charter Schools Institute's
 - review. I hope you will consider my application favorably as I look forward to participating in

the educational advancement of NYC children with autism in this meaningful, collaborative way.

Certification

Communication						
			wledge and ability that the information			
I am providing to the to to the serve as a memb	ne State Univ er of the boar	rd of trustees/Charter School of trustees of the りょく	Is Institute in regards to my application Charter School is			
true and correct in	every respect	•••				
HALL	and the same of th	12 21	15			
Signature		Date				

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

Charter Schools Institute State University of New York

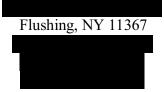
41 State Street, Suite 700, Albany, NY 12207

Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

CURRICULUM VITAE

HANNAH HOCH, Ph.D., BCBA-D



EDUCATIONAL HISTORY

2006 Doctorate in Psychology

The Graduate Center of the City University of New York

Subprogram: Behavior Analysis & Learning Processes Psychology

2001 M.A. in Psychology, Queens College of the City University of NY

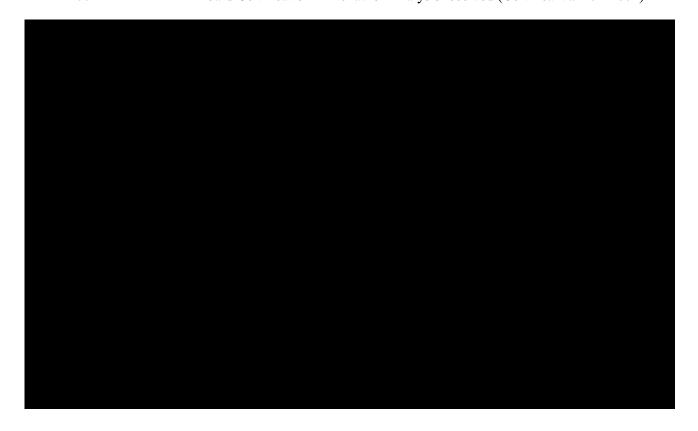
B.A., Queens College of the City University of New York

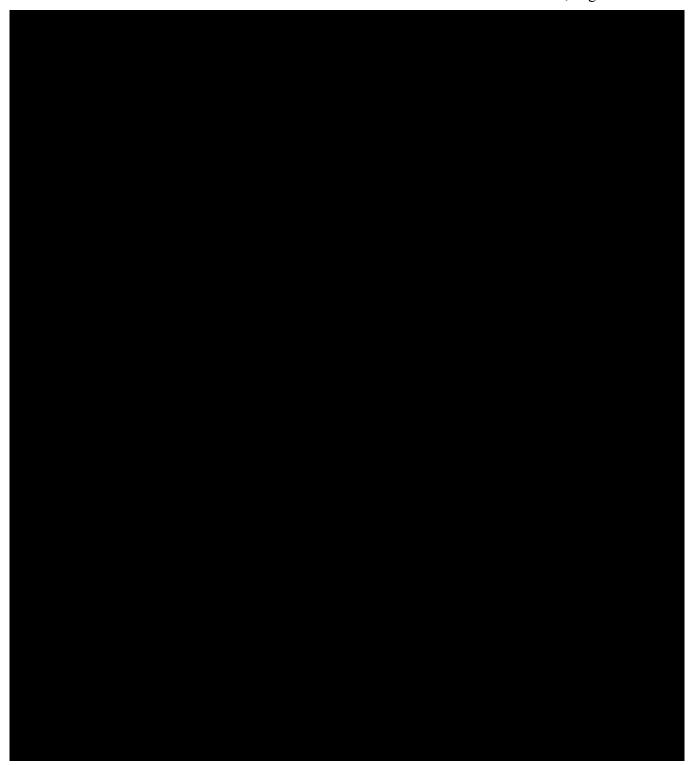
Major: Psychology

LICENSES AND CERTIFICATIONS

NY State License in Behavior Analysis received (License #000114)

2004 Board Certification in Behavior Analysis received (Certificant #1-04-1604)





CURRENT RESEARCH

Project title: Theory of Mind in Children with Autism: A Lack of Motivation?

EDITORIAL POSITIONS

2012 – Present	Member, Board of Editors	Education and Treatment of Children
2014	Guest Reviewer	Journal of Applied Behavior Analysis
2014	Guest Reviewer	Behavior Analysis in Practice
2010 - 2013	Member, Board of Editors	Behavior Analysis in Practice
2008 - 2013	Member, Board of Editors	Journal of Applied Behavior Analysis
2007	Guest Associate Editor	Journal of Applied Behavior Analysis
2000 - 2007	Guest Reviewer	Journal of Applied Behavior Analysis
2006, 2012	Guest Reviewer	Education and Treatment of Children

PEER-REVIEWED PUBLICATIONS

- Richard, E., Hoffmann, B., Hoch, H., & Taylor, B. A. (2011). Teaching teamwork to adolescents with autism: The cooperative use of activity schedules. *Behavior Analysis in Practice*, *4*, 27-35.
- Blum-Dimaya, A., Reeve, S. A., Reeve, K. F., & Hoch, H. (2010). Teaching children with autism to play a video game using activity schedules and game-embedded simultaneous video modeling. *Education and Treatment of Children*, *33*, 351-370.
- Hoch, H., Taylor, B. A., & Rodriguez, A. (2009). Teaching teenagers with autism answer cell phones and seek assistance when lost. *Behavior Analysis in Practice*, *2*,14-20.
- Anglesea, M.M., Hoch, H., & Taylor, B.A. (2008). Rapid eating in teenagers with autism: Use of a pager prompt. *Journal of Applied Behavior Analysis*, 41, 107-111.
- Taylor, B. A., & Hoch, H. (2008). Teaching children with autism to respond to and initiate bids for joint attention. *Journal of Applied Behavior Analysis*, 41, 377-391.
- Taylor, B. A., Hoch, H., Weissman, M. (2005). The analysis and treatment of vocal stereotypy in a child with autism. *Behavioral Interventions*, 20, 239-253.
- Taylor, B. A., Hoch, H., Potter, B., Rodriguez, A., Spinnato, D., & Kalaigian, M. (2005). Manipulating establishing operations to promote initiations toward peers in children with autism. *Research in Developmental Disabilities*, 26, 385-392.
- Taylor, B. A., Hughes, C. E., Richard, E., Hoch, H., & Rodriguez Coello, A. (2004). Teaching teenagers with autism to seek assistance when lost. *Journal of Applied Behavior Analysis*, 37.
- Hoch, H., McComas, J. J., Thompson, A., & Paone, D. (2002). Concurrent reinforcement schedules: Behavior change and maintenance without extinction. *Journal of Applied Behavior Analysis*, 35, 155-169.

- Hoch, H., McComas, J., Johnson, L., Faranda, N., & Guenther, S. L. (2002). The effects of magnitude and quality of reinforcement on choice responding during play activities. *Journal of Applied Behavior Analysis*, *35*, 171-182.
- McComas, J. J., Goddard, C., & Hoch, H. (2002). The effects of preferred activities during academic work breaks on task engagement and negatively reinforced destructive behavior. *Education and Treatment of Children*, 25, 103-112.
- McComas, J. J., Hoch, H., Paone, D., & El-Roy, D. (2000). Escape behavior during academic tasks: A preliminary analysis of idiosyncratic establishing operations. *Journal of Applied Behavior Analysis*, *33*, 479-493.

ADDITIONAL PUBLICATIONS

- Hoch, H., & Pagliaro, J. (2009). Public schools and the autism epidemic: A preliminary report on consultation services. *Autism Spectrum News*, 1, 20.
- Taylor, B.A., & Hoch, H. (2008). Facilitating language in learners with autism: Stimulus control technology. In P. Sturmey, P., & A. Fitzer (Eds.), *Applied behavior analysis and language acquisition in people with autism spectrum disorders*. Austin, TX: Pro-Ed.
- Taylor, B. A., & Hoch, H. (2004). What's new in research? Teaching play skills to children with autism. *The Newsletter of the Association for Science in Autism Treatment*, 5(2).
- McComas, J. J., Hoch, H., & Mace, F. C. (2000). Functional analysis. In E. S. Shapiro & T. R. Kratochwill (Eds.), *Conducting School-Based Assessments of Child and Adolescent Behavior* (p.78-120). New York: Guilford Press.

PROFESSIONAL PRESENTATIONS (2006-Present)

2014

Firestein, M. Gerhardt, P. F., & Hoch, H. (2014, November). *Intrinsic motivation and theory of mind in adolescents with autism*. Poster presented at the 2014 meeting of the Society for Neuroscience, Washington, D.C.

2011

De Rosa, K. A., Fanning, L., Gregory, A. M., Hoch, H., Lizotte, T., & Triana, M. (2011, October). *Give me a break: Providing limited time away from treatment of stereotypy.*Poster presented at Autism New Jersey 30th Annual Conference, Atlantic City, NJ.

2010

Lizotte, T., Gregory, A. M., De Rosa, K. A., Nardini, K., Triana, M., & Hoch, H. (2010, October). What's cooking? *Teaching children with autism to follow a cooking*

schedule using an iPod Touch. Poster presented at Autism New Jersey 29th Annual Conference, Atlantic City, NJ.

2009

- Hoch, H. (2009, May). *Teaching functional skills to adolescent and adult learners with autism*. Chair of symposium presented at the 36th annual ABAI Convention, Phoenix, AZ.
- Connelly, J., Pagliaro, J., Hoch, H., & Fisher, J. (2009, May). *Use of script fading to increase spontaneous conversation skills*. Poster presented at the 36th annual ABAI Convention, Phoenix, AZ.
- Seeman, J., Pagliaro, J., Hoch, H., & Fisher, J. (2009, May). The use of written guidelines, performance feedback, and datasheet checks to increase timely data collection. Poster presented at the 36th annual ABAI Convention, Phoenix, AZ.
- Masuicca, K., Tolve, L. J., Richard, E. B., Hoch, H., & Taylor, B. A. (2009, May). Teaching adolescents with autism to mand for materials during vocational tasks. In H. Hoch (Chair), *Teaching functional skills to adolescent and adult learners with autism*. Paper presented as part of a symposium conducted at the 36th annual ABAI Convention, Phoenix, AZ.

2008

- Hoch, H., Taylor, B. A., & Cheon, G. (2008, May). Antecedent assessment and treatment of stereotypic motor movements correlated with visual stimuli in a young boy with autism. In B. A. Taylor (Chair), *Assessment and treatment of stereotypic behavior in individuals with autism.* Paper presented as part of a symposium conducted at the 35rd annual ABA Convention, Chicago, IL.
- Smith, A. F., Hoch, H., & Taylor, B. A. (2008, May). *The effects of a skill-based social skills training program for children with autism*. Poster presented at the 35th annual ABA Convention, Chicago, IL.
- Masuicca, K., Tolve, L. J., Richard, E. B., Hoch, H., & Taylor, B. A. (2008, May). *Teaching adolescents with autism to mand for materials during vocational tasks*. Poster presented at the 35th annual ABA Convention, Chicago, IL.
- Richard, E., Hoffman, B., Hoch, H., Anglesea, M., & Taylor, B. A. (2007, May). Teaching teamwork: Using activity schedule to teach adolescents with autism to work cooperatively. In P. F. Gerhardt (Chair), *Increasing skills essential to social and vocational success for adolescents with autism.* Paper presented as part of a symposium conducted at the 35rd annual ABA Convention, Chicago, IL.

2007

- Hoch, H., Hoffman, B., Taylor, B. A., & Calman, C. (2007, May). *Correlation of SIB and changes in "mood": Development of an affect rating scale*. Poster presented at the 33rd annual Association for Behavior Analysis (ABA) Convention, San Diego, CA.
- Hoffman, B., Hoch, H., Feinberg, R., & Taylor, B. A. (2007, May). *Acquisition of spelling words in children with autism: Textual versus auditory stimulus fading procedures*. Poster presented at the 33rd annual ABA Convention, San Diego, CA.
- Richard, E., Hoffman, B., Hoch, H., Anglesea, M., & Taylor, B. A. 2007, May). *Teaching teamwork: Using activity schedule to teach adolescents with autism to work cooperatively.* Poster presented at the 33rd annual ABA Convention, San Diego, CA.
- Smith, A., Hoch, H., & Taylor, B. A. (2007, May). *A model for parent training: Reaching families at the point of diagnosis.* Poster presented at the 33rd annual ABA Convention, San Diego, CA.
- Taylor, B. A., Hoch, H., Scrivanich, N., & Berman, C. (2007, May). *Teaching children with autism to initiate bids for joint attention with peers*. In R. P. F. MacDonald (Chair), *Teaching joint attention skills to children with autism*. Paper presented as part of a symposium conducted at the 33rd annual ABA Convention, San Diego, CA.

2006

- Hoch, H., Taylor, B. A., Potter, B., Calman, K., & Cohen, N. (2006, May). *Descriptive analyses in a classroom setting: Assessment of high intensity self-injurious behavior*. Poster presented at the 32nd annual ABA Convention, Atlanta, GA.
- Potter, B., Taylor, B. A., Hoch, H., Calman, K., & Cohen, N. (2006, May). *Reducing severe self injury in a school setting*. Poster presented at the 32nd annual ABA Convention, Atlanta, GA
- Anglesea, M., Hoch, H., Taylor, B. A., & Delgado, L. (2006, May). *Increasing the latency to consume meals in teenagers with autism*. Poster presented at the 32nd annual ABA Convention, Atlanta, GA.
- Richard, E., Hoch, H., & Taylor, B. A. (May, 2006). *Increasing staff data collection using public posting*. Poster presented at the 32nd annual ABA Convention, Atlanta, GA
- Schilling, J., Hoch, H., Taylor, B. A., & Feinberg, R. (2006, May). Assessing generalization of sight word recognition from computer stimuli to textual stimuli using the Discrete Trial Trainer computer program. Poster presented at the 32nd annual ABA Convention, Atlanta, GA.

INVITED PRESENTATIONS AND TRAINING SEMINARS (2006-Present)

- Hoch, H. (2012, March). *Autism through the lifetime: Assessment, diagnosis and treatment.* Presented at Grand Rounds for the Center for Applied Psychology (CAPS) at Bikur Cholim, Monsey, NY.
- Hoch, H., & Ward, S. (2008, September). *Using social skills stories with children with Autism Spectrum Disorders*. Presented at the 4th annual "Interventions for Students with Autism Spectrum Disorders Conference," Hofstra University, Hempstead, NY.
- Hoch, H. (2008, June). *Understanding and managing challenging behavior*. Presented at the QSAC Staff Development Conference, Astoria, NY.
- Taylor, B. A., & Hoch. H. (2008, March). *Increasing independence for maximum success*. Presented at 6th annual "Working Together: Systems and Strategies for Improving Outcomes for Individuals with Autism Spectrum Disorders Collaborative Conference", New York, NY
- Hoch, H., & Hoffmann, B. P. (2007, August). *The ABC's of FBA: Understanding challenging behavior*. Presented at 1st annual conference of the New Jersey Association for Behavior Analysis in New Brunswick, NJ.
- Hoch, H. (2006, November). *Using social skills stories with children with ASD: A review of the research and practical applications.* Presented at the 2nd annual "Interventions for Students with Autism Spectrum Disorders Conference," Hofstra University, Hempstead, NY.
- Taylor, B. A., Hoch, H., Palazzo, J., Gilmore, A., Haray, A., Vidosevic, T. (2006, March). *Challenging behavior: Assessment, treatment, and prevention.* Presented at 4th annual "Working Together: Systems and Strategies for Improving Outcomes for Individuals with Autism Spectrum Disorders Collaborative Conference", New York, NY
- Hoch, H. (2006, Feb.). *Applied behavior analysis: What does it all mean?* Presented at Neuropsychology Grand Rounds, North Shore University Hospital, Manhasset, NY.

MEMBERSHIP IN SCIENTIFIC AND PROFESSIONAL ORGANIZATIONS

American Psychological Association Association for Behavior Analysis Association of Professional Behavior Analysis New York State Association for Behavior Analysis Association for Science in Autism Treatment Council for Exceptional Children

SERVICE

2008 – Present	Grant Reviewer, Organization for Autism Research, Applied Autism Research Competition
2010 – 2012	Member, Media Watch Committee, Association for Science in Autism Treatment
2008 – 2011	Grant Reviewer, Autism Speaks, Family Services Community Grant
2007 – 2009	Member, NYSED Child Specific Panel on Behavioral Interventions
2006 – Present	Chair, Behavior Interventions Committee, Quest Autism Foundation, Wyckoff, NJ
2006 – Present	Member, Human Rights Committee, Quest Autism Foundation, Wyckoff, NJ
2004 – 2008	Chair, Human Rights Committee, Alpine Learning Group, Paramus, NJ
2002 – Present	Member, Human Rights Committee, Eden II Programs, Staten Island, NY

REFERENCES

Frank Cicero, Ph.D., BCBA-D Director of Psychological Services, Eden II Programs

Mary E. McDonald, Ph.D, BCBA-D Professor, Dept. of Special Education, Hofstra University

Bridget Taylor, Psy.D, BCBA-D Executive Director, Alpine Learning Group

Additional references furnished upon request.

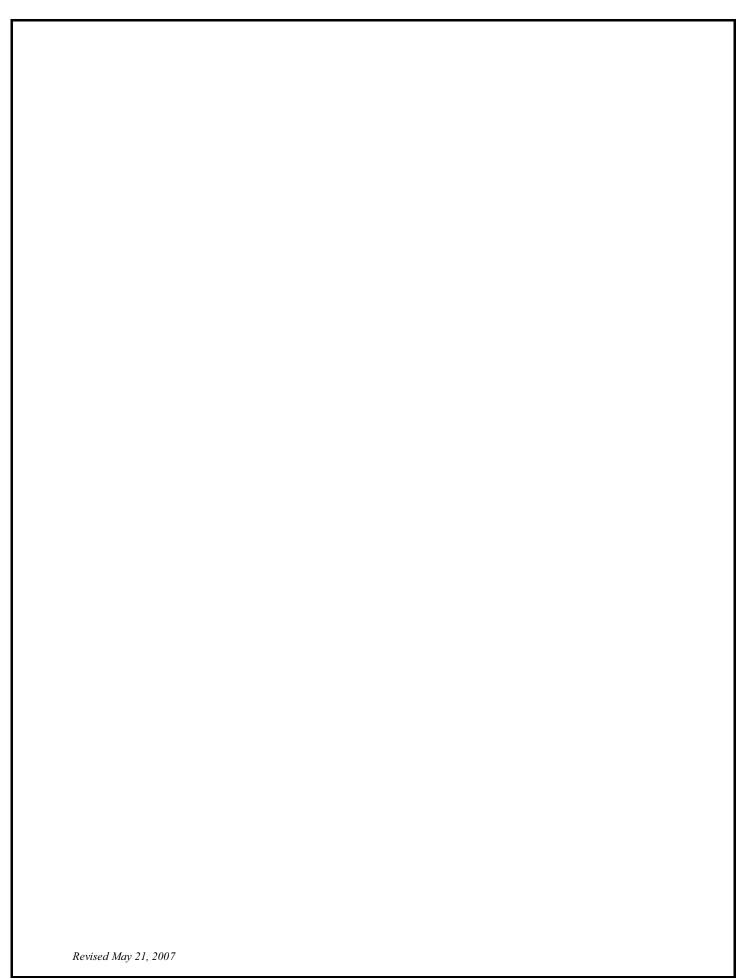


Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277 Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.			
	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the			
	election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.			
	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:			
	1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:			
	 a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); 			
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);			
	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 			
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;			
	4) By-laws, which may:			
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 			
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);			
	 c) direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 			
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.			
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of			
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to			
	the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.			
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above			
Institute Actions:	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an analysis of school trustee.			
	updated list of school trustees. The school board secretary or other administrator should inform the new trustee of his or her official seating on the			
	school board. The trustee may now vote. The school must send an updated board list to the Institute.			

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1.	Name of Charter School for which you intend to serve as a trustee.	NYC Autism Charter
	School	

2.	Full name: Ilene Lainer	
	Home Address:	
	New York, NY 10024	
	Business Name and Address: NYC Collaborators of Autism,	w
	York, NY 10022	
	Home telephone No.:	
	Work telephone No:. N/A	
	E-mail address:	

- 3. A brief educational and employment history (you may attach a resume):
 ☑ Resume attached.
- 4. Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ✓ I affirm.
- 5. Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). □Does not apply to me. ☑ Yes.

I have never served on the Board of a school district. I have served on the following non-profit Boards:

- NYC Autism Charter School, I served as Board President from 2005-2007; from 2007 to present, I have served as a Trustee.
- Classic Stage Company, 1991- 2010, Member of the Board.
 During tenure as Executive Committee member, I was involved in all facets of the budget, conducting national searches to hire management personnel, programming and production. A large part of our income was not earned but was contributed through grants and individuals, as well as corporate giving programs.
- 300 CPW Apartments Corp., 1996-2000 and 2003-2009

 In this capacity, I served on the Management Committee and was involved in all issues relating to the budget, operations, personnel, and shareholder relation. I have also been involved in vendor bids and contacts.
- New York Collaborates for Autism, 2003- Present, Co-Founder, Board member, Executive Director, President In this capacity, I am involved in all facets of the organization and I am directly responsible for most of its program development with various program partners.
- ABILIS, 2009-Present, Community organization dedicated to supporting adults with developmental disabilities.
- Neighborhood Networks of New York, 2014, President.

indicate if you have ever been convicted of a misdemeanor related to honesty or orthiness, or a felony. If the answer to this question is yes, please provide details of the e, the date, disposition, etc. Does not apply to me. Yes, indicate if you have ever entered into a settlement agreement, consent decree, nment in contemplation of dismissal, assurance of discontinuance or other, similar nent with the Securities Exchange Commission, Internal Revenue Service, the U.S.
nment in contemplation of dismissal, assurance of discontinuance or other, similar
ey general or the attorney general of any state, a U.S. or district attorney or any other forcement or regulatory body concerning the discharge of your duties as a board er of a for-profit or not-for profit entity or as an executive of such entity. If the answer question is yes, please provide details of the agreement. s not apply to me. \square Yes,
indicate whether you or your spouse knows any of the other school trustees, or ctive or former school trustees. If so, please indicate the precise nature of your nship. \(\mathbb{I} \) / we do not know any such trustees. \(\mathbb{I} \) Yes.
indicate whether you or your spouse knows any person who is, or has been in the last ears, a school employee. If so, indicate the precise nature of your relationship. \square I / we know any such employees. \square Yes.
indicate whether you or your spouse knows anyone who is doing, or plans to do, ss with the charter school (whether as an individual or as a director, officer, employee at of an entity). If so, indicate and describe the precise nature of your relationship and ture of the business that such person or entity is transacting or will be transacting with mool. \Box I / we do not know any such persons. \Box Yes,
indicate if you, your spouse or other immediate family members anticipate eting, or are conducting, any business with the school. If so, please indicate the precise of the business that is being or will be conducted. \square I / we do not anticipate eting any such business. \square Yes,
school contracts with an educational service provider (a management company, er for-profit or not-for-profit), please indicate whether you or your spouse know any yees, officers, owners, directors or agents of that provider. If the answer is in the ative, please describe any such relationship. \(\subseteq \) Not applicable because the school does ntact with a management company or charter management organization. \(\subseteq \) I / we do ow any such persons. \(\subseteq \) Yes,
school contracts with an educational service provider, please indicate whether you, pouse or other immediate family members have a direct or indirect ownership, yment, contractual or management interest in the provider. For any interest indicated, provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
school is partnered with an educational service provider, please indicate if you, your e or other immediate family member anticipate conducting, or are conducting, any ess with the provider. If so, please indicate the precise nature of the business that is or will be conducted. \square N/A. \square I / we or my family do not anticipate conducting any usiness. \square Yes,

- 15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. □ Does not apply to me, my spouse or family. ☑ Yes, My husband and I are members of the Board of NYCA in which was an institutional partner of NYC Autism Charter School until 2010.
- 16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. ☑ None. ☐ Yes.
- 17. Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

I would act in a manner that is consistent with the laws of New York State and the bylaws of the NYC Autism Charter School. As a board member, I would ensure that persons who have conflicts of interests with respect to particular matters would be prohibited from participating in the voting process when such issues are presented to the Board for a decision. In the event that the conflict of interest is substantial and would interfere with the person's ability to carry out the responsibilities of the Board member, I would ask the person to step down from the board and/or call for a vote to remove the person from the Board.

Other

- 18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
- 19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I,Ilene Lainer, certify to the bes	t of my knowledge and ability that the information I am
providing to the State University Trustees/Ch	arter Schools Institute in regards to my application to
serve as a member of the board of trustees of	the New York Center for Autism Charter School is
true and correct in every respect.	
Aline Vaines	12/21/15
Signature	Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

Charter Schools Institute State University of New York 41 State Street, Suite 700, Albany, NY 12207 Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

Ilene Lainer

New York, NY 10024

Profile

Ilene Lainer is a board member and President of New York Collaborates for Autism (NYCA), which she co-founded in 2003. In 2005, she co-founded NYC Autism Charter School in NYC Autism Charter School is the only charter school in New York State dedicated exclusively to serving children with a disability. In 2008, under Ilene's leadership, NYCA helped Hunter College open its Autism Training Center, which provides education and training to graduate level professionals so they may become certified in applied behavior analysis and thereby better help children with autism and their families.

In 2008, through NYCA, Ilene opened the Boostl after-school programs in partnership with community organizations in New Jersey, Manhattan, and Long Island. She was also the co-founder of Advancing Futures for Adults with Autism (AFAA). In 2011, under Ilene's helped create another NYCA program, Project SEARCH Collaborates for Autism, a school to employment transition program based on the successful Project SEARCH model created at Cincinnati Children's Hospital Medical Center.

NYCA partnered with NewYork-Presbyterian Hospital, along with its affiliated medical schools of Columbia University College of Physicians & Surgeons and Weill Cornell Medical College, and opened the Center for Autism and the Developing Brain (CADB) in 2013. In 2014, NYCA, in collaboration with Community Living Opportunities, formed Neighborhood Network of New York, a community living services program for people with autism.

Ilene resides in New York City and has two sons, one of whom has autism.

Education

Harvard Business School, Executive Education Strategic Perspectives in Not for Profit Management

2014

Hofstra University School of Law, Hempstead, NY

1980-1983

Washington University, St. Louis, MO

1976-1979

BA, English Language and Literature, Human Services



Additional Board Affiliations

Neighborhood Network of New York, Board Chair 2014

CADB Advisory Committee, Member 2013- Present

NYC Autism Charter School, Trustee 2005-Present

Chair of the AFAA Employment Committee, participating at its Congressional Briefing Session in Washington D.C., in 2010

NYC Autism Charter School, Board President from 2005-2007

Formerly a board member of ABILIS, a community based organization that serves people in Pairfield County, CT with developmental disabilities and receives Medicaid funding.

Classic Stage Company, Executive Committee Member 1991-2010

El Dorado Co-op Organization 1997-2008

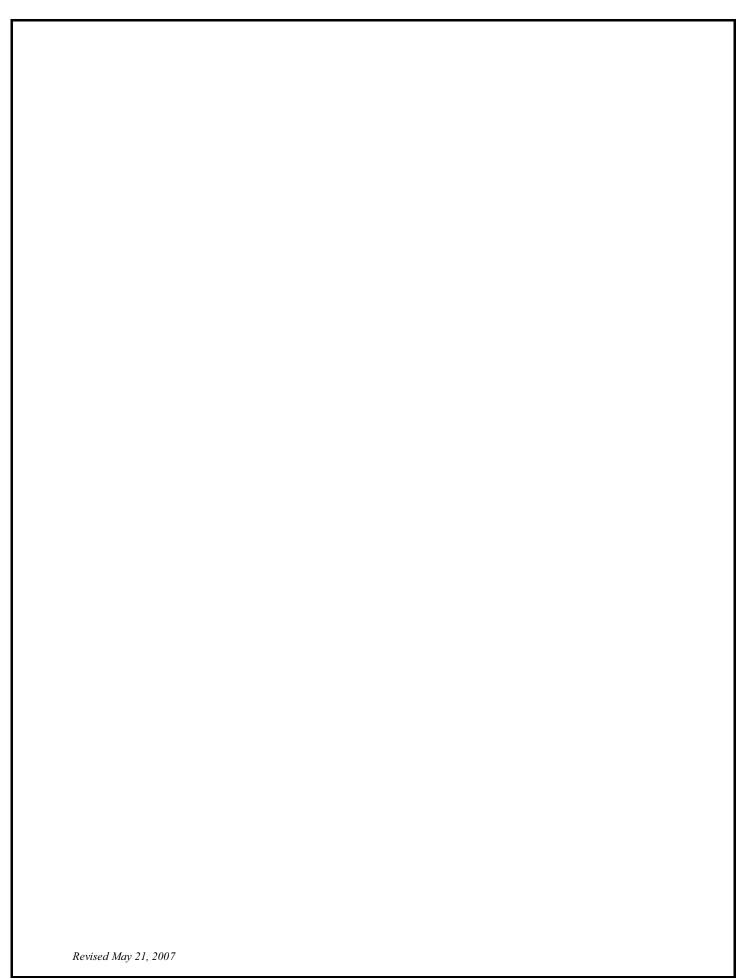


Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277 Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.		
	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the		
	election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.		
	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:		
	 Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: 		
	 a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); 		
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);		
	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 		
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;		
	4) By-laws, which may:		
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 		
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);		
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 		
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.		
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of		
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to		
	the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.		
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above		
Institute Actions:	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an undeted list of school trustees.		
	updated list of school trustees. The school board secretary or other administrator should inform the new trustee of his or her official seating on the		
	school board. The trustee may now vote. The school must send an updated board list to the Institute.		

Request for Information from Prospective Charter School Trustee

Please provide the following information.

Background

1.	School
2.	Full name: Richard V Larios Home Address: Brooklyn, NY 11230 Business Name and Address: N/A Home telephone No.: Work telephone No: N/A E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). Does not apply to me. Yes. Please see resume but I served on the Board of the Manhattan Charter School from 2010-2011, resigning from the Board to take a position in the NYC DOE's charter schools office. I have been involved with charter schools, as well as with traditional public school education reform efforts, since 1994 when I joined The Edison Project. See resume for details. I am currently doing consultant work on curriculum development for the network affiliated with Hebrew Language Academy Charter Schools.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes,
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes,
Confli	<u>cts</u>
8	Please indicate whether you or your shouse knows any of the other school trustees, or

prospective or former school trustees. If so, please indicate the precise nature of your

R-03f-Founder Credentials

	relationship. I / we do not know any such trustees. Yes. I served the board of the Manhattan Charter School with Paul o' Neill, as well as worked with Paul at Edison Learning.
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I / we do not know any such employees. \square Yes. From my work at the DOE I know Julie Fisher and Mark Saretsky as causal acquaintances.
10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \blacksquare I / we do not know any such persons. \square Yes,
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. \square N/A. \square I / we or my family do not anticipate conducting any such business. \square Yes,
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes.
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes.
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If I suspected one or more members of the board were using board position for personal benefit I would raise the concern with them and the executive committee of the Board for corrective action. If the behavior was not corrected I would feel compelled to report the alleged conflict of interest to the school's authorizer for investigation and action.

Other

- 18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
- 19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

	I, Richard Lances, certify to th	e best of my knowledge and ability that the information
		es/Charter Schools Institute in regards to my application
	to serve as a member of the board of trustees	of the New York Center for Autom Charter School is
	true and correct in every respect.	
Water grant	Kirkend Larior	December 21, 2015
	Signature	Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

Charter Schools Institute State University of New York

41 State Street, Suite 700, Albany, NY 12207 Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

Richard V. Larios Brooklyn, New York 11230

Effective educational leader with experience in public sector, traditional and charter, and private sector, school and program designer, professional development provider, and implementation and school improvement coach with over 30 years experience in education and curriculum development.



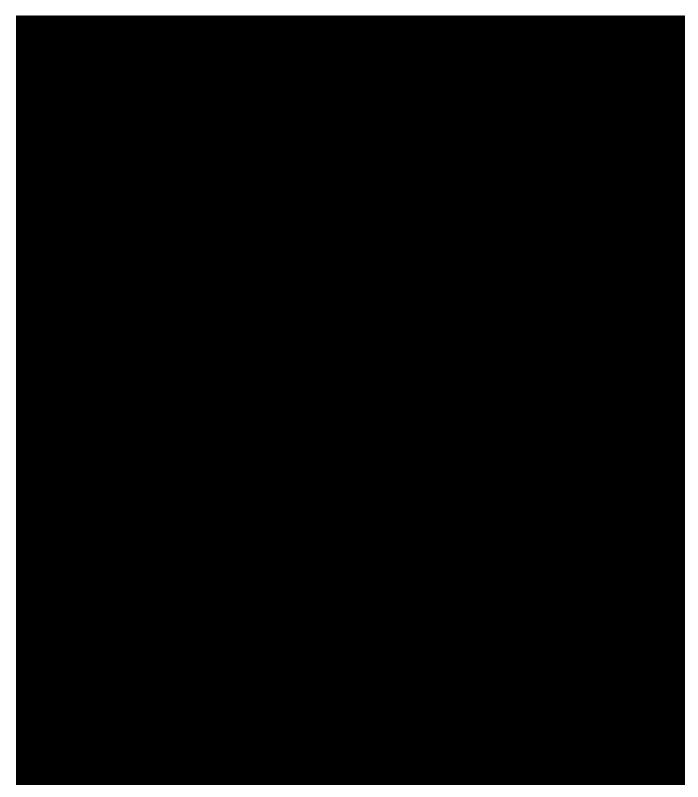




Skill areas: developing educational programs and services, thinking strategically and tactically, problem-solving, leading teams, designing implementation support resources and structures, creating instructional lessons and educational workshops, observing and providing feedback on instruction, observing and providing feedback on collaboration.

Knowledge areas: K-12 social studies, character education, writing process and writing workshop, formative and traditional assessment, data analysis, program alignment, leadership training, school improvement planning, effective teams, effective instruction, project planning.





Education

Queens College Graduate School of Education Winter, 1983 **Grand Valley State University** (formerly Grand Valley State College) Allendale, Michigan B.A. with Honors, 1975-1978 (History Major)

Organizations: Trustee of Manhattan Charter School, 2010-2011

Interests: Reading, photography, music, baseball, New York City



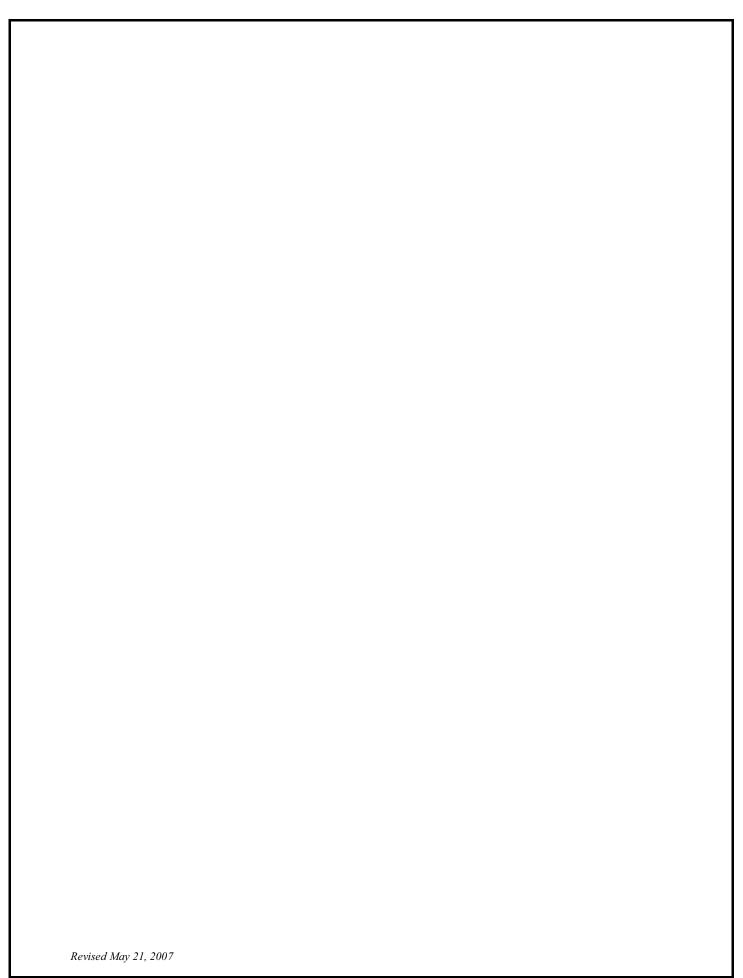
Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277

Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.		
	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the		
	election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.		
	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:		
	 Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: 		
	 a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); 		
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);		
	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 		
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;		
	4) By-laws, which may:		
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 		
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);		
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 		
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.		
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of		
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to		
	the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.		
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above		
Institute Actions:	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an undeted list of school trustees.		
	updated list of school trustees. The school board secretary or other administrator should inform the new trustee of his or her official seating on the		
	school board. The trustee may now vote. The school must send an updated board list to the Institute.		

Request for Information from Prospective Charter School Trustee

Please provide the following information.

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Dackgi	<u>ounu</u>
1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School
2.	Full name: Paul O'Neill Home Address: Glen Ridge NJ 07028 Business Name and Address: Cohen Schneider & O'neill Llp,
	Home telephone No.: Work telephone No: N/A E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). □ Does not apply to me. ☑ Yes. I have served on the boards of numerous non-profit organizations, including special education-focused organizations. See attached resume. I am an education lawyer specializing in charter schools and special education- I hope that those skills will be used to the school.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes,
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes,
Conflic	<u>ets</u>
8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. \Box I/we do not know any such trustees. \blacksquare Yes. I have been counsel of the school and met various board members.

9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I / we do not know any such employees. \square Yes. I have been counsel of the school and met the Executive Director and other staff members.
10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \blacksquare I / we do not know any such persons. \square Yes,
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. \square N/A. \square I / we or my family do not anticipate conducting any such business. \square Yes,
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes.
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes.
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I would first approach the member or members involved and raise my concerns with them. If the response was not acceptable, I would bring my concerns to the board itself.

 18. Please affirm that you I (Code of Ethics). ☐ I a 19. Please provide any other review. 	ffirm.			
	er information that y	you feel pertine	nt to the Charte	r Schools Institute's

Certification

I, Paul O'Neill, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the NYC Autism Charter School is true and correct in every

respect.

Signature

12/21/15 Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or e-mail (in PDF with signature) to:

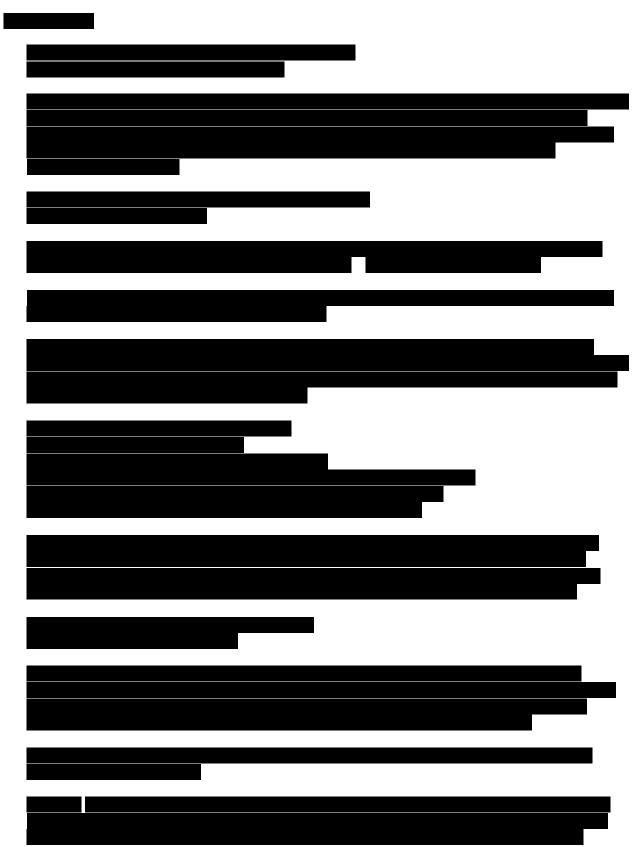
Charter Schools Institute
State University of New York

41 State Street, Suite 700, Albany, NY 12207 Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

Paul T. O'Neill

Glen Ridge, NJ 07028





EDUCATION

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

M.Ed. in Educational Administration with inter-disciplinary concentrations in Education Law, Education Policy and Special Education, 2001

UNIVERSITY of VIRGINIA SCHOOL of LAW, Charlottesville, VA J.D., 1993

• Articles Editor, Journal of Law & Politics

OBERLIN COLLEGE, Oberlin, OH

B.A. in English, 1986

UNION COUNTY COLLEGE, Cranford, NJ

A.A. in Liberal Arts with Fine Arts Concentration, 1984

PROFESSIONAL AFFILIATIONS & HONORS

- Admitted to Practice: New York State and the federal courts of the Southern and Eastern Districts of New York
- Received 2011 "Distinguished Alumni" Award from Teachers College, Columbia University awarded annually to a graduate for achievement within 10 years of graduation
- Board of Trustees, Manhattan Charter School and Manhattan Charter School 2, NY, NY

Paul T. O'Neill

- Co-founder and Advisory Board member, Alliance of Public Charter School Attorneys
- Professional Advisory Board, National Center for Learning Disabilities, 2003 2010
- Chair, Education & the Law Committee, New York City Bar Association, 2005-2007
- Co-founder and Founding Trustee, Family Life Academy Charter School, Bronx, NY
- Executive Committee, New York Coalition of Charter Schools
- Editorial Board, IDEA Compliance Insider
- Trustee, Learning Disabilities Association of New York City, 1997 2003
- Trustee & Professional Advisory Board, Smart Kids with Learning Disabilities, 2001 2007
- Member: Association of the Bar of the City of New York; Learning Disabilities Association of America

ACADEMIC APPOINTMENTS

TEACHERS COLLEGE, COLUMBIA UNIVERSITY, New York, NY

Adjunct Assistant Professor, September, 2001- present

[http://gogo.tc.columbia.edu/faculty/index.htm?facid=pto2]

- Designed and regularly teach graduate course entitled "Designing Charter Schools" focusing on the creation an operation of high quality charter schools. Also designed and taught course entitled "Introduction to Special Education Law" focusing on core legal and policy issues impacting schools under federal and New York State special education laws
- Serve on faculty of the Education Policy Studies Center at Teachers College

VARIOUS UNIVERSITIES

Guest Lecturer

Regularly serve as a guest lecturer at U.S. graduate schools on wide range of education law issues;
Recent presentations have addressed the No Child Left Behind Act (Georgetown University Law
Center; University of Virginia School of Law, Columbia Law School), Title IX (University of
Wisconsin at Madison), Special Education (Columbia Law School & Teachers College, Harvard
University, Yale School of Management); Charter Schools (Harvard University; University of
Virginia's Curry School of Education); Educational Entrepreneurship (Columbia Business School).

PUBLICATIONS

Books

- The Charter School Law Deskbook (unique compilation of and guide to the legal authorities impacting charter schools nationwide) Lexis Nexis Publications, first published December 2007; Second edition, March 2009
- The NCLB Compliance Manual, (comprehensive desk reference for administrators and others concerned with the federal No Child Left Behind Act) Brownstone Publishers, first published May, 2004; Second edition, LRP Publications, May 2007

Major Articles

- "Equity at Scale: How Public Charter School Networks Can Innovate and Improve Services for Students with Disabilities," (co-authored with Lauren Morando Rhim) National Alliance for Public Charter Schools, February 2015
- "Improving Access and Creating Exceptional Opportunities for Students with Disabilities in Public Charter Schools," (co-authored with Lauren Morando Rhim) National Center for Special Education in Charter Schools, October 2013
- "The Unique System of Charter Schools in New Orleans After Hurricane Katrina: Distinctive Structure, Familiar Challenges," (co-authored with Renita Thukral) *Loyola University New Orleans Journal of Public Interest Law*, Vol. 11, (2), Spring 2010
- "Maximizing Effectiveness: Focusing the Microscope on Charter School Governing Boards," (co-

- authored with Priscilla Wohlstetter, Joanna Smith and Caitlin Farrell), National Resource Center on Charter School Finance & Governance, Spring, 2009
- "Transforming Public Schooling Through Effective Portfolio Management," National Association of Charter School Authorizers, Monograph, Fall, 2008
- "High Stakes Testing Law & Litigation," BYU Education & Law Journal, Vol. 2003, No. 2, July, 2003
- "Serving Students with Disabilities in Charter Schools: Legal Obligations and Policy Options," *Education Law Reporter*, Vol. 169, November, 2002, (lead author; co-authored with Richard J. Wenning and Elizabeth Giovannetti)
- "Special Education and High Stakes Testing for High School Graduation: An Analysis of Current Law and Policy," *Journal of Law & Education*, Vol. 30(2), April, 2001



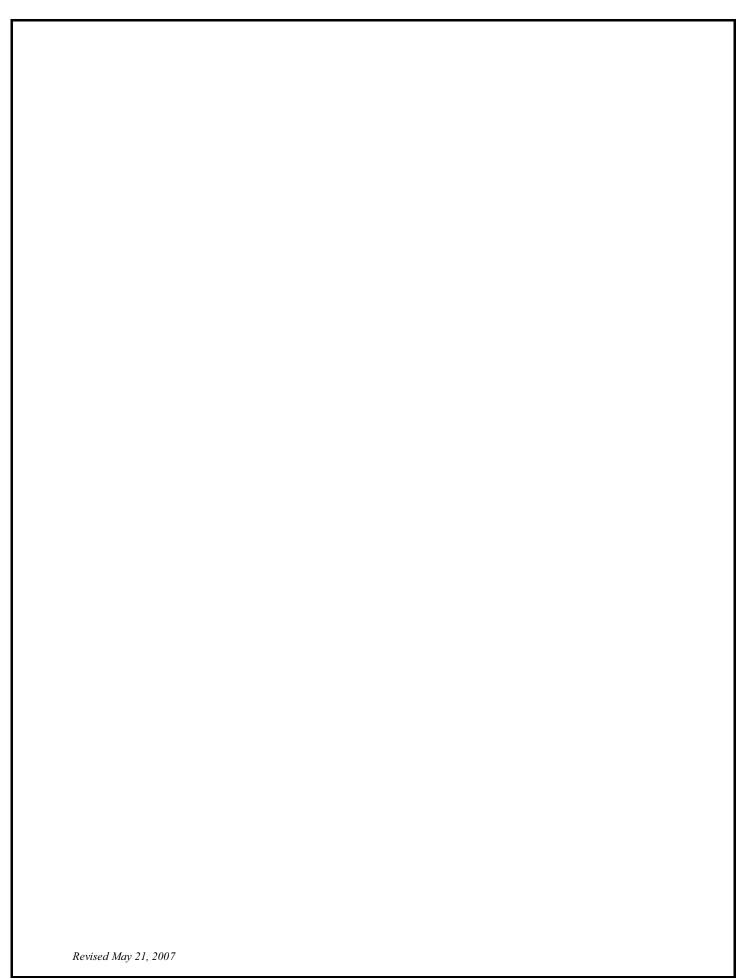
Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277

Fax: 518/427-6510



Guidance regarding the Request for Information Form

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Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with					
	the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements. The charter school board secretary or other administrator should review the school by-laws to determine the proper					
J	number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many					
	members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the					
	number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the					
	election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.					
	The board secretary or other administrator should review the following to determine the proper qualification of the					
J	prospective board member:					
	1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:					
	a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);					
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);					
	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 					
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or					
	the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee					
	qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;					
	4) By-laws, which may:					
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 					
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);					
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 					
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves					
	for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other					
	terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each					
	trustees' term.					
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of					
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.					
	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI).					
	After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the					
_	board secretary or administrator should have each prospective trustee complete a RFI form, which the school or					
	proposed trustee must submit to the Institute.					
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above					
Institute	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the					
Actions:	person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an					
	updated list of school trustees.					
	The school board secretary or other administrator should inform the new trustee of his or her official seating on the					
	school board. The trustee may now vote. The school must send an updated board list to the Institute.					

Request for Information from Prospective Charter School Trustee

Please provide the following information.

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1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School
2.	Full name: Hugh C. O'Rourke Home Address: Cortland Manor, NY, 10567 Business Name and Address: N/A Home telephone No.: Work telephone No:. N/A E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). \square Does not apply to me. \square Yes,
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes,
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. \square Does not apply to me. \square Yes,
Conflic	<u>ets</u>
8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. \square I / we do not know any such trustees. \square Yes,
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I / we do not know any such employees. \square Yes,
10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

	or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \square I / we do not know any such persons. \square Yes,
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. $\ \ \ \ \ \ \ \ \ \ \ \ \ $
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes,
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes,
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. Would report the suspected conflict of interest to the remaining members of the Board with the aim of exploring the issue at hand, allowing the board member to explain his of her actions, with the aim to have the full Board vote to resolve the matter and if it is not resolved, go to a higher authority.
Other	
18.	Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

R-03f-Founder Credentials

19. Please proreview. I	ovide any other information that Resume Attached.	you feel pertinent to the	Charter Schools Institute's

Certification

I, Hugh C. O'Rourke, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the New York Center for Autism Charter School is true and correct in every respective.

Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

Charter Schools Institute
State University of New York

41 State Street, Suite 700, Albany, NY 12207

Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

Hugh C. O'Rourke

Cortland Manor, New York, 10567

Objective

A leadership position in the nonprofit area where I can use my broad-based experience in consumer, banking, and industrial businesses to solve complex operating problems.

Qualifications

Accomplished senior executive, who has exposure in both domestic and international markets, plus, a proven track record in finance and marketing, in different industries and cultures, at the business, division, and corporate level. Strong managerial and interpersonal skills.

Problem Solving/Analysis

Extensive experience in profit and loss reporting and analysis, budgeting, cash flow and balance sheet management, strategic planning, operational business reviews, capital expenditure proposals, trouble shooting, formed at PepsiCo, Citigroup, and Pfizer.

In the past, managed as many as thirty people and as few as two professionals and with PepsiCo have lived and worked in England and Mexico.

For Oral Care, a division of Pfizer was responsible for planning and operational aspects of Plax, a pre-brushing rinse, which had revenues of \$175 million.

Negotiated two new plants and involved in a joint venture accounting for \$20 million in revenue and presented project for approval to Minerals Technologies Inc.'s, (MTI), top management.

Led first of its kind licensing effort to launch Citibank credit cards internationally

Created strategic mission /tactical plan for Diners Club International leading to funding increase of 70%

Launched, for MTI, an environmentally friendly, mineral product, for the paper industry, while leading a multi-disciplined team from the laboratory to the market place.

Spearheaded and presented to top management, the analysis of MTI's R&D spending, eventually resulting in management approval of stage gate process to increase productivity and return.

Directed a multi-disciplined team and formulated a MTI corporate environmental strategy, to answer third party questions on environmental issues pertaining to carbon emissions.



Education

MBA, Finance and Marketing, New York University
B.S., Finance, Fordham University School of Business
1964

Community Activities

New York Charter School for Autism Board Member Volunteer at Rockefeller State Park Team leader in facilities planning effort at Todd School Coach, baseball, basketball, and soccer

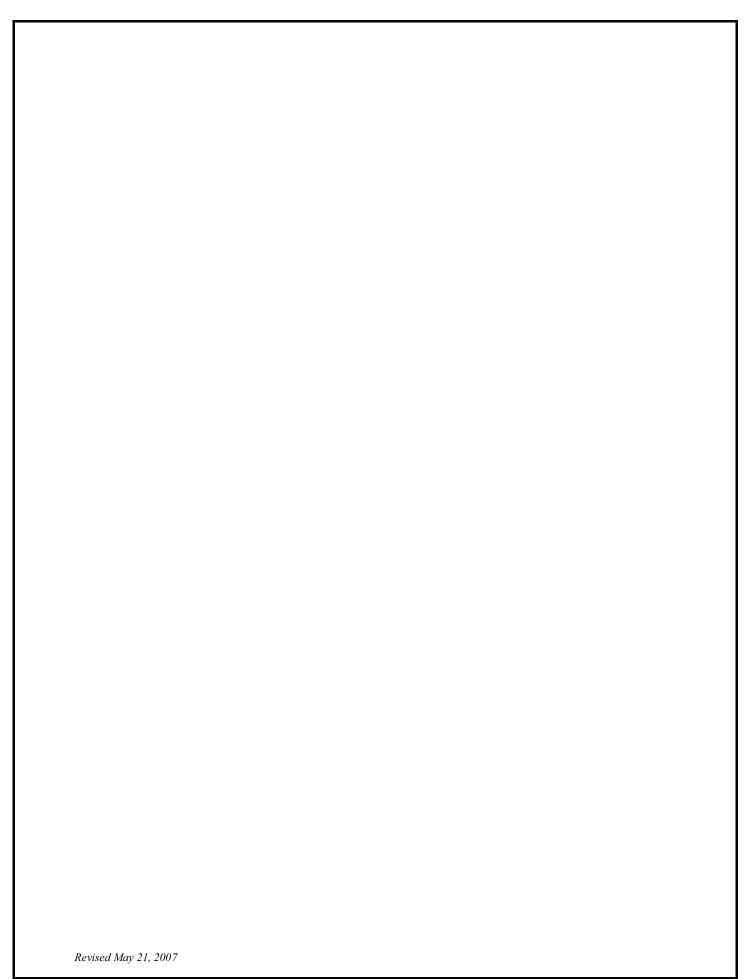


Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277 Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with the Charter Agreement restrictions in Section 2 (and including Exhibit D) <i>and</i> school by-laws requirements.		
	The charter school board secretary or other administrator should review the school by-laws to determine the proper number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the		
	election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5 minimum and 25 maximum.		
	The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:		
	 Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following: 		
	 a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees); 		
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);		
	 Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof; 		
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or may not contain such information;		
	4) By-laws, which may:		
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 		
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);		
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 		
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each trustees' term.		
	The school board or corporate member elects or appoints the prospective school trustee at a duly convened meeting of		
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions. Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to		
	the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the board secretary or administrator should have each prospective trustee complete a RFI form, which the school or proposed trustee must submit to the Institute.		
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above		
Institute Actions:	required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an undeted list of school trustees.		
	updated list of school trustees. The school board secretary or other administrator should inform the new trustee of his or her official seating on the		
	school board. The trustee may now vote. The school must send an updated board list to the Institute.		

Request for Information from Prospective Charter School Trustee

Please provide the following information.

	Bac	kgro	und
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1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School
2.	Full name: Carol Marie Santiago Home Address: Bronx, NY 10465 Business Name and Address: EBOF, Home telephone No.: Work telephone No:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me. ☐ Yes.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes,
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes,
Conflic	<u>cts</u>
8.	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. \square I / we do not know any such trustees. \square Yes.
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I / we do not know any such employees. \square Yes.
10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee

R-03f-Founder Credentials

	or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \square I / we do not know any such persons. \square Yes,
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. $\ \ \ \ \ \ \ \ \ \ \ \ \ $
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. \square N/A. \square I / we or my family do not anticipate conducting any such business. \square Yes,
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes.
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes.
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. The number one duty of any board member is to act in the interests of the organization he/she is overseeing. Prevention is the first line of the defense so it is important that the board ensures the implementation of good policies and procedures in the bylaws so that all decisions are made fairly and transparently. If I suspected that another board member(s) was involved in anything that could even be perceived as a conflict of interest, I would endeavor to talk with that member(s) privately so as to encourage him/her to disclose his/her potential conflict of interest to the rest of the board so that a discussion and subsequent decision can be reached collectively as to whether, in fact, a conflict of interest exists, even if it might be an unintentional and/or "innocent" one. If
	the board member refused to do so, I would bring the matter to the attention of the

Chairperson, or in the case that the Chairperson is the one suspected of a conflict of interest, to the other members of the board. My sense of duty to the school's reputation, its interests, survival, and success would be the paramount consideration and I would do all that I could to prevent any attempts to undermine the confidence that the parent, students, and community has in the board and the school itself.

Other

- 18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
- 19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Certification

I, Carol Santiago-De Jesus certify to the best	of my knowledge and ability that the information
I am providing to the State University Trustees/Cha	rter Schools Institute in regards to my application
to serve as a member of the board of trustees of the	NYC Autism Charter School is
true and correct in every respect.	, /
	12/2-12-1

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

Charter Schools Institute
State University of New York
41 State Street Suite 700, Albany N

41 State Street, Suite 700, Albany, NY 12207 Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

Bronx, NY 10465

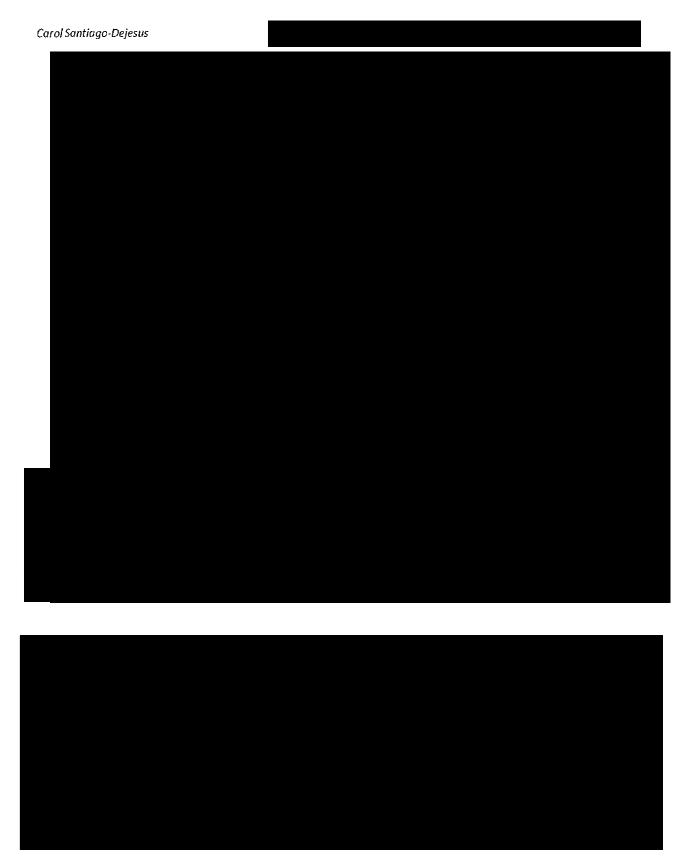
Carol Santiago-DeJesus

Professional Summary

Versatile, committed, and experienced nonprofit manager with over fifteen years of demonstrated success in developing and operating highly effective workforce development programs for adults and youth in socio-economically challenged communities. Effective leadership experience in diverse nonprofit environments that require strategic planning and collaboration. Adept with ground-up program development, revenue raising, staff recruitment and retention, curriculum development, community outreach, training, and guidance/supervision.

- Proven track record of excellence with high volume performance-based contracts within highly-regulated, government-funded environments; broad capabilities with employment, education, and training specialties
- Excellent oral and written communication skills; effective and efficient program planning; consistent mission implementation
- Qualified in ensuring contract compliance and achievement of multiple and simultaneous projects and goals from inception
- Versed in Workforce Investment Act (WIA) and Temporary Assistance for Needy Families (TANF) policies and operations; effective trainer responsible for presenting complicated material to diverse audiences and levels
- Adept at delegating tasks appropriately and monitoring their satisfactory completion
- Experienced with creating and implementing curricula that comply with New York State Education Department and Bureau of Proprietary School Supervision guidelines and requirements
- Accomplished with grant research and writing, particularly within New York City and State contract application and procurement processes; working knowledge of grassroots and private foundation fundraising
- Proficient with Windows 7 and Microsoft Office Applications (Word, Excel, Access, PowerPoint, Publisher, Outlook); demonstrated experience with government-run workforce development databases and online reporting systems, including NYCWAY; FSE Supplemental Nutrition Assistance Program Database; YEPSonline (Summer Youth Employment Program Enrollment and Payroll databases); WISARD; Automated Case Management System (ACMS); and One Stop Operating System (OSOS)
- Fluent in English and Spanish with working knowledge of French





Page **2** of **3**

Education and Credentials

Pursuing Master of Science in Business Management & Leadership; CUNY School of Professional Studies; New York, NY Part-Time Study; Expected Graduation Spring 2015

Family Development for Supervisors Credential; *University of Connecticut*; Storrs-Mansfield, CT; 2011 Scholarship awarded by the NYC Department of Youth and Community Development

Registered Business School Director License; Bureau of Proprietary School Supervision; New York State Education Department; Albany, NY; 2006

Bachelor of Arts in Political Science; Columbia University; New York, NY; 1999 Dean's List Honors; Sociology Minor

Awards

1st Annual Start Upl NY Business Plan Competition; New York Public Library & Citi Foundation; 2010 Cash Prize for SafeSnack Vending, Inc. – Runner Up

Educational Services Recognition Award; Promesa/East Harlem Council for Community Improvement, Inc.; 2004

Beatrice Hurlburt Memorial Prize for Character and Influence and Cary Page Memorial Prize for Versatility The Ethel Walker School; 1995

Professional and Volunteer Affiliations

Trustee, Board of Trustees - The New York Center for Autism Charter School; New York, NY **Chair**, Operations Committee; **Chair**, Fundraising Committee (former)

Boys Prep Founding Principal Search Committee; Public Prep Network; New York, NY

Member, Latino Alumni Association of Columbia University; New York, NY

Member, Ethel Walker School Alumnae Association; Simsbury, CT

Member, New York City Employment and Training Coalition; New York, NY

Member, New York Association of Training and Employment Professionals; Albany, NY

Member, Jobs First NYC; New York, NY

Member, National Automatic Merchandising Association; Chicago, IL.

Member, Autism Society of America; Bethesda, MD

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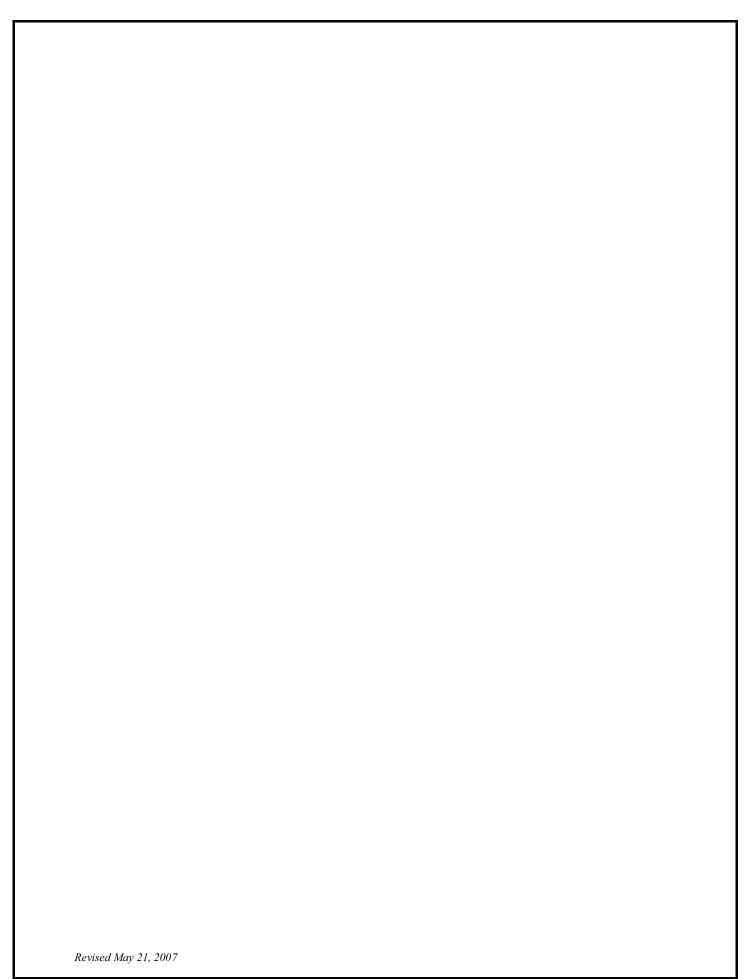


Request for Information from Prospective Charter School Trustees

Guidance and Form

Updated: May 21, 2007

Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, New York 12207 518/433-8277 Fax: 518/427-6510



Guidance regarding the Request for Information Form

Serving on a public charter school board is a position of great trust and responsibility. As a charter school trustee, you would be charged with overseeing the education of all students enrolled in the school, the expenditure of public and private monies directed to the charter school, and, if applicable, the oversight of any charter management entity.

Because of the importance of the position that you seek to assume, the Board of Trustees of the State University of New York requires that new board members be approved by it pursuant to the terms of each school's Charter Agreement. The Charter Schools Institute carries out this responsibility for the State University Trustees through this Request for Information (RFI) process.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest* in fulfilling their fiduciary or other duties as a charter school board member, who are proposed to be seated in violation of the school's charter or by-laws, or whose background evidences untrustworthiness, e.g., criminal record, a record of financial dealings inimical to the public trust. Accordingly, and in order to expedite the approval of new board members, the Institute requests that you provide full and complete answers to each of the items below (and provide the certification indicated). This will assist the Institute in its review.

Pursuant to New York's Freedom of Information Law (FOIL), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed to the public pursuant to FOIL (home address, telephone number, etc.).

- * A conflict of interest is generally defined as a situation in which someone has differing or competing professional or personal interests, and do not necessarily have to involve monetary interests. In the case of a charter school trustee, who has a duty of loyalty to the charter school on whose board he or she sits, such differing or competing interests can complicate corporate decision making. Examples of conflicts of interest include the following:
- being a charter school trustee of more than one charter school at the same time;
- being paid by a charter school as an employee or contractor while serving as a school trustee;
- being a parent of a student of a charter school on whose board you sit, especially when making decisions related to your child's teachers; and
- being a charter school trustee while your spouse's company or employer is doing business with the charter school.

In many cases, conflicts are waiveable as long as the trustee discloses the interests to the school board and recuses his- or herself from voting when conflicted. In rare cases the conflict of interest will mandate that either one of the competing interests be given up. For example, a school trustee cannot work for a for-profit management company that manages the charter school's operations.

Questions related to conflict of interest may be addresses to the school's counsel or the General Counsel of the Insitute.

Seating New Trustees: General Procedures

In order to legally seating a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in your school's by-laws.

	When a board seat becomes vacant or is created, the school board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Application, <i>and</i> who complies with		
	the Charter Agreement restrictions in Section 2 (and including Exhibit D) and school by-laws requirements. The charter school board secretary or other administrator should review the school by-laws to determine the proper		
–	number of trustees that may be seated on the board, or the proper range (e.g., 7-11). If the board has too many		
	members, a request to amend the by-laws must be made to the Institute or the seat may not be filled. In cases where the		
	number of trustees must be fixed (i.e., when there is a range) the school board should do so at or prior to the time of the		
	election of the proposed trustee and clearly reflect same in the minutes. Note: The legal limits on board size are 5		
	minimum and 25 maximum. The board secretary or other administrator should review the following to determine the proper qualification of the		
	prospective board member:		
	1) Charter Agreement paragraph entitled "Governance; School Board; By-laws" (¶ 2.10 in recent charters) for the following:		
	a) compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the State University Trustees);		
	b) compliance with provisions prohibiting or restricting board membership for persons associated with a charter management organization (CMO);		
	2) Charter Agreement Exhibit D, "Additional Assurances and Terms," which may contain restrictions on board membership or a waiver thereof;		
	3) Charter Agreement Exhibit A, "Terms of Operation," which is either the Charter Application (new schools) or		
	the Key Design Elements (renewal schools). The Charter Application will set forth the school trustee qualifications of the school that are in addition to those required by law (age 18). Key Design Elements may or		
	may not contain such information;		
	4) By-laws, which may:		
	 state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member; 		
	b) state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);		
	 direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or 		
	d) state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves		
	for the remainder of the prior trustee's term. When new seats are created, the board, chairperson or		
	other methodology in the by-laws may dictate the length of the term, which be staggered with other terms. It is a good practice for the secretary to keep a multi-year elections calendar to track each		
	trustees' term.		
	The school board or corporate member elects or appoints the <i>prospective</i> school trustee at a duly convened meeting of		
	the school board with a quorum and following any by-laws restrictions on elections such as super-majority provisions.		
	Submit a signed copy of the resolution electing the prospective trustee or of the signed minutes showing such election to		
	the Institute together with a <i>Request for Information from Prospective Board Members</i> (RFI). After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the school, the		
_	board secretary or administrator should have each prospective trustee complete a RFI form, which the school or		
	proposed trustee must submit to the Institute.		
	The Institute will approve or reject such proposed trustee in writing within 45 days of submission of <i>all</i> of the above required documentation (complete RFI with Charter School Trustee Contact Information form, and evidence of proper		
Institute	election (e.g. signed resolution or minutes reflecting vote). If the Institute takes no action within the 45 day period the		
Actions:	person may be seated as a school trustee. After the Institute approves a trustee in writing, it will ask the school for an		
	updated list of school trustees.		
	The school board secretary or other administrator should inform the new trustee of his or her official seating on the		
	school board. The trustee may now vote. The school must send an updated board list to the Institute.		

Request for Information from Prospective Charter School Trustee

Please provide the following information.

1.	Name of Charter School for which you intend to serve as a trustee. NYC Autism Charter School
2.	Full name: Mr. Alvin Shih Home Address: New York, NY 10280 Business Name and Address: Morgan Stanley
	Home telephone No.: Work telephone No: E-mail address:
3.	A brief educational and employment history (you may attach a resume): ☑ Resume attached.
4.	Please affirm that you will be at least 18 years old by the date of appointment to the charter school's board. ☑ I affirm.
5.	Please indicate whether you currently or have previously served on a board of a school district, another charter school, a non-public school or any not-for-profit corporation (to the extent not otherwise indicated in your response to Item 3, above). ☑ Does not apply to me. ☐ Yes.
6.	Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc. \square Does not apply to me. \square Yes,
7.	Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement. Does not apply to me. Yes,
Conflic	<u>ets</u>
8. F	Please indicate whether you or your spouse knows any of the other school trustees, or prospective or former school trustees. If so, please indicate the precise nature of your relationship. \(\overline{\text{U}} \) I / we do not know any such trustees. \(\overline{\text{Y}} \) Yes.
9.	Please indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship. \square I / we do not know any such employees. \square Yes.

10.	Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school. \square I / we do not know any such persons. \square Yes,
11.	Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, please indicate the precise nature of the business that is being or will be conducted. \square I / we do not anticipate conducting any such business. \square Yes,
12.	If the school contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. \square Not applicable because the school does not contact with a management company or charter management organization. \square I / we do not know any such persons. \square Yes,
13.	If the school contracts with an educational service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, please provide a detailed description. \square N/A. \square I / we have no such interest. \square Yes,
14.	If the school is partnered with an educational service provider, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted. $\ \ \ \ \ \ \ \ \ \ \ \ \ $
15.	Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the charter school, i.e., is partnered with the charter school. (For the identity of all such organizations, please consult with the chair of the charter school board.) To the extent you have provided this information in response to prior items, you may so indicate. \square Does not apply to me, my spouse or family. \square Yes.
16.	Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the school's board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee. \square None. \square Yes.
17.	Please indicate how you would handle a situation in which you believe one or more members of the school's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer. I take my concerns to the other members of the board for investigation and subsequent vote on whether the conflict-of-interest bylaws have been violated or the appearance of impropriety damages the reputation of the charter school.
Other	

- 18. Please affirm that you have read the school board's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.
- 19. Please provide any other information that you feel pertinent to the Charter Schools Institute's review.

Having worked in financial services for over 15 years, I've seen the increase in regulatory oversight and initiatives that aim to educate employees about their role in ensuring compliance. I believe that some of these practices could be applicable in an organization like a charter school. In addition, I'm a believer in metrics (when costeffective to gather them) and using them to help direct attention to areas of strength as well as areas in need of improvement.

Certification

I, __Alvin Shih__, certify to the best of my knowledge and ability that the information I am providing to the State University Trustees/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of the _New York Center for Autism_ Charter School is true and correct in every respect.

Signature

2015-12-22 Date

Please submit this form with the RFI form to the charter school or via mail, facsimile or email (in PDF with signature) to:

Charter Schools Institute State University of New York

41 State Street, Suite 700, Albany, NY 12207

Telephone: 518/433-8277; Facsimile 518/427-6510

E-mail: charters@suny.edu

ALVIN SHIH

HIGHLIGHTS

- □ 17 years of experience in financial software development across a variety of technologies.
- □ Excellent at communicating architectural and technical issues to business sponsors, colleagues, and users.
- ☐ Has a clear vision of how an internal technology consulting/architecture organization should operate to yield the best return on investment.
- □ Skilled at spotting software development projects likely to fail due to poor estimation/planning, or teams with incorrect staffing/structure.
- □ Effectively leverages the complementary strengths of tools like kdb+ and C++ to achieve excellent architectural balance in terms of speed, flexibility, and maintainability.
- Pierces silo walls by taking active roles in employee networking groups and meeting senior managers in less formal settings.
- Manages, coordinates, and mentors software development teams.
- □ Provides resources and opportunities for technology people to develop their leadership skills.

COMPUTER SKILLS

kdb+	6 years	q/k, IPC, serialization, plugins, tick/rdb/hdb, parse trees, etc.
C++	8 years	STL, Boost, RogueWave Tools.h++, sockets, etc.
Java	7 years	JDK 1.5, Spring, SWIG, JMS, JDBC, NIO, ant
Web	3 years	XML, XSLT, XPATH, XML Schema
RDBMS	6 years	Sybase 11, Oracle 8i
Messaging	4 years	Tibco Rendezvous, proprietary middleware (Hermes, CommSvr, etc.)
UNIX	11 years	make, Bourne shell, emacs, awk, sed, svn, vi, ClearCase, Purify,
		Valgrind, Doxygen, etc.

EDUCATION

- Master of Information Science, University of Toronto
- □ (Honours) Bachelor of Science (Computer Science), University of Toronto



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ACTIVITIES AND INTERESTS

- Coursera: Machine Learning, Introduction to Public Speaking, Startup Engineering, Survey of Music Technology, Image Processing, etc.
- □ Sergeant-at-Arms for "Midtown's Best" Toastmasters club in Morgan Stanley.
- □ Maintainer and primary content contributor to the "parenting" mail group at Morgan Stanley.
- □ Event photography / videography for charities such as: GiGi's Playhouse (movement and literacy for children with Down syndrome) and Mencius Society for the Arts (traditional Chinese musical instruments for children).
- Mentoring VP-level employees as part of the Technology and Data NY Mentoring Program.
- □ Video lectures at ted.com. Favourites include:
 - Amy Cuddy: Your body language shapes who you are.
 - Shawn Achor: The happy secret to better work.
- Studio photography.
- Gamification of math and computer programming education.
- Children on the autistic spectrum.
- □ LEGO® especially vertical hinges.

R-03G - OUTREACH EVIDENCE

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NYCACS Open House Attendance Sheet

PART 1: EMAILS

ACHIEVE BEYOND

From: Moira Cray (Mcray@Nycacharterschool.Org), Nov 2, 2015

To: Christi Santana Subject: follow up

Ms. Santana -

I "met" you this morning at the Autism Parents Support Meeting at Bronx Lebanon this morning. I would love to speak with you further about how Achieve Beyond may be able to help the NYC Autism Charter School in opening another school in the Bronx. A free public charter school in the Bronx would certainly be helpful to the often-underserved Bronx population.

Part of our application process includes showing charter school authorizers that we have engaged and sought input from the community in which the school will open. I would like to discuss with you how you might be of assistance to us in this endeavor — might you have some time to chat or is email volleys a better way for you to communicate. Let me know what is easiest for you.

Thank you in advance – I look forward to hearing back from you and learning about Achieve Beyond.

Best Moira Cray

From: Christie Santana Nov 4, 2015

Good afternoon Ms. Cray,

I apologize for not responding sooner, I hope this email finds you well.

I am really excited about the prospect of having a free public Autism charter school in the Bronx, since the community is in such great need of it. Achieve Beyond would love to help therefore please let me know how we can assist you. Email is best for me since I am in and out of offices for the majority of the day. However, if you prefer to discuss the matter over the phone mornings is usually the best time for me.

Thank you, Christie Santana

ASSEMBLYMAN RODRIGUEZ

From: Andrea Rogers Barry Jan 13, 2016

To: Julie Fisher



Subject: Visit with Assemblyman Rodriguez

Hey Julie,

Happy New Year! I hope you are doing well and that 2016 is bringing great things to NYCA.

Claudia was able to arrange for Assemblyman Rodriguez to visit your school next Friday, the 22nd at 10am -- if that works for you and your team. We were wondering what you think and if we should lock it in. Please let us know when you have a minute!

Thanks so much, Andrea

From: Julie Fisher Oct 13, 2015

Hi Andrea,

Happy New Year to you too! We would LOVE to host a visit with Assemblyman Rodriguez! Thanks, Claudia for making that happen! Friday, January 22nd at 10AM is perfect. Just a reminder our address is a little misleading. The entrance to PS50 (the school in which we are co-located) is at the end of a ramp set back where 101st street ends at 1st avenue. Please feel free to pass along my cell number in case anyone has any difficulties or needs to reach me beforehand:

Thanks again!

Julie

BRONX BOROUGH PRESIDENT'S OFFICE

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 13, 2015

To: Monica Major Subject: Thank You

Hi Monica,

I just wanted to thank you for taking the time to meet with Carol and me this morning. We both walked away feeling so grateful for your guidance and support. I look forward to meeting and working with you again in the future. Please reach out if your schedule ever allows a visit we would love to have you!

Best, Julie

From: Carol Santiago-DeJesus Oct 14, 2015



Dear Monica,

Please allow me to echo Julie's sentiments.

Your time and consideration meant a lot to me personally as both a parent of a child with autism and a Bronx resident.

I am hopeful that you will get the chance to visit us soon!

Best,

Carol Santiago-DeJesus

From: Monica Major Oct 14, 2015

Julie and Carol,

It was a pleasure meeting you both and I look forward to visiting your school in the near future. Please keep me posted on the application process.

Monica Major, Director Education and Youth Services Office of Bronx Borough President Ruben Diaz Jr.

Bronx, NY 10451

Tel:

Website: bronxboropres.nyc.gov Instagram: @BronxEducation

From: Carol Santiago-DeJesus Dec 22, 2015

To: Monica Major

Subject: Follow-up re students with autism in the Bronx

Dear Ms. Major,

Happy Holidays!

It was my pleasure to meet you earlier this fall! This is Carol Santiago-DeJesus, and as you may recall I am a life-long Bronx resident whose son with autism attends the *NYC Autism Charter School (NYCACS)* in East Harlem.

I wanted to thank you again for taking the time to talk with Julie Fisher, the Executive Director of NYCACS and I about the pressing need for more quality autism education and services for Bronx children and parents.

Ms. Major, I am so happy to report that our letter of intent to the SUNY Charter Schools Institute was very well received and we have been invited to submit a formal application! I am



so excited about what this means for Bronx students with autism! As we explained to you during our meeting, our intent is to open a second school in District 7 or 9 so that some of the students most in need in our borough can have access to the kind of autism education that creates possibilities and transforms lives.

I am writing today, Ms. Major, to take you up on your gracious offer of a *letter of support from our Borough President*. The support of his office would certainly go a long way in highlighting to SUNY the need for increased educational options for students with autism and their families in the South Bronx. I believe that Julie may have reached out as well as she gathers the necessary information for the January 22nd SUNY charter application deadline.

I know that this time of year is busy with deadlines and the holidays, but it would really mean so much to me personally and to so many other Bronx parents of children with autism if you would facilitate the production of this letter of support so that we may have it well in anticipation of the charter application deadline. Julie or myself are happy to provide you with any information that you may need to do so, and please bear in mind that a short letter highlighting the need and the support of our intentions is all that is needed.

Julie Fisher may be contacted at an and my contact information can be found below.

Thank you so much in advance for your reply and support! It really means a lot to me that the Bronx Borough President's office is aware and proactive about the significant educational needs of children with autism in our beloved borough.

Best, Carol Santiago-DeJesus

From: Monica Major Jan 4, 2016

Hi Carol, Happy New Year.

Please send us the proposed language for the support letter.

Monica Major

BRONX-LEBANON HOSPITAL CENTER

From: Julie Fisher Sep 15, 2015

To: Ambreen Kahn

Subject: Help for the NYC Autism Charter School

Dear Ms. Kahn,

I came across your name as I was researching services for children with autism in the Bronx. I run the NYC Autism Charter School located in East Harlem. We recently decided to submit an



application to open another school in a different borough and are considering the Bronx because there seem to be relatively few educational options for families living there, particularly in certain school districts. I would love to get input from the Bronx community (particularly the autism community) to assess peoples' interest in such a school. I wonder if you might be willing to speak to me in person to get your thoughts and guidance?

Kind Regards, Julie

From: Ambreen Khan Sep 15, 2015

Dear Julie,

It would be great to have the opportunity to meet you at our APSG meeting, Monday, September 21 at 1650 Selwyn Ave, Conference Room 6G at 10am. We would love to hear about what a Charter School means for the children. Our groups have an average of 20-30 parents. They consist of Spanish and English speaking families. We saw many new parents at yesterdays back to school event and hope they also attend to gain valuable information from you. Next week's topic on special education updates should go beautifully with what information you will have to share.

Thank you so much.

Regards, Ambreen Khan

Bronx-Lebanon Hospital Center

Ambreen Khan, MBBS | Program Manager | Pediatrics Department

Bronx, NY 10457

Website:

http://blhcpediatrics.org/

"Doctor to the Community"

From: Moira Cray (Mcray@Nycacharterschool.Org), Sep 22, 2015

To: Ambreen Khan Subject: Appreciation

Dear Ms. Khan -

It was a pleasure to meet you. Thank you for allowing me to attend and present at yesterday's Parents Autism Support Group at Bronx-Lebanon Hospital. It's imperative that parents have a place to go and learn of services that are available to them, and that may help, in the often-daunting task of parenting a child with autism — Thank you providing such a valuable service.

I look forward to potential future collaborations.

Best,



[&]quot;Doctor de la Comunidad"

BRONX PARENTS AUTISM SUPPORT GROUP

From: Lisa Quinones-Fontanez

Oct 9, 2015

To: Julie Fisher, Kpana Kpoto Subject: Quick Email Intro

Good afternoon ladies,

Just wanted to do a quick email introduction.

Julie meet Kpana Kpoto - Kpana is one of the founders of the Bronx Parents Autism Support Group.

Kpana meet Julie Fisher - Julie is the Executive Director of the NYC Autism Charter School - www.nycacharterschool.org

Please feel free to connect!

Best,

Lisa Quinones-Fontanez

From: Julie Fisher

Oct 9, 2015

Thanks so much, Lisa!

Kpana it's so nice to meet you. Lisa was kind enough to visit today and share some of her knowledge about services for kids with autism and their families in the Bronx. We are a small charter school located in East Harlem that serves only students with autism (http://www.nycautismcharterschool.org) and are interested in opening a second charter school in the Bronx district 7 or 9. I would love to connect with more Bronx parents to assess their interest in such a program and get their feedback and input. I wonder if I might be able to visit one of your support group meetings and spend some time talking about who we are and what we envision? Let me know if you think that might be possible.

Thanks so much in advance, enjoy the weekend!

Julie

From: Kpana Kpoto

, Oct 22, 2015

Hello Julie,

My sincere apologies for this late reply. We would love to connect with you and your school. I am familiar with your school and one of the parents in our support group has a child who

NYCAUTISM CHARTER SCHOOL attends there as well. We have meeting topics scheduled through the beginning of the year but we will reach out to get something on the calendar. We meet every second Tuesday of the month. In the mean time, if you have any open house information or anything information about your program that I can forward to parents, that will be great. Thanks again.

Kpana Kpoto

Co-Founder, Bronx Parents Autism Support Circle

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 22, 2015

Perfect! I'm cc-ing our Director of Transition and Community Outreach, Moira Cray, so that she has your contact info and you have hers. I will forward you materials specific to our expansion within the next week. In the meantime, I've attached brochures (one in English and one in Spanish). We will certainly bring hard copies if/when we come up to speak to your group. Thank you so much for your willingness to help! I hope to meet you soon!

_		
u	Δ¢†	

Julie

BRONXCHESTER CHALLENGER LEAGUE

From: Lisa Quinones-Fontanez Oct 19, 2015

To: Julie Fisher, Lizette Hernandez

Subject: Quick Intro

Good morning ladies,

Just wanted to do a quick email introduction.

Julie meet Lizette Hernandez. Lizette is the founder of the Bronxchester Challenger League and the nonprofit D3 Sports and Recreation, Inc.

Lizette meet Julie Fisher - Julie is the Executive Director of the NYC Autism Charter School - www.nycacharterschool.org

Please feel free to connect!

Best,

Lisa

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 19, 2015

Thanks so much, Lisa! Hope you are well!



Lizette: I've heard so much about you - I feel like I know you already! I would love to speak to you and perhaps have you come visit the school if you have some time. Can we set up a time to speak in the next week or two?

Best, Julie

From: Lizette Hernandez

, Nov 20, 2015

Hi! Awe! Thank you! All Good things I hope!

Sure! Give me dates and times you would like to meet and I can arrange to be available. Look forward to speaking and meeting with you.

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 22, 2015

Hi Lizette,

Remind me have you been to the school before? I don't want to drag you here if you have already been to one of our open houses. If you haven't and would be willing to come for a visit, next Thursday (October 29th) in the morning is great. Also Monday, November 2nd is good in the morning. If you would rather just speak by phone, I can make myself available whenever you have a few minutes. As Lisa may have told you, we are submitting a charter application to open a second school in the Bronx and I would LOVE some advice/guidance from you.

Thanks so much, Julie

From: Lizette Hernandez

Oct 22, 2015

Hi Julie,

I have not had the opportunity to view the school. Monday November 2nd, 2015 would be best for me. Please provide me with a time and I will arrange my schedule.

Yes, both Lisa and Carol Dejesus have let me know of your plans for a charter in the Bronx. I think it is AMAZING!

Lizette

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 22, 2015

In terms of directions, our street address is a bit misleading. The entrance to PS50 (the public school in which we are housed) is at the end of a ramp, set back between two housing developments, right where 101st street ends at 1st avenue. Be sure to bring ID and tell the security guard that you are visiting the NYC Autism Charter School. He/She will send you up to us on the second floor. If you have any issues, feel free to call my cell:



I can't wait to finally meet you!

Best, Julie

From: Lizette Hernandez

Oct 22, 2015

I believe that I can! Is there a parking area?

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 22, 2015

You might get lucky and find a spot on the street, but there is also a lot on 101st street between 1st and 2nd avenues.

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 19, 2015

To: Lizette Hernandez Subject: Catching up!

Hi Lizette,

I hope you are well! I'm circling back to let you know that we are still full steam ahead with our Bronx charter application. And I have a couple favors to ask of you:

- 1. There is a survey we've developed and have begun to distribute to Bronx families and community members to establish the need for a program like ours and to get some initial feedback on program design elements. I'm wondering if you might be able to distribute a link to the survey to those in your network? The more people we hear from, the better. The link is here: Bronx Survey (English) and here: Bronx Survey (Spanish).
- 2. Would you mind writing a letter of support on our behalf? It doesn't have to be super long I know you have so much on your plate already. It would just signal to the Charter School Institute that schools like ours are necessary and important. And, hopefully, highlight why the Bronx is the next logical place for us.

Thank you so much in advance for any part of this that you feel comfortable helping with. And best wishes for a warm and wonderful Thanksgiving!

Julie

From: Lizette Hernandez

Nov 20, 2015

Hi Julie,

Hope all is well. I will forward the surveys to my network with pleasure. I will work on the letter and have to you as soon as possible. Is there a date that you would need it by?

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 20, 2015



You're the best! Ideally by December 1st, but if that's too soon let me know. We have a few points at which we could fold it into our application.

Thanks again! Hope maybe you can make it to our holiday piano recital? Invite should go out today...

Best, Julie

From: Lizette Hernandez

), Dec 1, 2015

Julie I will have the letter to you ASAP tomorrow. Sorry for the delay.

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 1, 2015

No worries! Thank you so much!

From: Lizette Hernandez

Dec 1, 2015

Good Morning,

As per my last email, kindly find my letter. Please review and if you'd like me to make changes, let me know. I will make them and resend.

Have a great day!

CITY COUNCIL MEMBERS

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 10, 2015

To:

Subject: NYC Autism Charter School

Dear Ms. Arroyo,

I am the Executive Director of the NYC Autism Charter School in East Harlem. My dear friend Amy Greco suggested that I reach out to you as we are looking to replicate our program for children with autism in the South Bronx ideally CSD 7. We opened in 2005 and serve a small number of students with very significant and specific needs. The demand for programs like ours is great, and parents in the autism community have expressed an eagerness for us to expand for some time. We finally feel ready to do so. I would love the opportunity to meet with you and get some of your thoughts and guidance, and would also love to extend an invitation to visit our school so that you can see firsthand what our program looks like. I'm biased, but I think it is a really special place! Let me know what your schedule might allow.

Best,



Julie

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 18, 2015

To: Joann Otero

Subject: Referral from Amy Greco

Dear Ms. Otero,

I am the Executive Director of the NYC Autism Charter School in East Harlem. My dear friend Amy Greco suggested that I reach out to you as we are looking to replicate our program for children with autism in the South Bronx ideally CSD 7. We opened in 2005 and serve a small number of students with very significant and specific needs. The demand for programs like ours is great, and parents in the autism community have expressed an eagerness for us to expand for some time. We finally feel ready to do so. I would love the opportunity to meet with you and Council Member Arroyo to get some of your thoughts and guidance, and would also love to extend an invitation to visit our school so that you can see firsthand what our program looks like. I'm biased, but I think it is a really special place! Let me know what your schedule might allow.

Best, Julie

From: Joann Otero (From: Julie Fisher (JFisher@nycacharterschool.org), Nov 19, 2015

Hi Julie,

Please send an email directly to the Member's scheduler Ricardo Cosme, both for the meeting and the site visit.

Ricardo can be reached at

Once he is in receipt of the email he will coordinate with you.

Joann

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 19, 2015

To: Ricardo Cosme

Subject: Scheduling Request from NYC Autism Charter School

Hi Mr. Cosme,

I am the Executive Director of the NYC Autism Charter School in East Harlem. We are looking to replicate our program for children with autism in the South Bronx ideally CSD 7. Ms. Otero suggested I reach out to you to schedule a time for me to meet with her and Council Member Arroyo, or (even better) a time for them to come visit our school. Let me know if you need any additional information from me. And thanks in advance!

Best,



Julie

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 2, 2015

To: Max Cantarero, Mili Bonilla Subject: NYC Charter School update

Hi Max and Mili,

I hope you are both well and had a wonderful Thanksgiving! We are still moving along with our application to open a second school in the Bronx. We have been successful with many community engagement efforts, but wanted to follow up on a couple things we discussed at our meeting: 1. Mili - I tried to reach out to Jack Doyle using an email address I pulled from the Internet. I haven't heard back, but would love to talk to him. As you said, his name and New Settlement comes up a lot as I learn more about the Bronx. Do you happen to have an email or phone contact that you could share? 2. I know you said that your office cannot officially support our expansion efforts, but any type of letter of support for our program would be much appreciated. You both (and Council Speaker Viverito) know firsthand the population we serve and the limited number of appropriate educational options that exist for kids like ours. It is such an important and meaningful cause for these children and their families. Thank you both so much for all of your time and support!

Best, Julie

From: Mili Bonilla Dec 3, 2015

Hi Julie-

It was great to meet with you. #1: I'll write an email to Jack Doyle and introduce you. #2: Max and I will get back to you on this.

Best, Mili

From: Mili Bonilla Dec 3, 2015

To: Jack Doyle Subject: Introductions

Hi Jack,

The Speaker and I visited the NYC Autism Charter School last summer & met its wonderful director, Julie Fisher. They are located in East Harlem and are planning on opening a school in the Bronx. Many children with autism and particularly those in underserved communities aren't getting the kind of education that they need and deserve. So, I suggested that she meet you to share her plans and get your input.

Julie- Jack Doyle's number is:

Jack- Julie's number is:



www.nycacharterschool.org

Best, Mili

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 3, 2015

Mili - thank you so much for the introduction and kind words!

Jack - I would love to speak with you. Let me know if there might be a good time for a phone call in the next few weeks.

Best, Julie

COMMUNITY BOARD

From: Moira Cray , Dec 18, 2015

Subject: Appreciation

Ms. Saunders -

It was such a pleasure to attend last night's CB 4 Youth and Education Committee meeting. The commitment to the youth of the community was evidenced by committee members' questions and comments to the presenters. The NYC Autism Charter School would be fortunate if we are to be sited in CB 4.

I also appreciate your willingness to assist in securing a letter of support for us prior to the next full CB 4 meeting I know this is not easily done.

Please let me know if there is anything else I can provide you with and I will plan on seeing you at the next full Board meeting on January 26, 2016.

I look forward to hearing back form you.

Best, Moira

DISTRICT 75

From: Jessica Seeman , Dec 17, 2015

To: Kuvana Jones

Subject: Hello! and a favor



Hi Dr. Jones,

It's been a while! I hope the year has started off well and things are going smoothly at 12x. I wanted to reach out and ask a favor of you. Maybe you have heard through the grapevine that we are applying for a charter to open a second school in the Bronx. Part of this process is showing that other organizations and people support our current school and our intended expansion. Since we had a successful two-year partnership with 12x through the dissemination grant, I was hoping you might be willing to write a letter of support on our behalf. As a public school already in the Bronx and serving the same population, your support would be especially valuable. I'm happy to answer any questions you may have about this and provide more details. Let me know what you think.

Please say hello to everyone for me. And a specifically hello to Kyra and Kyle. Hope they are doing well.

Jess

Jessica Seeman, M. A., BCBA Clinical Consultant NYC Autism Charter School

New York, NY 10029

From: Kuvana Jones Dec 23, 2015

Good Afternoon Jess,

Hope all is well! I will most certainly say a hello to Kyra, Kyle has moved on to a new school. I would certainly provide you with a letter of support as a part of the process of opening you second charter school in the Bronx. Please contact me in the New Year to let me know how I can support you. Wishing you a Happy Holiday filled with great cheer, prosperity, merriment and of course rest!!

I hope you enjoy your time with your friends and family.

Kuvana

From: Jessica Seeman Dec 16, 2015

To: Jamie Kijowski

Subject: Hello! and a favor

Hi Jamie,

It's been a while! I hope the year has started off well and things are going smoothly. I wanted to reach out and ask a favor of you. Maybe you have heard through the grapevine that we are applying for a charter to open a second school in the Bronx. Part of this process is showing that other organizations and people support our current school and our intended expansion. Since

we had such a successful partnership with your school through the dissemination grant, I was hoping you might be willing to write a letter of support on our behalf. I'm happy to answer any questions you may have about this and provide more details. Let me know what you think.

Please say hello to everyone for me.

Thanks, Jess

From: Jamie Kijowski

Dec 16, 2015

Hi, Jess.

It's great to hear from you, and I hope you're doing well! I would be happy to write a letter of support. Could you just send me a little info that would help me get started; just in terms of what is being proposed, and any other specific points you'd like me to touch upon. Thanks! Always happy to help.

Best,

Jamie Kijowski Assistant Principal P811M @ 101 The Mickey Mantle School

New York, NY 10029

From: Jessica Seeman (JSeeman@nycacharterschool.org), Dec 16, 2015

To: Elizabeth Rueda-Mattock Subject: Hello and a favor

Hi Liz,

It's been a while! How's everything going? I wanted to reach out and ask a favor of you. Maybe you have heard through the grapevine that we are applying for a charter to open a second school in the Bronx. Part of this process is showing that other organizations and people support our current school and our intended expansion. Since we had such a successful partnership with your school through the dissemination grant I was hoping you might be willing to write a letter of support on our behalf. I'm happy to answer any questions you may have about this and provide more details. Let me know what you think.

Please say hello to everyone for me.

Thanks, Jess

From: Elizabeth Rueda-Mattock

Dec 21, 2015

CHARTER SCHOOL

Hi Jessica!!

Attached is the letter. Sorry it took so long. Crazy busy month. All is well here at P5! Have a happy & restful holiday break!

Warm wishes, Liz

Elizabeth Rueda-Mattock Assistant Principal P369K

Brooklyn, NY 11217

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 22, 2015

To: Helen Kaufman

Subject: Help for NYC Autism Charter School

Hi Helen,

I'm wondering if you were able to find out any information on D75 programs in Districts 7 and 9 in the Bronx. Just interested in how many children with autism are served within those districts particularly those in 6:1:1 classrooms as a way of determining need for a program like ours in the South Bronx community.

On another note, I wonder if you might be willing to write us a letter of support for our expansion into the Bronx. It doesn't have to be long or involved just describing our collaboration and supporting our efforts. Let me know if that might be possible.

Thanks so much! And if I don't speak with you before, have a wonderful holiday and a happy and healthy New Year!

Best, Julie

From: Helen Kaufman Dec 22, 2015

Julie,

I am going to give you some ballpark you the numbers based upon the number of classes we have located in those districts.

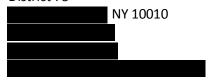
District	Students on the Spectrum		
Community District 7	324		



	1 400
Community District 9	138

If you can give me some points for the letter, I would be happy to support you in developing new programs.

Helen D. Kaufman Administrative Assistant Superintendent District 75



DR. RAM KAIRAM

From: Moira Cray Nov 20, 2015

To: Dr. Ram Kairam Subject: Appreciation

Dr. Kairam -

Thank you for inviting me to your parent meeting this morning. As you know, it is crucial that our authorizers see we have engaged the community, assessed their interest and gathered feedback. Your assistance in these efforts is invaluable.

I hope to work collaboratively in better serving children with autism and their families in the Bronx in the near future.

See attached document.

Best Moira

FACILITIES

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 29, 2015

To: Richard Bocchicchio

Subject: Question from NYC Autism Charter School

Hi Rich,

I hope you are well! I'm not sure if this news made its way to you yet, but we are planning on submitting an application to open a second charter school and are hoping to do so in the Bronx. Assuming all goes well, we would look to open in the 2017-2018 school year. You know



how much we value our current co-location relationship, not just because it saves us money, but more so because of the opportunities it affords us and our students inclusion in less restrictive classrooms or activities, peer mentoring, autism awareness efforts, etc. Those aspects of our program are a critical part of our identity.

As we look to expand, we will be asking for co-location space. I have already had some preliminary dialogue with Drew Patterson. He steered us in the direction of districts 7, 9, and 12 in the Bronx mainly because of the need for a program like ours. For some reason, the Bronx has noticeably fewer resources for children with autism than seemingly any other borough. In any case, I wanted to pick your brain about any steps I should be taking. I was told that speaking with Ronald Caccioppoli might be helpful and I'm wondering what your thoughts are.

Thanks so much in advance,

Julie

From: Richard Bocchicchio , Oct 29, 2015

Hi Julie,

Things are great! Hope you are doing well.

I did hear about the proposal. You have an amazing program and we will support in every way possible. Drew is the correct person to work with and Ron would also be helpful. Let's set up a call for early next week to discuss. Let me know what might work for you.

Great to hear from you!

Rich

Richard P. Bocchicchio Office of Space Planning Executive Director

Brooklyn, New York 11201

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 29, 2015

Rich.

Thank you so much for your quick response, kind words, and ongoing support!

Monday or Tuesday afternoon or Thursday morning are all great for me next week. Let me know if any of those options work for you.

Best,



Julie

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 22, 2015

Hi Rich,

Great talking with you recently! Just wanted to circle back and see about connecting with Ron Caccioppoli. Should I reach to him directly? If so, do you have the best contact info?

If I don't speak with you before, I hope you have a wonderful Thanksgiving!

Best,

Julie

From: Richard Bocchicchio , Nov 23, 2015

Hi Julie,

I included Ron. Let's try to arrange a call for next Tuesday if possible. Is there a possible time on that day that works for you?

Happy Thanksgiving!!!

Rich

INCLUDE NYC

From: Moira Cray Sep 22, 2015

To: Helen Murphy Subject: staff citation

Ms. Murphy -

Just want to give a "Shout Out" to Albert Martinez. Unbeknownst to him the coordinator of the Bronx Lebanon Parents Support Group added me to the agenda for yesterday's meeting. This allowed me to do a quick presentation and to assess interest in opening another NYC Autism Charter School in the Bronx. Mr. Martinez was flexible in the timing of his presentation and even translated for me – a consummate professional!

Another reason to love INCLUDE nyc!

Best Moira

From: Helen Murphy Sep 22, 2015



Moira

Thanks for passing along the compliment. Albert is the best - we are lucky to have him!

Excited about a potential new NYC Autism charter school in the Bronx. Please let us know how we can help get the word out or support the great work you do!

Helen

JESSE MOJICA

From: Jesse Mojica Sep 2, 2015

To: Monica Major

Subject: Intro – Julie Fisher

Hi Monica,

Hope you are well. I wanted to take the opportunity to introduce you to a dear colleague and friend Ms. Julie Fisher. Ms. Fisher is the executive director of the NYC Autism Charter School. Based in East Harlem, the NYC Autism Charter School is the first and only public charter school in New York devoted solely to children with autism.

I had the privilege of being on the board of the Charter school years ago and can tell you first hand that I cannot say enough about the quality of the school, its positive impact on children and families and the extraordinary leadership Ms. Fisher and co-founders Laura Slatkin and Ilene Lainer.

The exciting news is that the Board and Ms. Fisher are looking to open up a second school for children with autism and are looking to have that school sited in the Bronx!!!! She would love the opportunity to meet with the Borough President to introduce herself and school and to talk about the exciting possibility of opening up a second charter school for those with autism in the Bronx.

As always many thanks and look forward to catching up soon.

Best, Jesse

From: Julie Fisher (JFisher@nycacharterschool.org), Sep 15, 2015

To: Jesse Mojica

Subject: NYC Autism Charter School Update

Hi Jesse.

Hope you're well and enjoying this incredible weather! I just wanted to update you I emailed Monica Major from the Bronx BP's office and left her a voicemail yesterday. I'm sure she is super busy, but is there someone else in the office I could/should be reaching out to in the



interim? In the meantime, we will be speaking to a group of parents at Bronx Lebanon hospital next week and I emailed with an amazing Bronx mom named Lisa Quinonez- Fontanez who writes a blog/website called Atypical Familia. She will be coming to visit in early October. So we're rolling along! Let me know your thoughts on the BP.

Best, Julie

From: Jesse Mojica Sep 17, 2015

Hi Julie,

I recommend calling Monica at or also contacting her colleague Lucy Recio at

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 2, 2015

To: Jesse Mojica

Subject: Some follow up from NYC Autism Charter School

Hi Jesse,

I hope you are well! Just wanted to follow up on our progress with respect to Bronx community engagement with an eye toward our second charter school. I did meet with Monica Major, who was lovely and very supportive. She did not have that many specific suggestions just mainly indicated that she thought a school like ours would be warmly received no matter where we ended up. That was nice to hear!

I wanted to circle back to you just to get any other thoughts/suggestions you might have. Also, I think we would like to hold a public meeting in the Bronx (we have open houses throughout the year, but I think having some public forum in the Bronx is important). Any thoughts on where we might hold such a meeting? Would Monica be the person to reach out to on this?

Many thanks in advance,

Julie

From: Jesse Mojica Nov 2, 2015

Hi Julie,

Great to hear from you as always and happy to hear that you meeting with Monica went well. I would recommend having a public meeting in conjunction with the Borough President's office. Definitely speak to Monica about this.

Also I believe Ilene had mentioned wanting to speak to Bronx Regent Betty Rosa. I would be happy to introduce you both to her. Just let me know.

Best,



Jesse

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 17, 2015

To: Jesse Mojica

Subject: Follow up on Regent Rosa

Hi Jesse,

Hope you are well! I'm just circling back to see if you might be willing to introduce me to Regent Rosa. More and more people have suggested that I invite her to the school. If you could open that door I would be so appreciative.

I also reached out to council member Arroyo (through the generic council email system) at the suggestion of members of Viverito's staff but haven't heard back. Do you know her by chance?

Thanks in advance for all of your help. I know I've been asking guite a bit lately!

Best, Julie

From: Jesse Mojica Nov 18, 2015

Hi Julie,

Great to hear from you as always. I will reach out to Betty this week and make an introduction.

As far as Ms. Arroyo are you referring to Assembly member Arroyo or Councilmember Arroyo? Either way I recommend calling their offices as email may take longer. I believe Councilwoman Arroyo chief of staff may still be Joann Otero if it is I recommend speaking to her initially. You can mention my name as she may remember me from years past.

I will get back to you once I hear from Betty. I included the Councilwoman's info below:

District Office Address
384 E. 149th St., 3rd Ave. Suite 300 Bronx, NY 10455
District Office Phone
718-402-6130
District Office Fax
718-402-0539
Legislative Office Address
250 Broadway Suite 1768 New York, NY 10007
Legislative Office Phone
212-788-7384
Legislative Office Fax

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 18, 2015



212-788-8920

Thanks so much - this is super helpful. I look forward to the introduction!

Julie

From: Jesse Mojica Nov 20, 2015

Hi Julie,

I spoke to Dr. Rosa today and she would love to meet with you. She said to give her a call at tel:

Let me know how everything turns out and please don't hesitate to contact me if I could help further.

Best, Jesse

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 22, 2015

Thank you so much! I'll call her tomorrow and will keep you posted!

Best, Julie

LISA QUINONES-FONTANEZ

From: Julie Fisher (JFisher@nycacharterschool.org), Sep 15, 2015

To: Lisa Quinones-Fontanez

Subject: Help for NYC Autism Charter School

Dear Ms. Quinones-Fontanez,

I stumbled across your blog as I was researching services for children with autism in the Bronx. I run the NYC Autism Charter School located in East Harlem perhaps you know of it? I am really proud of the program we have created, but because we have made a commitment to keeping quality high, we have stayed small and are not able to serve that many children and families.

Because expanding our reach has always been important to us, we recently decided to submit an application to open another school in a different borough. We are considering the Bronx because there seem to be relatively few options for families living there, particularly in certain school districts.

You seem to have a wealth of knowledge about autism and, as a Bronx mom, specific information that might help us tremendously. If you would be willing, I would love to set up a



time to speak and/or have you come up to the school for a visit. Let me know if that might be a possibility.

Kind Regards,

Julie

From: Lisa Quinones-Fontanez

, Sep 15, 2015

Hi Julie,

Thank you so much for reaching out. I am familiar with the NYC Autism Charter School - I toured it (and applied) when my son was going through the Turning 5 process. I thought it was a great program.

Opening a school in The Bronx would be amazing as there are no options other than District 75 and the Horizon Program. I would love to speak with you and can be available to tour the school again. The next two weeks will be difficult, but early October works.

Best,

Lisa

From: Julie Fisher (JFisher@nycacharterschool.org), Sep 15, 2015

Lisa,

Thanks for getting back to me so quickly! Early October would be great perhaps the 8th or 9th? Or sometime during the week of the 12th?

I really look forward to meeting with you!

Julie

From: Lisa Quinones-Fontanez

, Sep 15, 2015

The morning of the 9th or the 16th works for me.

Thank you!

Lisa

From: Julie Fisher (JFisher@nycacharterschool.org), Sep 15, 2015

Why don't we say the morning of the 9th? I'm pretty flexible, so let me know what time works best for you. And thanks again!

Julie

From: Lisa Quinones-Fontanez

Oct 7, 2015



Hi Julie,

Hope all is well. Just wanted to touch base with you regarding the 9th. Are we still set? If so, please let me know what time works.

Best, Lisa

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 7, 2015

Hi Lisa,

Absolutely! Truthfully, the earlier the better. Kids arrive at 8:45 and get up to classrooms by 9. Many peal off to community based instruction after that, so if you get in closer to 9, you'll see more of them. If that is difficult for you to manage, any time later is fine. I mostly want to pick your brain about services in the Bronx and see if you can give us some guidance on who to speak to, etc.

So looking forward to meeting you!

Best, Julie

From: Lisa Quinones-Fontanez

, Oct 7, 2015

Hi Julie,

I can be there between 8:30 - 9. Would you mind sending me the address? It's been a few years and can't remember exactly where it is.

Thank you, Lisa

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 19, 2015

To: Lisa Quinones-Fontanez Subject: Catching up!

Hi Lisa,

I hope you and your family are well! I'm circling back to let you know that we are still full steam ahead with our Bronx charter application. And I have a couple favors to ask of you:

1. There is a survey we've developed and have begun to distribute to Bronx families and community members to establish the need for a program like ours and to get some initial feedback on program design elements. I'm wondering if you might be able to distribute a link to the survey to those in your network? The more people we hear from, the better. The link is here: Bronx Survey (English) and here: Bronx Survey (Spanish).



2. Would you mind writing a letter of support on our behalf? It doesn't have to be super long I know you have so much on your plate already. It would just signal to the Charter School Institute that schools like ours are necessary and important. And, hopefully, highlight why the Bronx is the next logical place for us.

Thank you so much in advance for any part of this that you feel comfortable helping with. And best wishes for a warm and wonderful Thanksgiving!

Julie

From: Lisa Quinones-Fontanez

Hi Julie,

Hope all is well. Just wanted to share that earlier this month, I did write a blog post and share it across my social media platforms. You can view the post here - http://atypicalfamilia.com/bronx-needs-autism-charter-school/

I haven't had a chance to write a letter - just completely caught up in work and the holiday season. But I am still more than happy to write one if still needed.

Enjoy the holidays!

Best, Lisa

MOTT HAVEN COMMUNITY PARTNERSHIP

From: Anderson Sweeney , Dec 8, 2015
To: Moira Cray, Idela Cruz,

Subject: MHCPP Monthly Meeting 12/10/15 12pm-2pm

REMINDER:

The Mott Haven Community Partnership General Monthly Meeting is scheduled for Thursday, December 10, 2015 12pm-2pm at JCCA, 555 Bergen Ave 4th Fl. (One block east of 149th Street & 3rd Avenue, # 2 or # 5 train stop).

Lunch will be provided, please confirm your attendance so we can order accordingly. Thank you.

Please do not use the CPP distribution list for your own personal business. If you would like to share any information just let us know and we will distribute for you.

From: John Rios Dec 8, 2015



Dear Community Stakeholders,

We met at the Education and Youth Committee of Bronx CD 1 last Thursday. I am extending you an invitation to the MHCPP meeting scheduled for Thursday, December 10, 2015, at 12pm.

The Mott Haven Community Partnership is a collaboration among the Administration for Children's Services, ACS foster care & preventive agencies, local service providers & stakeholders to help provide neighborhood based services to children and families in their own communities. The Network is a forum where agencies can share resources, ideas, information, referrals, as well as engage in joint planning, coordination, training, and advocacy.

Please let me know if you are able to attend.

John Rios, Co-Chair, Mott Haven Community Partnership

NYC DOE

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 20, 2015

To: Christina Foti

Subject: NYC Autism Charter School

Dear Ms. Foti,

I believe that one of our Trustees, Paul O'Neill, spoke with you about setting up a time for you to come and visit my school the NYC Autism Charter School. I would love extend an official invitation! I wonder if you have any time during the week of November 2nd or 9th? Paul was eager to be here for your visit as well, so if you could send me some dates I will circle back to him and identify one that works for everyone.

I look forward to meeting you soon!

Best, Julie

From: Christina Foti

Hi Julie Adding John Hammer to help us coordinate.

Christina Foti
Chief Executive Director
Special Education Office
Division of Specialized Instruction and Student Support

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 28, 2015

Hi John,



Just following up to see if you need anything on my end in terms of scheduling.

Best, Julie

From: John Hammer Oct 28, 2015

Julie,

The week of the 2nd through 9th booked pretty tightly. I have been trying to move some things around on my end to accommodate but have not been successful to this point. I will be in touch later today.

John

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 28, 2015

No worries - I can imagine how difficult scheduling is. There is no major rush just want to be sure we're still on your radar!

Best, Julie

From: John Hammer Oct 28, 2015

Julie,

I have found some time on Christina's calendar. We are cross checking with some other members of our office that we are hoping will be able to attend as well. I will share dates in the morning. Thank you for your patience.

John

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 28, 2015

Thanks so much, John! I look forward to hearing from you.

Julie

From: John Hammer , Oct 29, 2015

Julie,

I hope everything is going well. I wanted to share some dates/times that Christina is available to visit NYC Autism Charter School during the weeks on November 2nd and 9th. Christina is available:



- · Wednesday, November 4th at 9:30
- · Monday, November 9th at 9:30

Please let me know if one of these options will work for your team. If not, we can look to set aside for later in the month of November. Thanks and have a great day.

John

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 29, 2015

Hi John,

November 9th at 9:30 is perfect! Thanks so much for all of your efforts.

Best, Julie

From: John Hammer

Oct 29, 2015

Great Julie. As far as the visit - What were you planning? Does something like this work?

- 9:30-10:00 Meet with School Admin/Learn More about School Practice
- 10:00-10:30 Classroom Visits
- · 10:30-10:45 Debrief

We are looking forward to the day.

John

From: Julie Fisher (JFisher@nycacharterschool.org), Oct 29, 2015

That sounds absolutely perfect. We are so looking forward to it!

Also, I think you mentioned others may attend along with Christina. Could you send me their names and titles?

Thanks again,

Julie

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 24, 2015

To: Louise Kanian Subject: Thank you

Dear Louise,

Thank you so much for taking the time to visit our school yesterday it was wonderful to have you here again! Big changes since we first opened, right?



I'm grateful that you and all of the folks at CSE 9 have been so supportive over the years. I'm eager to establish ourselves in a new community so that we can help even more children and families, and continue to spread effective practices to other educators. Your guidance and support as we move into this next phase would be very much appreciated.

Kind Regards, Julie

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 24, 2015

To: Christina Foti Subject: Thank you

Dear Christina,

Thank you so much for taking the time to visit our school yesterday. It was abundantly clear that you have a love for children!

I'm grateful that the NYC DOE has given a program like ours the opportunity to exist and, in turn, provide our students with such an individualized and intensive education. I'm eager to establish ourselves in a new community so that we can help even more children and families, and continue to spread effective practices to other educators. Your guidance and support as we move into this next phase would be very much appreciated.

Kind Regards, Julie

From: Christina Foti

Hi Julie

We are all grateful for your commitment to serve students with autism and appreciated the time spent with you, your staff and your students. Enjoy your Thanksgiving!

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 24, 2015

To: Andrew Lowenthal Subject: Thank you

Dear Andrew,

Thank you so much for taking the time to visit our school yesterday it was great to meet you! I'm grateful that the NYC DOE has given a program like ours the opportunity to exist and, in turn, provide our students with such an individualized and intensive education. I'm eager to establish ourselves in a new community so that we can help even more children and families, and continue to spread effective practices to other educators. Your guidance and support as we move into this next phase would be very much appreciated.



Kind Regards, Julie

From: Andrew Lowenthal , Nov 24, 2015

My pleasure, Julie. Thanks for the tour!

REGENT ROSA

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 1, 2015

To: Betty Rosa

Subject: NYC Autism Charter School

Hi Betty,

Thanks again for getting back to me so quickly and for your support! I am really looking forward to meeting you in person and am eager for you and your colleagues to see the special program we have created. We are super excited about the prospect of reaching more children and families, and would love for your thoughts on how to best serve the Bronx community. Let me know some dates that might work for a visit.

Kind Regards,

Julie

From: Betty Rosa Dec 2, 2015

Possible dates: 12/9 @ 1:00pm or 12/10@ 11:30am

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 3, 2015

Hi Betty,

We would LOVE to have you on December 9th at 1:00PM! Please let me know the names of all attendees so that I can get them to security. Again, our address is a little misleading - the entrance to PS50 (the public school in which we are housed) is at the end of a ramp, set back between two housing developments, right where 101st street ends at 1st avenue. Be sure to bring ID and tell the security guard that you are visiting the NYC Autism Charter School. He/She will send you up to us on the second floor. If you have any issues, feel free to call my cell:

I'm so looking forward to meeting you in person!

Best, Julie



From: Michael Kohlhagen

Dec 8, 2015

Julie,

Good morning-

I will be visiting tomorrow along with Dr. Rosa.

I am hoping we can change the start time to 10 am for both Dr. Rosa and me.

Please confirm by email or cell below; thank you in advance-

Looking forward,

Please always text or call with urgent matters at

Michael Kohlhagen Vice President

Center for Educational Innovation

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 8, 2015

Hi Michael,

I'm so excited to have you here! Here is the issue - we have our big annual holiday recital this Friday. We rely on PS50 space for the event - space that we don't typically have access to. The PS50 principal generously gave us one extra morning to allow students to practice playing in the recital room and to allow us to work out any last minute kinks. That morning is tomorrow, so my concern with a visit at that time is that you wouldn't see typical instruction. If 1:00PM doesn't work, I would be more than happy to reschedule the visit for a morning or afternoon next week. I'm so sorry - it is literally the one time slot that is a bit wonky. Let me know what works for you.

Best,

Julie

From: Michael Kohlhagen (

, Dec 8, 2015

Give me a call before 9:30 (senior staff meeting) if possible - I'll try you later as well thanks

From: Michael Kohlhagen

Dec 8, 2015

Julie,

Can we reschedule for Wednesday, December 16 @ 10:30 am? Thanks in advance-

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 8, 2015

That is perfect! So just to clarify that is a reschedule for the entire group, correct? I know Dr. Rosa mentioned that Regent Cashin might be joining for the visit. I would love to have her as well.



Best, Julie

From: Michael Kohlhagen

Dec 8, 2015

Yes. I will check with her after the Regents meeting

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 16, 2015

To: Betty Rosa, Michael Kohlhagen, Sy Fiegel

Subject: Thank you...

Dear Betty and Michael,

Thank you so much for taking time out of your busy schedules to come visit us today. You are both a wealth of valuable information and resources - I am grateful that you are willing to share them with me, and am grateful to have your support for our future plans in the Bronx (or should I say "boogie down Bronx"!). I hope you both have a wonderful holiday and best wishes for a happy and healthy New Year!

Kind Regards, Julie

From: Betty Rosa

Dec 16, 2015

I shared the information with the Borough President today. He is very supportive of your plans. Monica was thrilled to know that you are coming to the Bronx.

SOUTH BRONX ASTHMA PARTNERSHIP (SOBRAP)

From: Ana Maria Emeh , Sep 21, 2015

To: Moira Cray, Ambreen Kahn

Subject: Your invitation to present your program

Hi Ms. Cray,

It was exciting hearing you this morning.

The South Bronx Asthma Partnership (SOBRAP) oversees and partners with 80 day care centers in the Bronx.

We are having our Quarterly meeting November 16, 2015 and would like you to come and tell us all about the Autism Charter School.

I hope you accept our invitation.

Thank you,



Ana Maria Emeh, MB, BCH

SOBRAP Program Manager Department of Pediatrics Bronx Lebanon Hospital Center Bronx, NY 10457

SOUTH BRONX POLICE ATHLETIC LEAGUE

From: Miriam Peña , Nov 13, 2015

To: Moira Cray

Subject: NYC Autism Charter School

Hello Ms. Cray

I am not sure how I can help but if you like to come and speak to me about your plans please feel free to come by next week after 11am to the address below. I will not be here on the 18th or 20th.

Thank you,

Miriam Peña, MSW

Center Director New South Bronx Center Police Athletic League, Inc.

Bronx, NY 10459

SUPERINTENDENTS

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 4, 2015

To: Elisa Alvarez

Subject: Follow up from NYC Autism Charter School

Dear Ms. Alvarez,

Just circling back in the hopes that I might persuade you to come for a visit sometime soon! Some upcoming dates that work well on our end would be the mornings of: Monday, November 16th Wednesday, November 18th or Thursday, November 19th. Let me know if any of those dates work for you. And if not, please let me know when you might have some time. I



would love to have the opportunity to get your thoughts and guidance as we look to expand our school.

Best, Julie

From: Elisa Alvarez

Nov 4, 2015

Good Evening Ms. Fisher,

Thank you for your gracious invitation, I would love to visit and the 19th works well with me. How does 10am sound?

Please advise,

Ms. Elisa Alvarez Community Superintendent, IA District 7

Bronx, NY 10451/

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 5, 2015

Ms. Alvarez,

The 19th at 10AM is perfect! Thank you so much for making the time. We are co-located in PS 50 on the second floor. Let me know if you need more specific directions. I look forward to meeting you!

Best, Julie

From: Egardo Lopez Nov 23, 2015

To: Julie Fisher

Subject: Meeting with Superintendent Alvarez

Good afternoon Ms. Fisher,

Here are the following dates I may be able to schedule:

Friday December 4th at 11:30AM Tuesday December 8th at 11AM or 1PM Friday December 11th at 11AM or 1PM

Thank you for your time.

Respectfully,



Edgardo Lopez Administrative Assistant Elisa Alvarez, Community Superintendent, IA Community School District 7

Bronx, New York 10451

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 24, 2015

Hi Mr. Lopez,

Tuesday, December 8th at 1:00PM would be perfect!

Thank you so much and have a happy Thanksgiving!

Best, Julie

From: Julie Fisher (JFisher@nycacharterschool.org), Dec 14, 2015

Hi Mr. Lopez,

I hope you are well! I thought we scheduled a visit from Ms. Alvarez but perhaps you never received my email? I'm sure her schedule is incredibly busy, but I'm wondering if we could get a visit on the calendar for right after the holidays? If that seems tricky, I'm wondering if we could at least schedule time for a phone call, just so that I can give her more information about our program and get some much needed guidance from her. Let me know if either is possible.

Many thanks in advance,

Julie

MISCELLANEOUS

From: Delia Rodriguez , Oct 9, 2015

To: Julie Fisher

Subject: Bronx Outreach Location

Hi Julie,

I hope you had a great meeting with Lisa from Autism wonderland-renamed as Atypical familia / Lisa began blog after son was diagonal with autism. She has written about several autism stories at http://atypicalfamilia.com all her stories are very touching. I love reading her blogs every week or two.



Here are some places that you can contact in the Bronx to do so outreach in the Bronx area. Most of these place I had attend or still attend for support.

Bronx	Parents	Autism	Sup	port	Circl	ϵ
D. 0		,	- C. P	P O . L	· · ·	•

Group was formed by three Bronx Mom's in 2013. They got together a created a support group and with weeks the numbers of members increased. We meet once a month on 2nd Tuesday of every month at Latino Pastoral Action Center 4 West 170th Street, Bronx, NY. They have over 100 members. Here few ways to contact them. I'm active member with them.

100 members. Here few ways to contact them. I'm active member with them.
Founders are:
Kpana Kpoto,
Irene Rodie Watson
Marisol Vendrell
Telephone number, email, email, www.meetup.com/Bronx-Parents-Autism-
Support-Circle/
Rose F Kennedy Center at Albert Einstein College of Medicine
Albert Einstein College of Medicine, Bronx, NY 10461/
Bronx, NY 1046 Tel: website: http://www.einstein.yu.edu
Kevin attend this clinic since he was 6 months for therapy up to the age of two years and then
services started to increase. He was referred to Early Intervention. Kennedy Center is the
number one place in the Bronx where all doctors and schools send their kids to get Evaluation done.
Kevin's Developmental Doctor at this location was Lisa H Schulman MD, Tel #
and email address: . We haven't seen her since for over a year now.
They mutipal locations and resource to spread the word in the Bronx Community.
Early Intervention Agent/ St Mary's Hospital for Children
Yonkers, NY 10701
Maria Diaz- Service Coordinator, email:
It's been over 4 years since we haven't contact them since Kevin aged out of their services.
Volunteers of America-VOA / Bronx Early Learning Center
Bronx, NY 10457, Tel Website: www.voa-gny.org
/ http://www.voa-gny.org/belc
Rosemary Santiago Intake Coordinator, email address:
Kevin attended this school for two years because of them they where able to get Kevin to say his
1st words. I had very close relationship with them and she will remember us as soon as you
mention are names.
Bronx House
Bronx, NY 10456, Tel



website: http://www.bronxworks.org

I don't have direct contact person. I attend few free workshops autism related and non autism related. They help community to improve their economic and social well-being in all ages. They have a few locations in the Bronx.

I hope this helps with the process and keep in mind Bronx one of the number borough in NYC under served.

Have a great weekend.

Delia Rodriguez

From: Julie Fisher (JFisher@nycacharterschool.org), Nov 10, 2015

To: Jack Doyle

Subject: Referral from Mili Bonilla

Hi Mr. Doyle,

I am the Executive Director of the NYC Autism Charter School in East Harlem. Mili Bonilla suggested that I reach out to you as we are looking to replicate our program for children with autism in the South Bronx ideally CSD 7 or 9. We opened in 2005 and serve a small number of students with very significant and specific needs. The demand for programs like ours is great, and parents in the autism community have expressed an eagerness for us to expand for some time. We finally feel ready to do so. I would love the opportunity to meet with you and get some of your thoughts and guidance, and would also love to extend an invitation to visit our school so that you can see firsthand what our program looks like. I'm biased, but I think it is a really special place! Let me know what your schedule might allow.

Many thanks in advance,

Julie

From: Michelle Newhouse , Nov 22, 2015

To: Julie Fisher

Subject: SpectrumParent Group

Lynn posted the survey link in a 3 special needs list groups so hopefully, you'll get some input for the survey. I asked Delia to post in her Bronx support groups too. One thing, I clicked through the survey and didn't enter any information and it still allowed me to submit the survey. Assuming you need specific information entered to make this survey worthwhile (zip code, name, address etc.), you should make some of the question required or mandatory, Here's how to do it http://help.surveymonkey.com/articles/en_US/kb/How-can-I-make-survey-questions-mandatory

Also, you may want to contact agencies with a presence in the Bronx like YAI, AHRC, Theracare etc. for parent input on the survey. Families with 3 year olds will be ready to apply by 2017. If you Google "best early intervention agencies Bronx", there are other agencies listed but I've never heard of them.

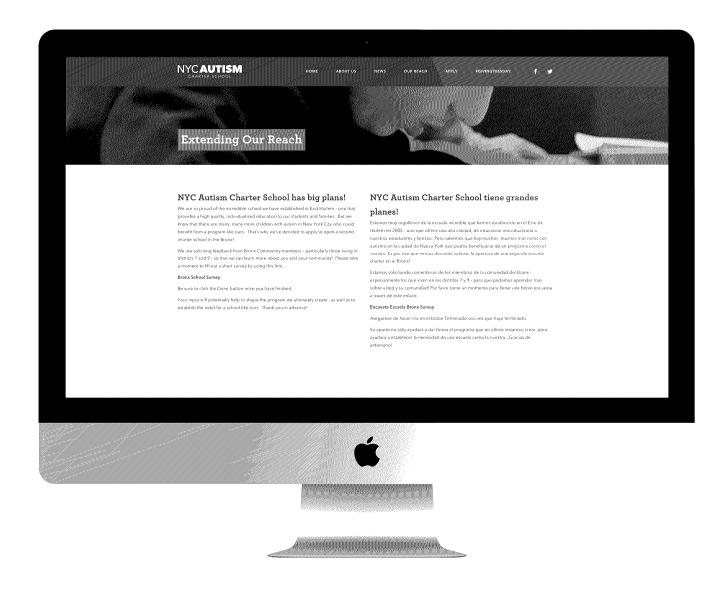


That's it! Have a nice day!



PART 2: FLYERS, SOCIAL MEDIA, AND SURVEYS

WEBSITE SCREENSHOT



FACEBOOK SCREENSHOT



BRONX COMMUNITY SURVEY (ENGLISH)



We want your input!

The NYC Autis Chart er School is a public school located in East Harlem. It is the first and only charter school in New York State exclusively dedicated to egucatin di ld en diagnosed with severe to moderate autis spectrum d sor der (ASD).

The school's program design elements include:

- A high instructioal ratio(1:1 in nos t classrooms) for students ages 5-21
- The use of an individualized curriculum that meets the specificreeds of each student
- A high degree of parent involvement (e.g., an open door policy; regular educatioal me e tins; home vists and w orkshops)
- A positive and collaborative culture that is focused on student well-being and independence above all else
- Internship programs to train future educators

Since its doors opened in 2005, the NYC Autis α that er School has worked hard to develop strong tie \dot{w} thin the α al community.

What are your thoughts on amNYC Autis Chart er School opening in thenBronx? Please take a mbment to fil out this sur vey and let us know!

1.	I am (click all that apply):	5.	Please list the schools that your children/child attend(s):
	Parent		
	Parent of a child with autis		Child 1
	Educator		
	Local community member		Child 2
	Local business owner		
	Other (please specify):		Child 3
		6.	For more than 3 children, please list additioal school below:
2.	What is your zip code?		
3.	Oraco cara con all'illana a dia con dia con conditionale a seri		
٠.	How many children do you have under the age		
٥.	of 21?	7.	How do you feel about charter schools?
٥.		7.	How do you feel about charter schools? I support charter schools and believe that parent
3.	of 21?	7.	,
J.	of 21?	7.	I support charter schools and believe that parent
J.	of 21? 0 1	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools
J.	of 21? 0 1 2	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them
4.	of 21? 0 1 2 3+	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools
	of 21? 0 1 2 3+	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools I am indifferent
	of 21? 0 1 2 3+ Of your children, how many are diagnosed with	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools I am indifferent I do not support charter schools
	of 21? 0 1 2 3+ Of your children, how many are diagnosed with	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools I am indifferent I do not support charter schools I am not sure what a charter school is
	of 21? 0 1 2 3+ Of your children, how many are diagnosed with autis spectrum d sor der?	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools I am indifferent I do not support charter schools I am not sure what a charter school is
	of 21? 0 1 2 3+ Of your children, how many are diagnosed with autis spectrum d sor der? 0	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools I am indifferent I do not support charter schools I am not sure what a charter school is
	of 21? 0 1 2 3+ Of your children, how many are diagmosed with autis spectrum d sor der? 0 1	7.	I support charter schools and believe that parent should have a choice I support charter schools but I do not like them located in community district schools I am indifferent I do not support charter schools I am not sure what a charter school is

BRONX COMMUNITY SURVEY (ENGLISH) CONT'D

8.	Do you think that a schoomlike the NYC Autis	12. Additioal comments:
	Charter School would be valuable for children with	
	autis in your community?	
	Yes	
	No	
	No opinion	
	•	13. Address:
9.	Do you think a schoomlike the NYC Autis Charter	
	School would be valuable for your community in	Name
	general?	
	8	Address
	Yes	
	No	City/Borough
	No opinion	
		State
10.	. Tell us what you think is most important to consider	
	in opening and designing a school for children with	Zip code
	autis in your community:	
	, ,	Email address
		L <u> </u>
		Phone number
11.	. If you are a parent of a childrwith autis, rwould you	
	submit an applicatio for your childro attend the	
	NYC Autis Charter School Bronx?	
	Yes	
	No	
	I am not a parent of a childrwith autis	
Tha	ank ry iou!	

To stay updated on the progress of the NYC Autis Charter School's applicatio to open a second charter school in the Bronx, or if you have further questios about the NYC Autis Charter School or would like to attend an Open House at our East Harlem site, please misit our website at www.nycautisc hart erschool.org.

BRONX COMMUNITY SURVEY (SPANISH)



¡Queremos conocer su opinión!

La NYC Autism Charter School es una escuela pública independiente, también conocida como escuela charter, ubicada en el barrio de East Harlem. Se trata de la primera y única escuela charter del estado de Nueva York que se dedica, en forma exclusiva, a la educación de niños diagnosticados con el trastorno del espectro autista, en un grado de moderado a grave.

Entre los elementos de diseño del programa de la escuela pública independiente se incluyen:

- Una mayor proporción de instructores (1:1 en la mayoría de las aulas) para los alumnos entre los 5 y los 21 años.
- El uso de un programa curricular personalizado que satisfaga las necesidades específicas de cada alumno.
- Un grado elevado de participación de los padres (p. ej., una política de puertas abiertas, reuniones educativas frecuentes, visitas a los hogares y talleres).
- Una cultura positiva y de colaboración que se centre, principalmente, en el bienestar y la independencia de los alumnos.
- Programas de pasantías para la capacitación de futuros educadores.

Desde que abrió sus puertas en 2005, la NYC Autism Charter School ha trabajado con tenacidad para desarrollar vínculos sólidos dentro de la comunidad local.

Nos gustaría saber qué opina acerca de la apertura de una escuela NYC Autism Charter School en el barrio del Bronx. Complete esta encuesta y permítanos conocer su opinión.

1.	Soy (seleccione todas las respuestas que correspondan):	5.	Mencione las escuelas a las que asisten sus hijos: Hijo 1
	 □ Madre o padre □ Madre o padre de un niño con autismo □ Educador □ Miembro de la comunidad local □ Propietario de un comercio local □ Otro (especifique su respuesta): 	6.	Hijo 2 Hijo 3 En caso de tener más de 3 hijos, mencione el resto de las escuelas a continuación:
2.	¿Cuál es su Código Postal?	7.	¿Cuál es su opinión respecto de las escuelas charter?
3.	¿Cuántos hijos tiene que sean menores de 21 años? □ 0 □ 1 □ 2 □ 3+		 Estoy a favor de las escuelas charter y considero que los padres deben contar con una alternativa Estoy a favor de las escuelas charter, pero no me gustaría que se encuentren en las escuelas de distrito de la comunidad No tengo preferencias al respecto
4.	De sus hijos, ¿a cuántos se les ha diagnosticado el trastorno del espectro autista?		No estoy a favor de las escuelas charter No sé qué es una escuela charter Otro (especifique su respuesta):
	□ 0 □ 1 □ 2 □ 3+		

BRONX COMMUNITY SURVEY (SPANISH) CONT'D

8.	¿Considera que una escuela como la NYC Autism Charter School sería beneficiosa para los niños de su comunidad que padecen autismo?	12. Comentarios adicionales:
	☐ Sí ☐ No ☐ Sin opinion	
9.	¿Considera que una escuela como la NYC Autism Charter School sería beneficiosa para su comunidad en general?	13. Dirección Nombre Dirección
	□ Sí □ No □ Sin opinion	Cuidad
10.	Mencione los factores que considera más importantes para abrir y diseñar una escuela orientada a niños que padecen autismo en su comunidad:	Código Postal Correo Electrónico
		Numero de Teléfono
11.	En caso de ser madre o padre de un niño con autismo, ¿presentaría una solicitud para que su hijo asista a la escuela NYC Autism Charter School del Bronx?	
	☐ Sí☐ No☐ No soy madre ni padre de un niño con autism	
	ragion I	

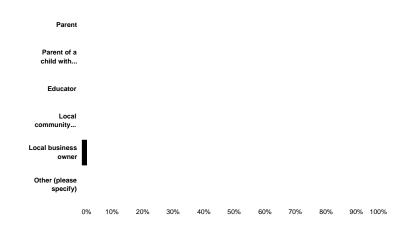
¡Gracias!

Para obtener información al día sobre el progreso de la aplicacion de la escuela NYC Autism Charter School sobre sus planes para la aperture de una segunda escuela charter en el Bronx, o bien, si desea asistir a una Jornada de Puertas Abiertas (Open House) en neustro sitio al este de Harlem, visite nuestro sitio web www.nycautismcharterschool.org.

BRONX SURVEY RESPONSES (ENGLISH)

Bronx School Survey

I am (click all that apply):



Answer Choices	Responses	
Parent	41.29%	64
Parent of a child with autism	47.74%	74
Educator	14.19%	22
Local community member	9.68%	15
Local business owner	1.94%	3
Other (please specify)	10.32%	16

Total Respondents: 155

#	Other (please specify)	Date
1	Grandmother	1/7/2016 9:44 AM
2	Sister - Legal Guardian	1/1/2016 9:01 AM
3	Grandparent	12/30/2015 12:40 PM
4	also an aunt of 2 children who have autism	12/14/2015 10:58 AM
5	Mental Health Screener	12/14/2015 10:31 AM
6	Program Director	12/14/2015 10:07 AM
7	Physical Therapist	12/11/2015 6:24 PM
8	Nephew with autism	12/9/2015 12:23 AM
9	Grandmother	12/5/2015 11:23 PM
10	Occupational therapist	12/5/2015 10:59 PM
11	Family Worker	12/3/2015 1:18 PM
12	Case Manager for Head Start	12/3/2015 10:46 AM

13	School Psychologist	11/24/2015 3:18 PM
14	Relative of a child that has autism	11/23/2015 9:37 PM
15	Friend of a parent with a cold that has autism	11/23/2015 9:24 PM
16	resident	11/23/2015 5:29 PM

What is your zip code?

#	Responses		Date
1	10459		1/13/2016 1:31 PM
2	10466		1/12/2016 9:09 PM
3	10469		1/8/2016 1:38 PM
4	10031		1/7/2016 9:48 AM
5		10468	1/7/2016 9:45 AM
6		10452	1/7/2016 9:43 AM
7		10454	1/7/2016 9:40 AM
8	10583		1/7/2016 9:37 AM
9		10468	1/7/2016 9:34 AM
10		10467	1/7/2016 9:32 AM
11		10459	1/7/2016 9:27 AM
12		10467	1/4/2016 5:06 PM
13		10468	1/4/2016 12:51 AM
14		10456	1/3/2016 10:00 PM
15		10463	1/2/2016 11:11 AM
16		10459	1/1/2016 9:16 AM
17		10467	1/1/2016 9:13 AM
18		10461	1/1/2016 9:10 AM
19		10453	1/1/2016 9:07 AM
20	11207		1/1/2016 9:05 AM
21	10027		1/1/2016 9:01 AM
22		10460	1/1/2016 8:58 AM
23		10468	1/1/2016 8:55 AM
24		10454	12/31/2015 5:55 PM
25	10029		12/30/2015 12:45 PM
26		10457-7752	12/30/2015 12:40 PM
27	10039		12/30/2015 12:36 PM
28		10467	12/29/2015 4:41 PM
29		10465	12/28/2015 11:03 PM
30		10451	12/28/2015 7:39 PM
31		10463	12/27/2015 9:37 AM

		·	
32		10457	12/14/2015 3:47 PM
33		10463	12/14/2015 12:07 PM
34	10029		12/14/2015 12:01 PM
35	10037		12/14/2015 11:40 AM
36		10456	12/14/2015 11:28 AM
37	11105		12/14/2015 11:17 AM
38	10026		12/14/2015 11:15 AM
39		10455	12/14/2015 10:58 AM
40		10467	12/14/2015 10:31 AM
41		10455	12/14/2015 10:29 AM
42		10453	12/14/2015 10:00 AM
43	10031		12/11/2015 6:24 PM
44	11370		12/9/2015 3:51 PM
45		10456	12/9/2015 10:39 AM
46		10457	12/9/2015 12:23 AM
47		10457	12/8/2015 10:14 PM
48		10467	12/8/2015 4:04 PM
49		10459	12/7/2015 7:52 PM
50		10457	12/6/2015 6:06 PM
51		10469	12/6/2015 5:40 PM
52		10459	12/6/2015 3:20 PM
53		10467	12/6/2015 9:35 AM
54		10462	12/6/2015 6:47 AM
55		10457	12/5/2015 11:23 PM
56		10465	12/5/2015 10:59 PM
57		10461	12/5/2015 10:59 PM
58		10457	12/5/2015 10:02 PM
59		10453	12/5/2015 9:26 PM
60		10459	12/5/2015 8:21 PM
61		10463	12/5/2015 8:01 PM
62		10459	12/5/2015 7:50 PM
63		10471	12/5/2015 7:43 PM
64		10457	12/5/2015 3:52 PM
65	08610		12/5/2015 1:10 PM
66		10460	12/5/2015 12:21 PM
67	11372		12/5/2015 11:05 AM
68	07628		12/5/2015 8:33 AM
69		10462	12/5/2015 8:09 AM
70		10457	12/3/2015 2:26 PM
71		10451	12/3/2015 2:16 PM
72		10453	12/3/2015 2:13 PM

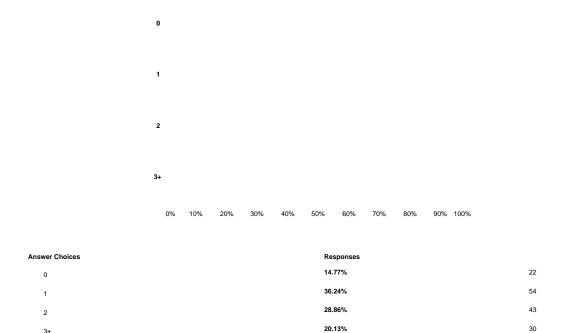


73		10469	12/3/2015 2:02 PM
74		10457	12/3/2015 1:50 PM
75		10457	12/3/2015 1:43 PM
76		10457	12/3/2015 1:38 PM
77		10456	12/3/2015 1:30 PM
78		10451	12/3/2015 1:18 PM
79		10456	12/3/2015 1:00 PM
80		10456	12/3/2015 12:50 PM
81		10460	12/3/2015 12:43 PM
82		10451	12/3/2015 11:54 AM
83		10451	12/3/2015 11:45 AM
84		10451	12/3/2015 11:34 AM
85	10029		12/3/2015 11:13 AM
86	10029		12/3/2015 11:02 AM
87		10456, & 10457	12/3/2015 10:46 AM
88	10029		12/3/2015 10:42 AM
89		10452	12/3/2015 10:36 AM
90		10456	12/3/2015 10:31 AM
91		10457	12/3/2015 10:09 AM
92		10452	12/2/2015 8:59 PM
93		10459	11/30/2015 12:19 PM
94		10471	11/30/2015 11:21 AM
95		10471	11/29/2015 3:00 PM
96		10454	11/25/2015 12:48 PM
97		10471	11/24/2015 8:09 PM
98		10459	11/24/2015 7:45 PM
99		10459	11/24/2015 7:40 PM
100		10459	11/24/2015 7:37 PM
101	10026		11/24/2015 7:11 PM
102		10469	11/24/2015 3:18 PM
103		10474	11/24/2015 3:10 PM
104	10026		11/24/2015 2:51 PM
105		10455	11/24/2015 2:07 PM
106		10459	11/24/2015 1:42 PM
107		10465	11/24/2015 8:59 AM
108		10458	11/24/2015 8:49 AM
109		10475	11/24/2015 8:11 AM
110		10472	11/24/2015 7:49 AM
111		10456	11/24/2015 1:57 AM
112		10461	11/23/2015 10:54 PM
113		10469	11/23/2015 10:45 PM

114		10457	11/23/2015 9:37 PM
115	10029		11/23/2015 9:24 PM
116		10472	11/23/2015 9:16 PM
117		10475	11/23/2015 7:44 PM
118		10462	11/23/2015 7:16 PM
119		10467	11/23/2015 7:16 PM
120		10457	11/23/2015 6:09 PM
121		10465	11/23/2015 5:38 PM
122		10452	11/23/2015 5:33 PM
123		10468	11/23/2015 5:27 PM
124		10461	11/23/2015 5:12 PM
125		10465	11/23/2015 5:07 PM
126		10462	11/23/2015 4:52 PM
127	11377		11/23/2015 4:37 PM
128		10472	11/23/2015 4:22 PM
129		10460	11/23/2015 3:52 PM
130		10451	11/23/2015 3:28 PM
131		10462	11/23/2015 3:17 PM
132		10473	11/23/2015 3:05 PM
133		10456	11/23/2015 2:34 PM
134		10453	11/23/2015 2:30 PM
135		10465	11/23/2015 2:24 PM
136		10455	11/23/2015 2:18 PM
137		10456	11/23/2015 2:14 PM
138		10462	11/23/2015 2:13 PM
139		10468	11/23/2015 2:12 PM
140		10456	11/23/2015 2:12 PM
141		10461	11/23/2015 2:10 PM
142		10457	11/23/2015 2:06 PM
143		10459	11/23/2015 2:04 PM
144		10462	11/23/2015 2:03 PM
145		10472	11/23/2015 2:03 PM
146		10468	11/23/2015 2:02 PM
147		10455	11/21/2015 4:12 PM
148	10128		11/21/2015 9:37 AM
149		10467	11/21/2015 8:45 AM
150		10456	11/20/2015 9:30 AM

How many children do you have under the age of 21?



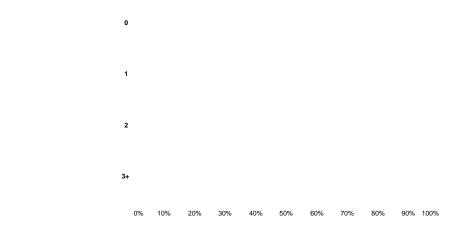


Of your children, how many are diagnosed with autism spectrum disorder?

6/39

149

Total



Α	nswer Choices	Responses	
	0	24.16%	36
	1	69.80%	104
	2	4.70%	7
	3+	1.34%	2
T	otal		149

Please list the schools that your children/child attend(s)

Answer Choice	es	Responses		
Child 1		100.00%	111	
Child 2		40.54%	45	
Child 3		10.81%	12	
#	Child 1		Date	
1	X 723		1/13/2016 1:32 PM	
2	PS 153		1/7/2016 9:49 AM	
3	Howard Haber Early Learning		1/7/2016 9:43 AM	
4	Irvington High School		1/7/2016 9:37 AM	
5	Howard Haber Early Learning		1/7/2016 9:35 AM	
6	Co-Op City		1/7/2016 9:33 AM	
7	St. John Chrysostom		1/7/2016 9:28 AM	

7/39

1/4/2016 5:06 PM

Volunteers of America Early Learning Academy

9	P10X @ 817	1/4/2016 12:53 AM
10	New york Institute for special Education	1/3/2016 10:01 PM
11	ps 25	1/2/2016 11:12 AM
12	PS 338 @ 204	1/1/2016 9:16 AM
13	PS/MS 280	1/1/2016 9:13 AM
14	PS 71	1/1/2016 9:10 AM
15	Harry Gordon	1/1/2016 9:08 AM
16	Catholic School	1/1/2016 9:05 AM
17	AMAC	1/1/2016 9:02 AM
18	Herbert G Birch	1/1/2016 8:59 AM
19	lvy's Daycare Group	1/1/2016 8:55 AM
20	PS 226	12/30/2015 12:45 PM
21	PS 176 Co-op City School	12/30/2015 12:41 PM
22	Birch Family Services - Manhattan	12/30/2015 12:37 PM
23	Fordham High School for the Arts	12/29/2015 4:43 PM
24	Fordham preparatory school	12/28/2015 11:03 PM
25	P12x Lewis & Clark School 2555 Tratman ave	12/28/2015 7:41 PM
26	P.352 @ 134	12/14/2015 3:49 PM
27	AhRC Early Learning Center	12/14/2015 12:07 PM
28	P.S. 138	12/14/2015 12:01 PM
29	Kipp Star of Harlem College Prep	12/14/2015 11:41 AM
30	Herbert Birch	12/14/2015 11:29 AM
31	Birch L.I.C.	12/14/2015 11:25 AM
32	New York Center for Child Development	12/14/2015 11:15 AM
33	PS 279	12/14/2015 10:59 AM
34	P10X	12/14/2015 10:33 AM
35	NYC League Harry Gorden School	12/14/2015 10:00 AM
36	Central Park early learning	12/11/2015 6:25 PM
37	Hallen	12/9/2015 10:39 AM
38	St. Simon Stock	12/9/2015 12:25 AM
39	PS 57	12/8/2015 10:15 PM
40	Home schooling	12/8/2015 4:04 PM
41	Mt. St. Michael Academy	12/6/2015 6:07 PM
42	PS168@20 Bronx NewYork 10467	12/6/2015 5:41 PM
43	PS 352@75	12/6/2015 3:22 PM
44	PS28 Horizon Program Bronx	12/6/2015 9:36 AM
45	District 75 PS 176 @178	12/6/2015 6:48 AM
46	my grandson goes to PS 57	12/5/2015 11:31 PM
47	PS 57-about to transfer to Horizon Prog at PS 28	12/5/2015 10:03 PM
48	Hawthorne Country Day School	12/5/2015 9:27 PM
49	Hawthorne Country Day School	12/5/2015 8:02 PM



50	Gillen Brewer	12/5/2015 7:43 PM
51	professional preforming arts HS	12/5/2015 3:53 PM
52	C.s 134	12/5/2015 12:21 PM
53	TRCS	12/5/2015 11:05 AM
54	Grant elementary	12/5/2015 8:34 AM
55	Hawthorne Country Day School	12/5/2015 8:09 AM
56	P.S. 498X @ 176	12/3/2015 2:29 PM
57	Future Leaders Charter	12/3/2015 2:18 PM
58	PS 173	12/3/2015 2:13 PM
59	P.S. 89	12/3/2015 2:03 PM
60	High School for Medial Science	12/3/2015 1:52 PM
61	Philip H. Michaels	12/3/2015 1:20 PM
62	N/A	12/3/2015 12:50 PM
63	P.S. 146	12/3/2015 12:44 PM
64	IChan Charter School 6	12/3/2015 11:47 AM
65	M.S. 331	12/3/2015 10:37 AM
66	PS 110	12/3/2015 10:31 AM
67	Amac	12/3/2015 10:10 AM
68	Ps 35x	12/2/2015 9:00 PM
69	ASD Nest program at a Bronx elementary school	11/29/2015 3:00 PM
70	P17@43	11/25/2015 12:48 PM
71	SLCD in Glen Cove	11/24/2015 8:10 PM
72	X352	11/24/2015 7:11 PM
73	P.S. 28X Horizon Program	11/24/2015 3:11 PM
74	Davery Cruz PS079	11/24/2015 2:51 PM
75	Ps 1x Courtlandt school	11/24/2015 2:08 PM
76	PS168/194	11/24/2015 1:43 PM
77	P.s25 Bilingual School	11/24/2015 9:00 AM
78	P10x@390	11/24/2015 8:50 AM
79	New York institute	11/24/2015 7:51 AM
80	Girls Prep Bronx Elementary	11/24/2015 1:58 AM
81	New York Center Autism Charter School	11/23/2015 10:55 PM
82	The hallen school	11/23/2015 10:45 PM
83	Hero high school	11/23/2015 9:16 PM
84	Birch Family Services	11/23/2015 7:17 PM
85	PS 168X@PS160	11/23/2015 7:17 PM
86	PX10	11/23/2015 6:09 PM
87	not willing to list	11/23/2015 5:28 PM
88	PS 71	11/23/2015 5:13 PM
89	preston hs	11/23/2015 5:08 PM
90	p.s 178	11/23/2015 4:53 PM



91	Ps152	11/23/2015 4:38 PM
92	Walter Reade school P9	11/23/2015 4:24 PM
93	PS 206	11/23/2015 3:29 PM
94	Homeschooled	11/23/2015 3:18 PM
95	P.S 5 (Manhattan)	11/23/2015 3:06 PM
96	PS 17x	11/23/2015 2:35 PM
97	Ps 176x	11/23/2015 2:26 PM
98	PS138M@PS30	11/23/2015 2:19 PM
99	Ps17@ps43	11/23/2015 2:15 PM
100	Ps 352	11/23/2015 2:14 PM
101	PS 033 Timothy Dwight	11/23/2015 2:13 PM
102	ps 176X	11/23/2015 2:13 PM
103	ps 71	11/23/2015 2:11 PM
104	P10 @ 240	11/23/2015 2:07 PM
105	Alcott Montisore Dobbs Ferry	11/23/2015 2:04 PM
106	P176 @ 153	11/23/2015 2:04 PM
107	x811	11/23/2015 2:04 PM
108	Brooklyn blue feather	11/23/2015 2:02 PM
109	Ps 25	11/21/2015 4:12 PM
110	P94M	11/21/2015 8:47 AM
111	P17X @ 43	11/20/2015 9:30 AM
111 #	P17X @ 43 Child 2	11/20/2015 9:30 AM Date
111 # 1		
#	Child 2	Date
# 1	Child 2 PX 17	Date 1/7/2016 9:28 AM
# 1 2	Child 2 PX 17 Manhattan Christian Academy	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM
# 1 2 3	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM
# 1 2 3 4	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM
# 1 2 3 4 5	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:10 AM
# 1 2 3 4 5	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:08 AM
# 1 2 3 4 5 6 7	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:08 AM 1/1/2015 12:45 PM
# 1 2 3 4 5 6 7	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:08 AM 1/1/2016 9:08 AM 12/30/2015 12:45 PM 12/29/2015 4:43 PM
# 1 2 3 4 5 6 7 8 9	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:08 AM 1/1/2016 9:08 AM 1/2/20/2015 12:45 PM 12/29/2015 11:03 PM
# 1 2 3 4 5 6 7 8 9 10	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School Trabajamos Community Head Start	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:10 AM 1/1/2016 9:08 AM 1/2/30/2015 12:45 PM 12/28/2015 11:03 PM 12/14/2015 3:49 PM
# 1 2 3 4 5 6 7 8 9 10	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School Trabajamos Community Head Start N/A	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:10 AM 1/1/2016 9:08 AM 1/2/30/2015 12:45 PM 12/29/2015 4:43 PM 12/28/2015 11:03 PM 12/14/2015 3:49 PM
# 1 2 3 4 5 6 7 8 9 10 11	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School Trabajamos Community Head Start N/A PS 279	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:10 AM 1/1/2016 9:08 AM 1/2/30/2015 12:45 PM 12/29/2015 4:43 PM 12/28/2015 11:03 PM 12/14/2015 11:25 AM 12/14/2015 11:25 AM
# 1 2 3 4 5 6 7 8 9 10 11 12	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School Trabajamos Community Head Start N/A PS 279 PS41	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:08 AM 1/2/30/2015 12:45 PM 12/29/2015 4:43 PM 12/28/2015 11:03 PM 12/14/2015 10:59 AM 12/14/2015 10:59 AM
# 1 2 3 4 5 6 7 8 9 10 11 12 13	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School Trabajamos Community Head Start N/A PS 279 PS41 St. Margaret Mary	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:08 AM 1/2/30/2015 12:45 PM 12/29/2015 4:43 PM 12/28/2015 11:03 PM 12/14/2015 13:49 PM 12/14/2015 11:25 AM 12/14/2015 10:59 AM
# 1 2 3 4 5 6 7 8 9 10 11 12 13 14	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School Trabajamos Community Head Start N/A PS 279 PS41 St. Margaret Mary S 109	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:13 AM 1/1/2016 9:10 AM 1/1/2016 9:08 AM 12/30/2015 12:45 PM 12/29/2015 4:43 PM 12/28/2015 11:03 PM 12/14/2015 11:25 AM 12/14/2015 10:59 AM 12/14/2015 10:39 AM 12/6/2015 6:07 PM 12/5/2015 9:27 PM
# 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15	Child 2 PX 17 Manhattan Christian Academy Family Life Charter School MS 280 Stepping Stone MS 390 PS 50 Birch Family Services Hawthorne Country Day School Trabajamos Community Head Start N/A PS 279 PS41 St. Margaret Mary S 109 PS 24	Date 1/7/2016 9:28 AM 1/4/2016 12:53 AM 1/1/2016 9:16 AM 1/1/2016 9:10 AM 1/1/2016 9:08 AM 1/2/30/2015 12:45 PM 12/29/2015 4:43 PM 12/14/2015 3:49 PM 12/14/2015 11:25 AM 12/14/2015 10:59 AM 12/14/2015 10:33 AM 12/6/2015 6:07 PM 12/5/2015 8:02 PM



20	TRCS	12/5/2015 11:05 AM
21	Honiss middle school	12/5/2015 8:34 AM
22	NY French American Charter	12/3/2015 2:29 PM
23	Middle School 89	12/3/2015 2:03 PM
24	P.S. 146	12/3/2015 12:44 PM
25	P.S. 306	12/3/2015 10:37 AM
26	PS 63	12/3/2015 10:31 AM
27	School of Law govt and justice	12/2/2015 9:00 PM
28	PA . 49	11/25/2015 12:48 PM
29	PS7	11/24/2015 7:11 PM
30	Dathan Cruz Harlem Village Academy	11/24/2015 2:51 PM
31	BRANDEIS UNIVERSITY	11/24/2015 1:43 PM
32	P10x	11/24/2015 7:51 AM
33	Boys Prep	11/24/2015 1:58 AM
34	C.S. 152	11/23/2015 9:16 PM
35	Greenburg Academy	11/23/2015 7:17 PM
36	P10x@304	11/23/2015 5:13 PM
37	slcd	11/23/2015 5:08 PM
38	Harbour school	11/23/2015 4:53 PM
39	Ps152	11/23/2015 4:38 PM
40	PS 206	11/23/2015 3:29 PM
41	P.S 100 (Bronx)	11/23/2015 3:06 PM
42	P.S. 32	11/23/2015 2:07 PM
43	Robert C Dodson	11/23/2015 2:04 PM
44	SYRACUSE UNIVERSITY	11/21/2015 8:47 AM
45	P157X	11/20/2015 9:30 AM
#	Child 3	Date
1	Family Life Charter School	1/1/2016 9:16 AM
2		
	Jeffrey Rapport HS District 75	1/1/2016 9:08 AM
3	Jeffrey Rapport HS District 75 Not of school age	1/1/2016 9:08 AM 12/29/2015 4:43 PM
3		
	Not of school age	12/29/2015 4:43 PM
4	Not of school age P.S. 188X	12/29/2015 4:43 PM 12/6/2015 6:07 PM
4 5	Not of school age P.S. 188X " (Same as Child 2).	12/29/2015 4:43 PM 12/6/2015 6:07 PM 12/3/2015 2:29 PM
4 5 6	Not of school age P.S. 188X " (Same as Child 2). Middle School 89	12/29/2015 4:43 PM 12/6/2015 6:07 PM 12/3/2015 2:29 PM 12/3/2015 2:03 PM
4 5 6 7	Not of school age P.S. 188X " (Same as Child 2). Middle School 89 HAC.ECC#1	12/29/2015 4:43 PM 12/6/2015 6:07 PM 12/3/2015 2:29 PM 12/3/2015 2:03 PM 12/3/2015 10:37 AM
4 5 6 7 8	Not of school age P.S. 188X " (Same as Child 2). Middle School 89 HAC.ECC#1 St jean baptiste HS	12/29/2015 4:43 PM 12/6/2015 6:07 PM 12/3/2015 2:29 PM 12/3/2015 2:03 PM 12/3/2015 10:37 AM 12/2/2015 9:00 PM
4 5 6 7 8 9	Not of school age P.S. 188X " (Same as Child 2). Middle School 89 HAC.ECC#1 St jean baptiste HS PS 161 X17	12/29/2015 4:43 PM 12/6/2015 6:07 PM 12/3/2015 2:29 PM 12/3/2015 2:03 PM 12/3/2015 10:37 AM 12/2/2015 9:00 PM 11/24/2015 1:58 AM

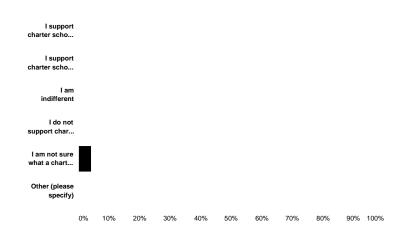
For more than 3 children, please list



additional schools below:

#	Responses	Date
1	N/A	12/3/2015 2:29 PM
2	Union Settlement Early Learn	12/3/2015 11:15 AM
3	N/A	12/3/2015 10:47 AM
4	BCC.	12/3/2015 10:37 AM

How do you feel about charter schools?



Answer Choices	Responses	
I support charter schools and believe that parents should have a choice	84.40%	119
I support charter schools but I do not like them located in community district schools	2.84%	4
I am indifferent	2.13%	3
I do not support charter schools	0.00%	0
I am not sure what a charter school is	4.26%	6
Other (please specify)	6.38%	9
Total		141

#	Other (please specify)	Date
1	I think Charter Schools should have more option not only by lottery.	12/14/2015 10:34 AM
2	I think a charter school for Autism in the Bronx would be great	12/6/2015 6:49 AM
3	I support charter schools that focus more on student advancement over performance stats.	12/5/2015 10:06 PM

4	I think we need as many special ed choices as possible, so for this I support it.	12/5/2015 8:02 PM
5	I want my kids to attend the school that is most appropriate for meeting their educational and social-emotional needs.	12/5/2015 7:44 PM
6	Public and Charter should have the same funding.	12/3/2015 2:30 PM
7	No Comments	12/3/2015 1:53 PM
8	The attention each child receives is what makes the difference and charter schools support the change and give that support to each child.	12/3/2015 10:14 AM
9	I support charter schools only if the make a concentrated effort to meet the needs of children with disabilities.	11/23/2015 2:03 PM

Do you think that a school like the NYC Autism Charter School would be valuable for children with autism in your community?

	Yes	•											
	No)											
	No opinior	1											
		0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
Answer Choices							Respo	nses					
Yes							98.58%	6					139
No							0.00%						0

Do you think a school like the NYC Autism Charter School would be valuable for your community in general?

13 / 39

No opinion

Total

No

No opinion

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

Ansv	wer Choices	Responses	
	Yes	97.87%	138
	No	0.71%	1
	No opinion	1.42%	2
Total	ı		141

Tell us what you think is most important to consider in opening and designing a school for children with autism in your community?

#	Responses	Date
1	I think that an autistic child must have the same opportunity of education than the rest of childrens in their community. Beside They have right to learn in an high level education school toguether an other kids.	1/13/2016 1:41 PM
2	They need that one on one	1/8/2016 1:44 PM
3	That would be best the best choice for children with autism	1/7/2016 9:49 AM
4	kids in Yonkers don't have a devoted program for autism population, and parents need to take their kids out of district	1/7/2016 9:39 AM
5	busing ,location of bathroom for lower grades, vocational training,bilingual teachers and staff. The bronx had a large population of many languages. I.E. Spanish,French, Crealoe and Twi	1/4/2016 5:08 PM
6	We need more schools to help children that are in the lower functioning spectrum of autism.	1/4/2016 12:54 AM
7	supporting services for both the child and parent/caregiver, proven teaching curriculum, safety	1/3/2016 10:02 PM
8	to be able to have a close social support system in our neighborhood.	1/2/2016 11:14 AM
9	Parents have a hard time finding a school who will care for children with special needs . I myself do not know what do with my son's educational future .	12/31/2015 5:58 PM
10	is most important because it gives us parent a better choices where our children will receive the best services.	12/30/2015 12:47 PM
11	The hands on school setting with smaller classrooms	12/30/2015 12:43 PM
12	Children with autism should be treated equally and should be recognized so that they can have a fair chance at education	12/30/2015 12:38 PM

13	Safety. Accessibility and availability	12/29/2015 4:48 PM
14	families of children with autism in this borough are desperately looking for appropriate schools for their kids. Children are eating their previous lives at inappropriate settings. Children who have autism in this area are sent To district 75 schools. The smallest ratio in these schools is 6:1:1. These schools claim to use ABA but in reality they are eclectic.	12/28/2015 11:12 PM
15	For the kids to get their full services	12/28/2015 7:43 PM
16	Making sure the school is in a safe and clean environment.	12/14/2015 3:57 PM
17	Colorful & Texture on Walls	12/14/2015 12:07 PM
18	There are a lot of children that fall behind because they have Autism and thats because the schools don't have the patience or time or extra attention these children need. So a school for Autism is needed.	12/14/2015 11:51 AM
19	The need is so great in the Bronx.	12/14/2015 11:38 AM
20	Community Oriented/Services	12/14/2015 11:25 AM
21	outdoor play ground, sensory gym, non-graded classroom	12/14/2015 11:16 AM
22	This community is in need as many students here have been diagnosed with Autism, ADHD & other developmental challenges.	12/14/2015 11:00 AM
23	more charter schools for children with Autism should open in each borough.	12/14/2015 10:36 AM
24	The need is the most important reason to open a school in the community	12/14/2015 10:29 AM
25	So these kids can get the service they need.	12/14/2015 10:02 AM
26	Enough space, education for every staff member on ASD, security systems in place, cameras, highly effective teachers and a strong behavioral/emotional/social supports.	12/11/2015 6:27 PM
27	A clear and appropriate curriculum for our children. A program that clearly tracks progress and it is explained to parents. Therapists and teacher's who are well and appropriately trained to work with our children. Therapy such as speech, occupational, sensory integration, ABA, and physical therapy available at the individual level, group level, and integrated classroom level. Parent involvement, requests, and concerns taken seriously.	12/9/2015 10:46 AM
28	Parents with autism children will now have a school closer to them that will provide a proper learning environment	12/9/2015 12:27 AM
29	Anything that a child will needthe school should provide it.	12/8/2015 10:25 PM
30	A location that is accessible to most and offers support to parents in addition to the education of autistic children.	12/7/2015 7:54 PM
31	I would give our children with Autism a better chance to a better education	12/6/2015 6:09 PM
32	My little son Karl is high functioning but he is so eager to learn and I feel he would really benefit from a charter school for people just like him plus he loves to motivate his peers by any means necessary.	12/6/2015 5:43 PM
33	A proper education will ensure better outcomes in every Autistic child	12/6/2015 3:25 PM
34	Small classes, services provided at school and well trained team.	12/6/2015 9:39 AM
35	Children will not need to travel to another borough and school will be more accessible to parents	12/5/2015 11:34 PM
36	Children in the Bronx need better eschool options	12/5/2015 11:00 PM
37	The most important thing would be to offer a program that addresses the wide range of the autism spectrum. Public schools serve a limited range at best and don't have the staff or resources to allocate the personalized attention needed to properly educate all its autistic students.	12/5/2015 10:10 PM
38	Small classroom size	12/5/2015 9:28 PM
39	I believe it'll brighten their education.	12/5/2015 8:23 PM
40	1. Safety 2. Well-trained staff	12/5/2015 8:03 PM
41	Community engagement and involvement	12/5/2015 7:44 PM
42	They would have more patience with them. They would understand his out breaks	12/5/2015 3:58 PM
43	I think the most important thing to consider is having enough speech therapist ot's pt's	12/5/2015 12:25 PM
44	providing a safe loving and accepting environment	12/5/2015 11:07 AM
45	The availability to the parent and child. Many of these children have long commutes to school which takes away from their social interaction and home time.	12/5/2015 8:36 AM



46	I think it's important to consider location making it easily accessible for parents to get to via public transportation. I also think that many parents in the Bronx work and an after school program would be so helpful.	12/5/2015 8:11 AM
47	Ratios and trained teachers.	12/3/2015 2:35 PM
48	I am a person who lives in the South Bx this school would be wonderful	12/3/2015 2:20 PM
49	It is great for the community especially for children with Autism	12/3/2015 2:05 PM
50	Specialized Teachers	12/3/2015 1:56 PM
51	that it will help parents that has to travel far away.	12/3/2015 1:45 PM
52	Help parents that like to travel	12/3/2015 1:39 PM
53	The amount of students with autism for that specific community.	12/3/2015 1:32 PM
54	Very Important	12/3/2015 1:13 PM
55	Social Workers	12/3/2015 12:51 PM
56	Focusing on children with autism and supporting them is something the South Bronx needs.	12/3/2015 11:58 AM
57	Catching them early & work with them & their families	12/3/2015 11:18 AM
58	Out reach to parents/acessibility	12/3/2015 11:05 AM
59	Transportation and children with autism will have the opportunity with one on one and they will be learning	12/3/2015 10:51 AM
60	There aren't many options for children. All help is needed.	12/3/2015 10:39 AM
61	The opportunity to help our young children with autism.	12/3/2015 10:33 AM
62	The location, each child with autism will benefit from the success of continuing education with support services and teachers that care our children will be in there community	12/3/2015 10:16 AM
63	To opportunity for children on th spectrum to be in appropriate school environment in terms of ratios and/or services	12/2/2015 9:03 PM
64	High need in this area (Riverdale).	11/29/2015 3:01 PM
65	Must have parent in Boston so parents can learn how to work with the child is diagnosed with autism .I think also workshops should be done in the evenings for those parents who work and after school program and also like a respited program after the summer session and it always will be better than officials for those parents who can I send their kids to camp	11/25/2015 12:52 PM
66	The school would have to be censory friendly with passionate & compassionate staff. With amazing teachers for special needs childRen. A friendly environment for the children & pAreNts.	11/24/2015 8:13 PM
67	For the growing community of children with ASD, parents should have better options for schools with teachers dedicated to making a difference. My experience with charter schools has always been pleasant, displaying motivated, dedicated and caring educational professionals. With that being my experience with general education charter schools I hold the same standards for a charter for children with ASD. Consider, the children and families desperately in need of a school designed to better suite their needs. The better the education the child receives now, paints the picture for a colorful future. A charter school for children with ASD is needed in the Bronx community. Bridging a gap for a better future starts today!	11/24/2015 7:27 PM
68	That it is able to address the specific needs of each child.	11/24/2015 3:12 PM
69	To make sure there is enough educated staff to assist with teaching, counseling, PT, OT, speech therapy. Making sure lunch monitors have there CPR license. The security guards do not let children leave the premises even if the student wants to leave. There must be strict high standards with all staff to support the staff.	11/24/2015 2:13 PM
70	The most important thing is to understand Autism. I find that the teacher's at my son school although well intentioned do not have the level of understanding and or education needed for children with Autism to grow.	11/24/2015 1:53 PM
71	It is very difficult to find a school with the appropiate program for children in the autism spectrum. With don't have that many options when it comes to school for our children.	11/24/2015 9:02 AM
72	More opportunities for childrens with autism and for parents more convinient they dont have to sent their childrens so far in order to get the appropriate services	11/24/2015 8:52 AM
73	Location on the school	11/24/2015 1:59 AM
74	Bronx Community one of number borough underserved when it comes to looking for services for your special need	11/23/2015 10:58 PM

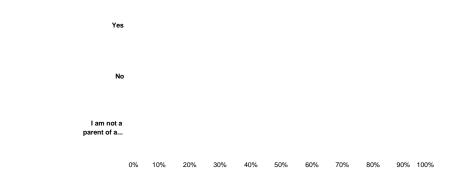


75	He staff should be fully trained in autism and dedicated	11/23/2015 10:53 PM
76	Location and the local business	11/23/2015 9:26 PM
77	A school designed on the specific need of the child	11/23/2015 9:17 PM
78	We need a school to better suit their needs and to work closely with parents. Also so they can get the services they really need.	11/23/2015 7:19 PM
79	Resources and quality education	11/23/2015 6:09 PM
80	we should understand the definition of a charter school and the factors that make a school a charter school. Also, we should compare this model with that of other charter schools to see where we can make improvements in the children's experience, safety and learning.	11/23/2015 5:30 PM
81	A positive parent engagement piece. Resources and enrichment activities that can enhance a child's skills. Staff with substantial experience working with special needs children.	11/23/2015 5:16 PM
82	How can a school like this help my child and make a difference	11/23/2015 4:41 PM
83	The curriculum and extracurricular activities	11/23/2015 4:25 PM
84	That it is safe and secure for our children. It should have a state of the art sensory gym.	11/23/2015 3:31 PM
85	Having a school that can accommodate varying degrees of support. Designing a school that is geared towards supporting a child's development while not reinforcing the benchmarks enforced for typically developing children.	11/23/2015 3:20 PM
86	The most important thing is that the school meets all the needs of the children and can structure the curriculum around the way the child learns.	11/23/2015 3:09 PM
87	It would cut down travel time on on bussing for my daughter who has to travel to Manhattan. Plus it would give children in this area to finally have a school for their needs.	11/23/2015 2:48 PM
88	A school with enthusiastic educators and in-house services (i.e. OT, Sensory gym) ready to meet kids at their individual levels	11/23/2015 2:44 PM
89	i want our children to be able learn the say way that normal kids learn in charter school it will help them get a good education and people who will understand them and have patient with them	11/23/2015 2:36 PM
90	SAFETY	11/23/2015 2:26 PM
91	A better learning experience	11/23/2015 2:17 PM
92	Make sure it's customized to benefit the children the best way possible	11/23/2015 2:15 PM
93	I believe safety and the area that the school is in is very important, especially in the Bronx where crime is very high. There aren't too many schools or programs for autistic kids in the Bronx.	11/23/2015 2:14 PM
94	The different types of Autism and the different teaching styles needed to service these children. Opportunities for connections to advance settings that gives autistic children opportunities for growth in their field of interest. Community engagement like gardens and other environmental connections. More opportunities for parent input and involvement.	11/23/2015 2:11 PM
95	The child's needs and that they learn differently and at different pace. Their curriculum should be different from the common core.	11/23/2015 2:07 PM
96	Have enough bilingual staff. Have enough related service staff, social work and mental health support available. In general have the supports and services in place to meet the child's needs based on their IEP.	11/23/2015 2:05 PM
97	Great resources for families that are in need for specialists they cannot afford or normally get to. This will provide the help many children need and do not have access to.	11/23/2015 2:05 PM
98	A better school for their special needs	11/23/2015 2:05 PM
99	The programs and services	11/21/2015 4:13 PM
100	Public schools are not helping kids on the spectrum make progress especially those that have potential.	11/21/2015 8:49 AM
101	I think it is very important to consider that the Bronx is very underserved especially in the autism community, and it is desperately needed. It is also important that they employ staff that are equipped to work with children with autism.	11/20/2015 9:33 AM

If you are the parent of a child with autism, would you submit an application for your child to attend the NYC Autism Charter



School Bronx?



Answer Choices		Responses	
	Yes	75.19%	100
	No	5.26%	7
	I am not a parent of a child with autism	19.55%	26
	Total		133

Additional comments:

#	Responses	Date
1	The bronx need an charter school for autistic child, because they have right to a better education and a better opportunity of life. Thanks. I hope that soon open door in this area.	1/13/2016 1:44 PM
2	Please open a school on the Bronx. I am a believer that the ABA approach is quite useful.	1/4/2016 12:55 AM
3	The Bronx desperately needs more options for our kids with Autism as it is currently lacking.	1/2/2016 11:15 AM
4	We need this school in the Bronx. I have applied twice to your school. I look forward to applying to the school in the Bronx.	1/1/2016 9:17 AM
5	More schools like this one should open in all 5 boroughs.	1/1/2016 9:03 AM
6	Please help me with my child educational future .	12/31/2015 5:58 PM
7	I'm excited, hopeful, playful that my grandchild might have a chance (lottery) to be accepted. Thank you	12/30/2015 12:43 PM
8	No other school in the bronx answers the need that these children need in our area	12/29/2015 4:49 PM
9	I would prefer the New York School but I would apply for the Bronx School as well.	12/14/2015 11:51 AM
10	Any support you need I am available.	12/14/2015 11:38 AM
11	The only reason I say that is because my child lives in Manhattan at this time, but If we lived in the bronx the answer would be yes.	12/14/2015 11:16 AM
12	I think this idea is fabulous & well needed.	12/14/2015 11:01 AM

13	The need is so great, we service so many families that have autistic children and the wait to get into a school that will meet their needs is so very long.	12/14/2015 10:29 AN
14	none at this moment.	12/14/2015 10:02 AM
15	I thank you for considering creating a school in the Bronx. Our need is beyond your imagination. I await to hear about your program.	12/9/2015 10:47 AM
16	I hope the Bronx starts opening many charter schools. Many people forget the Bronx also has children with Autism and they should have a fair shot of succeeding in life as the ones in Manhattan and Westchester.	12/8/2015 10:28 PM
17	Good luck! I would love to see this charter school open in the Bronx.	12/7/2015 7:55 PM
18	This must be considered at a high importance. Autism is growing way to fast! US PARENT NEED MORE AFFORDABLE CHOICES!!	12/6/2015 6:10 PM
19	ALL I CAN SAY IS PLEASE PLEASE PLEASE WE PARENTS REALLY WOULD LOVE AND BENEFIT FROM A CHARTER SCHOOL FOR OUR LITTLE ANGELS.	12/6/2015 5:45 PM
20	Thanks for doing this survey, our community needs to upgraded our children education quality.	12/6/2015 3:26 PM
21	I am the grandmother of an autistic child, he is so smart and the school he is attending is not helping him with his other problems	12/5/2015 11:37 PM
22	We are desperately underserved when it comes to so many services, but education for all Bronx children in the autism spectrum is a pressing need.	12/5/2015 10:17 PM
23	My son has been going to school for over 6 years that is over an hour away on the school bus. I can never get there if there is an emergency.	12/5/2015 9:28 PM
24	I would need to know much more about the NYC Autism school to submit an application: Is it funded? What are the ranges of students/ages it takes? What is it's philosophy and mission? What services will be provided? What is the application process? Who is the administration? What is their experience with this population? Etc	12/5/2015 8:05 PM
25	I wouldn't submit an application because Gillen Brewer is meeting his needs related to Learning Disabilities. If he wasn't there, I would absolutely consider submitting an application.	12/5/2015 7:45 PM
26	Please bring on autism charter schools	12/5/2015 12:25 PM
27	please do this is needed	12/5/2015 11:07 AM
28	Thank You!	12/3/2015 2:35 PM
29	Need More Services	12/3/2015 1:57 PM
30	N/A	12/3/2015 12:52 PM
31	N/A	12/3/2015 12:45 PM
32	I am an educator & would like to refer our children	12/3/2015 11:19 AM
33	Great a school is coming to the Bronx.	12/3/2015 10:51 AM
34	Working with Pre-K, 3yrold & 2yrold's we see children in need of services. We have little resources to offer.	12/3/2015 10:40 AM
35	The dedication of giving a child with autism the best chance for success the charter school get's the job done	12/3/2015 10:17 AM
36	Good luck!	11/29/2015 3:01 PM
37	Let's bridge the gap and let our voices be heard for our children!	11/24/2015 7:28 PM
38	Please keep me informed of the opening of the school in the Bronx at jr98joann@aol.com. Thank you.	11/24/2015 3:12 PM
39	I have tried to get my son in the Manhattan location but there was never enough spaces or I missed the deadline to apply. I would love the opportunity to partner with NYC Autsim Charter School to help my Autism warrior flourish.	11/24/2015 1:55 PM
40	I would like my child to have the oppurtunity to attend a charter school. Please kepp me inform	11/24/2015 9:03 AM
41	We are looking forward seeing your school expand.	11/23/2015 11:00 PM
42	I am excited and would love for my son to finally be in the right school setting	11/23/2015 9:18 PM
43	The last question asks if I would submit an application for the charter school, but I dont have enough info to make that decision. This is why I said no.	11/23/2015 5:30 PM



44	I don't think a autistic only school will equip my child to live in society. What about inclusion? What about learning from neurotypical peers? It'll be a shock when they age out and are no longer protected by this autistic only environment.	11/23/2015 3:57 PM
45	I support this idea and hope that it does happen for my Bronx community.	11/23/2015 3:32 PM
46	I really hope this school is considered for this community because we need a place for our ASD children right here in the area where we live. I'm unhappy that my child has to be shipped to a different borough to receive her services and to learn.	11/23/2015 2:51 PM
47	I have 3 children with different types of autism. Only one is really getting the services which is my youngest who has more severe autism. My boys are not getting the services that they so desperately need and are getting bullied at times because of their differences. The teachers are not equipped to teach children on the spectrum and I would invite the opportunity for my sons to finally get the services and education that will lead them to a better quality education. Thank you.	11/23/2015 2:15 PM
48	I think this is an amazing idea. I know a lot of my fellow Bronx autism parents would be so happy to have a school like AMAC in our borough.	11/23/2015 2:15 PM
49	None	11/23/2015 2:05 PM
50	I have watched on fb all that you are doing for those in Manhattan & plan on applying to that location. I take my son every day myself on train 1hr and a half to battery park and it would be nice to have more options. Thanks on behalf of autism families	11/21/2015 8:52 AM
51	I truly hope that this happens. It is greatly needed.	11/20/2015 9:34 AM

Address

Answer Choices	Responses	
Name	98.29%	115
Company	0.00%	0
Address	94.87%	111
Address 2	0.00%	0
City/Borough	95.73%	112
State	95.73%	112
ZIP Code	97.44%	114
Country	0.00%	0
Email Address	89.74%	105
Phone Number	89.74%	105

#	Name	Date
1	Anyaris almanzar	1/13/2016 1:44 PM
2	Ana Lantigua	1/7/2016 9:51 AM
3	Maria	1/7/2016 9:48 AM
4	Julissa Arreaya	1/7/2016 9:44 AM
5	Lidia DelaCruz	1/7/2016 9:42 AM
6	Margarita Onate	1/7/2016 9:40 AM
7	Leticia Lima	1/7/2016 9:36 AM
8	Nilsa Nazario	1/7/2016 9:34 AM

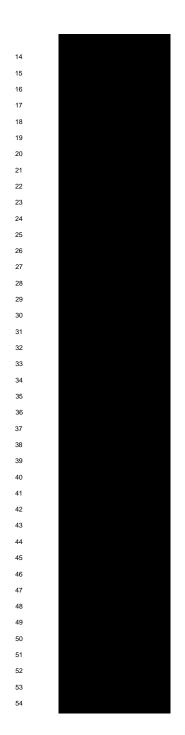
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11	David Alicea	1/4/2016 12:57 AM
12	Shalisha Mitchell	1/3/2016 10:02 PM
13	Rosangela Caldas	1/2/2016 11:17 AM
14	Irene Vasquez	1/1/2016 9:19 AM
15	Karinie Olivero	1/1/2016 9:15 AM
16	Jasmine Ovildo	1/1/2016 9:12 AM
17	Maria Ati	1/1/2016 9:09 AM
18	Marie Smith	1/1/2016 9:06 AM
19	Dr. Angela Daniels	1/1/2016 9:04 AM
20	Lissette Balbrena	1/1/2016 9:00 AM
21	Sugeiry Pimentel	1/1/2016 8:57 AM
22	Wendy Canas	12/31/2015 5:59 PM
23	Luandy Troncoso	12/30/2015 12:48 PM
24	Ms. Carolyn Middleton	12/30/2015 12:44 PM
25	Hilpher Jarrett	12/30/2015 12:39 PM
26	Alexandra Alburquerque	12/29/2015 4:54 PM
27	Magda Morales	12/28/2015 11:12 PM
28	Rosemary virella	12/28/2015 7:44 PM
29	Tina	12/14/2015 3:58 PM
30	Miriam Torres	12/14/2015 12:07 PM
31	Phyllis J. Attwood	12/14/2015 12:02 PM
32	Charlene E. Wise	12/14/2015 11:51 AM
33	Madelyn Rivera	12/14/2015 11:38 AM
34	James Farrat	12/14/2015 11:26 AM
35	George Baker	12/14/2015 11:16 AM
36	Nicole M. Soares	12/14/2015 11:01 AM
37	Yudelka Rodriguez	12/14/2015 10:40 AM
38	Janie Johnston	12/14/2015 10:30 AM
39	Maria Ali	12/14/2015 10:06 AM
40	Sylvia Santiago	12/9/2015 10:49 AM
41	Jose Ruiz	12/9/2015 12:27 AM
42	Mario J. Menjivar	12/8/2015 10:29 PM
43	Yvette Santos-Cruz	12/6/2015 6:10 PM
44	Tonya Gilliard	12/6/2015 5:46 PM
45	Ana Hernandez	12/6/2015 3:28 PM
46	Mariella Cavero	12/6/2015 9:39 AM
47	Elsa Menjivar	12/5/2015 11:38 PM
48	Marielena	12/5/2015 11:01 PM
49	Rosemary Rivera-Menjivar	12/5/2015 10:18 PM



50	Melissa Garcia	12/5/2015 9:29 PM
51	Stephanie Murrieta	12/5/2015 8:25 PM
52	Tao Moran	12/5/2015 8:05 PM
53	Vera Hall	12/5/2015 3:58 PM
54	Sasha fraticelli	12/5/2015 12:26 PM
55	Sulma	12/5/2015 11:08 AM
56	Lisa Fontanez	12/5/2015 8:11 AM
57	Sandy Noel	12/3/2015 2:38 PM
58	Jamie Gonzalez	12/3/2015 2:09 PM
59	Annette Rodriguez	12/3/2015 2:00 PM
60	Shirley Gibbs	12/3/2015 1:48 PM
61	Anna Gibbs	12/3/2015 1:41 PM
62	Shandra Mulraine	12/3/2015 1:36 PM
63	Philip H. Michaels	12/3/2015 1:29 PM
64	Araceli Reyes	12/3/2015 1:16 PM
65	Sabrina Murchison	12/3/2015 12:58 PM
66	Tamika L. Thomas	12/3/2015 12:48 PM
67	D. Turmon	12/3/2015 11:52 AM
68	Paulina Manting	12/3/2015 11:43 AM
69	Rosemary Obiapi	12/3/2015 11:21 AM
70	Shedia Holm	12/3/2015 11:12 AM
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72	Highbridge ECC#1	12/3/2015 10:42 AM
73	Glodene Williams	12/3/2015 10:35 AM
74	Nelly Herrera	12/2/2015 9:04 PM
75	Maritza Batista	11/25/2015 12:53 PM
76	Janine Sotero	11/24/2015 8:14 PM
77	Diedra Johnson	11/24/2015 7:42 PM
78	August Goodman	11/24/2015 7:28 PM
79	Jo-Ann Morales	11/24/2015 3:13 PM
80	Estela Valerio	11/24/2015 3:08 PM
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82	Jennifer White	11/24/2015 1:56 PM
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90	Secile Doseau	11/23/2015 9:28 PM



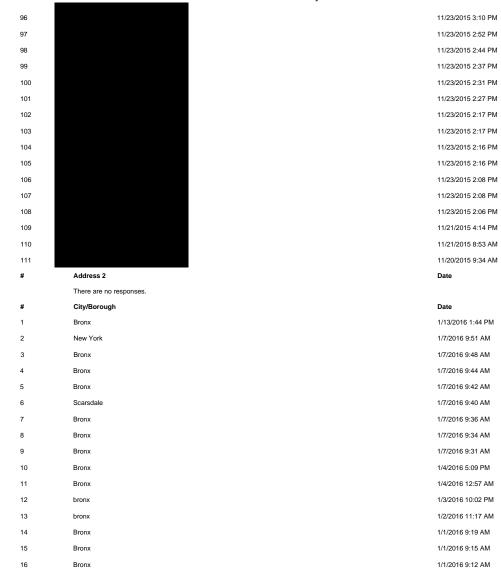
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98	Angela Mujica	11/23/2015 3:33 PM
99	Danielle Pratt	11/23/2015 3:10 PM
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102	lashanda williams	11/23/2015 2:37 PM
103	Maria Y Perez	11/23/2015 2:31 PM
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106	Lance Neil	11/23/2015 2:17 PM
107	Trisha Mendez	11/23/2015 2:16 PM
108	carlos polanco	11/23/2015 2:16 PM
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110	Christina Rivera	11/23/2015 2:08 PM
111	angelina miranda	11/23/2015 2:08 PM
112	Michael Morales	11/23/2015 2:06 PM
113	Marisol aviles	11/21/2015 4:14 PM
114	Jasmine Zheng	11/21/2015 8:53 AM
115	Lizette Hernandez	11/20/2015 9:34 AM
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	There are no responses.	
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7		1/7/2016 9:36 AM
8		1/7/2016 9:34 AM
9		1/7/2016 9:31 AM
10		1/4/2016 5:09 PM
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12		1/3/2016 10:02 PM
13		1/1/2016 9:19 AM



1/1/2016 9:12 AM 1/1/2016 9:09 AM 1/1/2016 9:06 AM 1/1/2016 9:04 AM 1/1/2016 9:00 AM 1/1/2016 8:57 AM 12/31/2015 5:59 PM 12/30/2015 12:48 PM 12/30/2015 12:44 PM 12/30/2015 12:39 PM 12/29/2015 4:54 PM 12/28/2015 11:12 PM 12/28/2015 7:44 PM 12/14/2015 3:58 PM 12/14/2015 12:07 PM 12/14/2015 12:02 PM 12/14/2015 11:51 AM 12/14/2015 11:38 AM 12/14/2015 11:26 AM 12/14/2015 11:16 AM 12/14/2015 11:01 AM 12/14/2015 10:40 AM 12/14/2015 10:30 AM 12/14/2015 10:06 AM 12/9/2015 10:49 AM 12/9/2015 12:27 AM 12/8/2015 10:29 PM 12/6/2015 6:10 PM 12/6/2015 5:46 PM 12/6/2015 3:28 PM 12/6/2015 9:39 AM 12/5/2015 11:38 PM 12/5/2015 10:18 PM 12/5/2015 9:29 PM 12/5/2015 8:25 PM 12/5/2015 8:05 PM 12/5/2015 3:58 PM 12/5/2015 12:26 PM 12/5/2015 11:08 AM 12/3/2015 2:38 PM

1/1/2016 9:15 AM





26 / 39

1/1/2016 9:09 AM

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1/1/2016 8:57 AM 12/31/2015 5:59 PM

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Bronx

Brooklyn

New York

Bronx

Bronx

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23	New York	12/30/2015 12:48 PM
24	Bronx	12/30/2015 12:44 PM
25	New York	12/30/2015 12:39 PM
26	Bronx	12/29/2015 4:54 PM
27	Bronx	12/28/2015 11:12 PM
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105	Bronx	11/23/2015 2:16 PM
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19	NY	1/1/2016 9:04 AM
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21	NY	1/1/2016 8:57 AM
22	NY	12/31/2015 5:59 PM
23	NY	12/30/2015 12:48 PM
24	NY	12/30/2015 12:44 PM
25	New York	12/30/2015 12:39 PM
26	NY	12/29/2015 4:54 PM
27	NY	12/28/2015 11:12 PM
28	New York	12/28/2015 7:44 PM
29	N.Y	12/14/2015 3:58 PM
30	NY	12/14/2015 12:07 PM
31	N.Y.	12/14/2015 12:02 PM
32	NY	12/14/2015 11:51 AM

	·	
33	NY	12/14/2015 11:38 AM
34	NY	12/14/2015 11:26 AM
35	N.Y.	12/14/2015 11:16 AM
36	NY	12/14/2015 11:01 AM
37	NY	12/14/2015 10:40 AM
38	N.Y.	12/14/2015 10:30 AM
39	NY	12/14/2015 10:06 AM
40	NY	12/9/2015 10:49 AM
41	NY	12/9/2015 12:27 AM
42	NY	12/8/2015 10:29 PM
43	New York	12/6/2015 6:10 PM
44	NewYork	12/6/2015 5:46 PM
45	NY	12/6/2015 3:28 PM
46	New York	12/6/2015 9:39 AM
47	NY	12/5/2015 11:38 PM
48	NY	12/5/2015 10:18 PM
49	NY	12/5/2015 9:29 PM
50	NY	12/5/2015 8:25 PM
51	NY	12/5/2015 8:05 PM
52	NY	12/5/2015 3:58 PM
53	Ny	12/5/2015 12:26 PM
54	ny	12/5/2015 11:08 AM
55	NY	12/3/2015 2:38 PM
56	N.Y.	12/3/2015 2:09 PM
57	NY	12/3/2015 2:00 PM
58	New York	12/3/2015 1:48 PM
59	New York	12/3/2015 1:41 PM
60	NY	12/3/2015 1:36 PM
61	N.Y.	12/3/2015 1:29 PM
62	NY	12/3/2015 1:16 PM
63	NY	12/3/2015 12:58 PM
64	NY	12/3/2015 12:48 PM
65	NY	12/3/2015 11:52 AM
66	NY	12/3/2015 11:43 AM
67	NY	12/3/2015 11:21 AM
68	New York	12/3/2015 11:12 AM
69	NY	12/3/2015 10:56 AM
70	NY	12/3/2015 10:42 AM
71	NY	12/3/2015 10:35 AM
72	Ny	12/2/2015 9:04 PM
73	New York	11/25/2015 12:53 PM

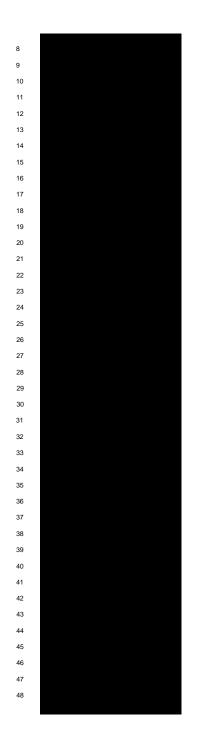


74	NY	11/24/2015 8:14 PM
75	Ny	11/24/2015 7:42 PM
76	NY	11/24/2015 7:28 PM
77	New York	11/24/2015 3:13 PM
78	ny	11/24/2015 3:08 PM
79	Ny	11/24/2015 2:15 PM
80	NY	11/24/2015 1:56 PM
81	Ny	11/24/2015 9:04 AM
82	Ny	11/24/2015 8:53 AM
83	Ny	11/24/2015 7:53 AM
84	NY	11/24/2015 2:00 AM
85	NY	11/23/2015 11:01 PM
86	New York	11/23/2015 10:55 PM
87	Ny	11/23/2015 9:41 PM
88	Ny	11/23/2015 9:28 PM
89	New York	11/23/2015 9:18 PM
90	N.Y	11/23/2015 7:24 PM
91	NY	11/23/2015 7:20 PM
92	NY	11/23/2015 5:32 PM
93	NY	11/23/2015 5:17 PM
94	ny	11/23/2015 4:56 PM
95	New York	11/23/2015 4:26 PM
96	NY	11/23/2015 3:33 PM
97	New York	11/23/2015 3:10 PM
98	NY	11/23/2015 2:52 PM
99	New York	11/23/2015 2:44 PM
100	ny	11/23/2015 2:37 PM
101	NY	11/23/2015 2:31 PM
102	NY	11/23/2015 2:27 PM
103	NY	11/23/2015 2:17 PM
104	New York	11/23/2015 2:17 PM
105	NY	11/23/2015 2:16 PM
106	New York	11/23/2015 2:16 PM
107	NY	11/23/2015 2:08 PM
108	NY	11/23/2015 2:08 PM
109	NY	11/23/2015 2:06 PM
110	Ny	11/21/2015 4:14 PM
111	NY	11/21/2015 8:53 AM
112	NY	11/20/2015 9:34 AM
#	ZIP Code	Date
1	10459	1/13/2016 1:44 PM

	•	
2	10031	1/7/2016 9:51 AM
3	10468	1/7/2016 9:48 AM
4	10452	1/7/2016 9:44 AM
5	10454	1/7/2016 9:42 AM
6	10583	1/7/2016 9:40 AM
7	10468	1/7/2016 9:36 AM
8	10467	1/7/2016 9:34 AM
9	10459	1/7/2016 9:31 AM
10	10467	1/4/2016 5:09 PM
11	10468	1/4/2016 12:57 AM
12	10456	1/3/2016 10:02 PM
13	10463	1/2/2016 11:17 AM
14	10459	1/1/2016 9:19 AM
15	10467	1/1/2016 9:15 AM
16	10461	1/1/2016 9:12 AM
17	10453	1/1/2016 9:09 AM
18	11207	1/1/2016 9:06 AM
19	10027	1/1/2016 9:04 AM
20	10460	1/1/2016 9:00 AM
21	10468	1/1/2016 8:57 AM
22	10454	12/31/2015 5:59 PM
23	10029	12/30/2015 12:48 PM
24	10457-7752	12/30/2015 12:44 PM
25	10039	12/30/2015 12:39 PM
26	10467	12/29/2015 4:54 PM
27	10465	12/28/2015 11:12 PM
28	10451	12/28/2015 7:44 PM
29	10457	12/14/2015 3:58 PM
30	10463	12/14/2015 12:07 PM
31	10029	12/14/2015 12:02 PM
32	10037	12/14/2015 11:51 AN
33	10456	12/14/2015 11:38 AN
34	11105	12/14/2015 11:26 AM
35	10026	12/14/2015 11:16 AN
36	10455	12/14/2015 11:01 AM
37	10467	12/14/2015 10:40 AM
38	10455	12/14/2015 10:30 AM
39	10453	12/14/2015 10:06 AM
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41	10458	12/9/2015 10:49 AM
42	10457	12/9/2015 12:27 AM

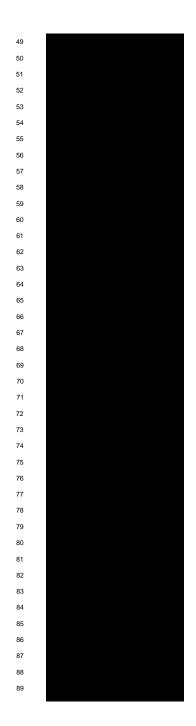
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44	10457	12/6/2015 6:10 PM
45	10469	12/6/2015 5:46 PM
46	10459	12/6/2015 3:28 PM
47	10467	12/6/2015 9:39 AM
48	10457	12/5/2015 11:38 PM
49	10461	12/5/2015 11:01 PM
50	10457	12/5/2015 10:18 PM
51	10453	12/5/2015 9:29 PM
52	10459	12/5/2015 8:25 PM
53	10463	12/5/2015 8:05 PM
54	10457	12/5/2015 3:58 PM
55	10460	12/5/2015 12:26 PM
56	11372	12/5/2015 11:08 AM
57	10457	12/3/2015 2:38 PM
58	10469	12/3/2015 2:09 PM
59	10457	12/3/2015 2:00 PM
60	10457	12/3/2015 1:48 PM
61	10457	12/3/2015 1:41 PM
62	10456	12/3/2015 1:36 PM
63	10451	12/3/2015 1:29 PM
64	10456	12/3/2015 1:16 PM
65	10456	12/3/2015 12:58 PM
66	10456	12/3/2015 12:48 PM
67	10451	12/3/2015 11:52 AM
68	10455	12/3/2015 11:43 AM
69	10029	12/3/2015 11:21 AM
70	10029	12/3/2015 11:12 AM
71	10457	12/3/2015 10:56 AM
72	10452	12/3/2015 10:42 AM
73	10456	12/3/2015 10:35 AM
74	10452	12/2/2015 9:04 PM
75	10454	11/25/2015 12:53 PM
76	10471	11/24/2015 8:14 PM
77	10459	11/24/2015 7:42 PM
78	10026	11/24/2015 7:28 PM
79	10474	11/24/2015 3:13 PM
80	10026	11/24/2015 3:08 PM
81	10455	11/24/2015 2:15 PM
82	10459	11/24/2015 1:56 PM
83	10465	11/24/2015 9:04 AM

84	10458	11/24/2015 8:53 AM
85	10472	11/24/2015 7:53 AM
86	10456	11/24/2015 2:00 AM
87	10461	11/23/2015 11:01 PM
88	10469	11/23/2015 10:55 PM
89	10457	11/23/2015 9:41 PM
90	10029	11/23/2015 9:28 PM
91	10472	11/23/2015 9:18 PM
92	10462	11/23/2015 7:24 PM
93	10467	11/23/2015 7:20 PM
94	10468	11/23/2015 5:32 PM
95	10461	11/23/2015 5:17 PM
96	10462	11/23/2015 4:56 PM
97	10472	11/23/2015 4:26 PM
98	10451	11/23/2015 3:33 PM
99	10473	11/23/2015 3:10 PM
100	10455	11/23/2015 2:52 PM
101	10453	11/23/2015 2:44 PM
102	10456	11/23/2015 2:37 PM
103	10465	11/23/2015 2:31 PM
104	10456	11/23/2015 2:27 PM
105	10457	11/23/2015 2:17 PM
106	10456	11/23/2015 2:17 PM
107	10468	11/23/2015 2:16 PM
108	10462	11/23/2015 2:16 PM
109	10472	11/23/2015 2:08 PM
110	10459	11/23/2015 2:08 PM
111	10705	11/23/2015 2:06 PM
112	10455	11/21/2015 4:14 PM
113	10467	11/21/2015 8:53 AM
114	10456	11/20/2015 9:34 AM
#	Country	Date
	There are no responses.	
#	Email Address	Date
1		1/13/2016 1:44 PM
2		1/7/2016 9:51 AM
3		1/7/2016 9:42 AM
4		1/7/2016 9:40 AM
5		1/7/2016 9:36 AM
6		1/7/2016 9:31 AM
7		1/4/2016 5:09 PM



1/3/2016 10:02 PM 1/2/2016 11:17 AM 1/1/2016 9:19 AM 1/1/2016 9:09 AM 1/1/2016 8:57 AM 12/31/2015 5:59 PM 12/30/2015 12:48 PM 12/30/2015 12:39 PM 12/29/2015 4:54 PM 12/28/2015 11:12 PM 12/28/2015 7:44 PM 12/14/2015 3:58 PM 12/14/2015 12:07 PM 12/14/2015 12:02 PM 12/14/2015 11:51 AM 12/14/2015 11:38 AM 12/14/2015 11:26 AM 12/14/2015 11:16 AM 12/14/2015 11:01 AM 12/14/2015 10:40 AM 12/14/2015 10:30 AM 12/14/2015 10:06 AM 12/11/2015 6:28 PM 12/9/2015 10:49 AM 12/9/2015 12:27 AM 12/8/2015 10:29 PM 12/6/2015 6:10 PM 12/6/2015 5:46 PM 12/6/2015 3:28 PM 12/6/2015 9:39 AM 12/5/2015 11:38 PM 12/5/2015 10:18 PM 12/5/2015 9:29 PM 12/5/2015 8:25 PM 12/5/2015 8:05 PM 12/5/2015 3:58 PM 12/5/2015 12:26 PM 12/5/2015 11:08 AM 12/5/2015 8:11 AM 12/3/2015 2:38 PM

1/4/2016 12:57 AM



12/3/2015 2:09 PM 12/3/2015 1:48 PM 12/3/2015 1:36 PM 12/3/2015 1:29 PM 12/3/2015 1:16 PM 12/3/2015 12:58 PM 12/3/2015 12:48 PM 12/3/2015 11:52 AM 12/3/2015 11:43 AM 12/3/2015 11:21 AM 12/3/2015 11:12 AM 12/3/2015 10:56 AM 12/3/2015 10:42 AM 12/3/2015 10:35 AM 12/2/2015 9:04 PM 11/25/2015 12:53 PM 11/24/2015 8:14 PM 11/24/2015 7:42 PM 11/24/2015 7:28 PM 11/24/2015 3:13 PM 11/24/2015 3:08 PM 11/24/2015 2:15 PM 11/24/2015 1:56 PM 11/24/2015 9:04 AM 11/24/2015 8:53 AM 11/24/2015 7:53 AM 11/24/2015 2:00 AM 11/23/2015 11:01 PM 11/23/2015 10:55 PM 11/23/2015 9:41 PM 11/23/2015 9:28 PM 11/23/2015 9:18 PM 11/23/2015 7:24 PM 11/23/2015 7:20 PM 11/23/2015 5:32 PM 11/23/2015 5:17 PM 11/23/2015 4:56 PM 11/23/2015 4:26 PM 11/23/2015 3:33 PM 11/23/2015 3:10 PM

12/3/2015 2:23 PM

90 91 92 93 94 95 96 97 98 100 101 102 103 104 105 2 3 5 6 8 10 11 12 13 15 16 17 18 19 20 21 22 23 24

Bronx School Survey

11/23/2015 2:44 PM 11/23/2015 2:37 PM 11/23/2015 2:31 PM 11/23/2015 2:27 PM 11/23/2015 2:17 PM 11/23/2015 2:17 PM 11/23/2015 2:16 PM 11/23/2015 2:16 PM 11/23/2015 2:12 PM 11/23/2015 2:08 PM 11/23/2015 2:08 PM 11/23/2015 2:06 PM 11/21/2015 4:14 PM 11/21/2015 8:53 AM 11/20/2015 9:34 AM Date 1/13/2016 1:44 PM 1/7/2016 9:51 AM 1/7/2016 9:48 AM 1/7/2016 9:44 AM 1/7/2016 9:42 AM 1/7/2016 9:40 AM 1/7/2016 9:36 AM 1/7/2016 9:34 AM 1/7/2016 9:31 AM 1/4/2016 5:09 PM 1/4/2016 12:57 AM 1/3/2016 10:02 PM 1/1/2016 9:19 AM 1/1/2016 9:15 AM 1/1/2016 9:12 AM 1/1/2016 9:09 AM 1/1/2016 9:06 AM 1/1/2016 9:04 AM 1/1/2016 9:00 AM 1/1/2016 8:57 AM 12/31/2015 5:59 PM 12/30/2015 12:48 PM 12/30/2015 12:44 PM 12/30/2015 12:39 PM

11/23/2015 2:52 PM





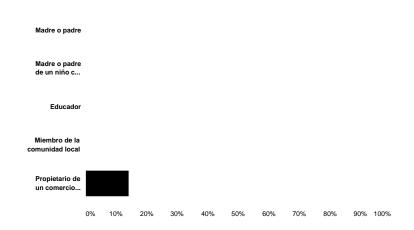
	Bioliz	School Survey
;		12/3/2015 10:42 AM
		12/3/2015 10:35 AM
		12/2/2015 9:04 PM
		11/25/2015 12:53 PM
		11/24/2015 8:14 PM
		11/24/2015 7:42 PM
		11/24/2015 7:28 PM
		11/24/2015 3:13 PM
		11/24/2015 2:15 PM
		11/24/2015 1:56 PM
		11/24/2015 9:04 AM
		11/24/2015 8:53 AM
		11/24/2015 7:53 AM
		11/24/2015 2:00 AM
		11/23/2015 11:01 PM
		11/23/2015 10:55 PM
		11/23/2015 9:18 PM
		11/23/2015 7:24 PM
		11/23/2015 7:20 PM
		11/23/2015 5:32 PM
		11/23/2015 5:17 PM
		11/23/2015 4:56 PM
		11/23/2015 4:26 PM
		11/23/2015 3:33 PM
		11/23/2015 3:10 PM
		11/23/2015 2:52 PM
		11/23/2015 2:44 PM
		11/23/2015 2:37 PM
		11/23/2015 2:31 PM
		11/23/2015 2:27 PM
		11/23/2015 2:17 PM
		11/23/2015 2:17 PM
		11/23/2015 2:16 PM
		11/23/2015 2:16 PM
		11/23/2015 2:08 PM
		11/23/2015 2:08 PM
		11/23/2015 2:06 PM
		11/21/2015 4:14 PM
		11/21/2015 8:53 AM
		11/20/2015 9:34 AM



BRONX SURVEY RESPONSES (SPANISH)

Encuesta Escuela Bronx

Soy (seleccione todas las respuestas que correspondan):



Aı	nswer Choices	Responses	
	Madre o padre	71.43%	5
	Madre o padre de un niño con autismo	28.57%	2
	Educador	0.00%	0
	Miembro de la comunidad local	14.29%	1
	Propietario de un comercio local	14.29%	1

Total Respondents: 7

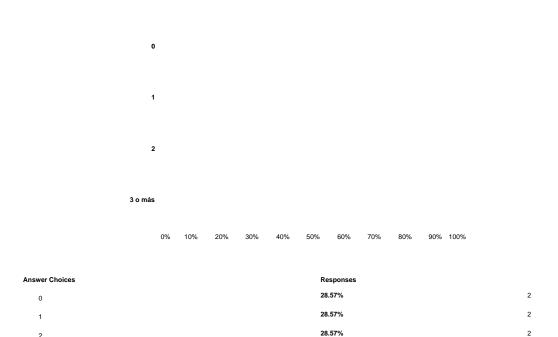
#	Otro (especifique su respuesta)	Date
1	Grandmother	1/1/2016 9:22 AM

¿Cuál es su Código Postal?

#	Responses	Date
1	10468	1/1/2016 9:22 AM
2	10452	1/1/2016 9:20 AM
3	10454	12/30/2015 1:01 PM
4	10583	12/30/2015 12:57 PM
5	10468	12/30/2015 12:52 PM
6	10467	12/3/2015 10:20 AM

7 10459 11/30/2015 9:29 AM

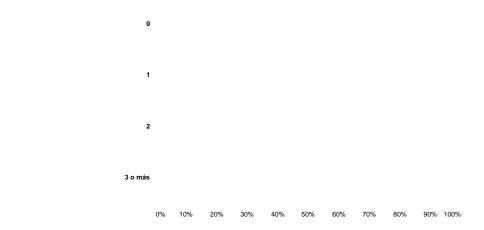
3. ¿Cuántos hijos tiene que sean menores de 21 años?



De sus hijos, ¿a cuántos se les ha diagnosticado el trastorno del espectro autista?

14.29%

3 o más Total



Answer Choices	Responses	
0	14.29%	1
1	85.71%	6
2	0.00%	0
3 o más	0.00%	0
Total		7

Mencione las escuelas a las que asisten sus hijos

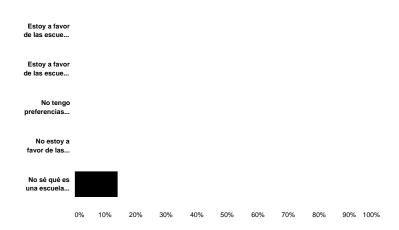
Answer Choice	es	Responses		
Hijo 1		100.00%		5
Hijo 2		20.00%		1
Hijo 3		0.00%		0
#	Hijo 1		Date	
1	Howard Herver		1/1/2016 9:20 AM	
2	Irvington High School		12/30/2015 12:58 PM	
3	Howard Haber Early Learning Center		12/30/2015 12:53 PM	
4	coocpucity		12/3/2015 10:20 AM	
5	St john chrysostom		11/30/2015 9:30 AM	
#	Hijo 2		Date	
1	PX17		11/30/2015 9:30 AM	
#	Hijo 3		Date	

There are no responses.

En caso de tener más de 3 hijos, mencione el resto de las escuelas a continuación:

Responses Date
There are no responses.

¿Cuál es su opinión respecto de las escuelas charter?



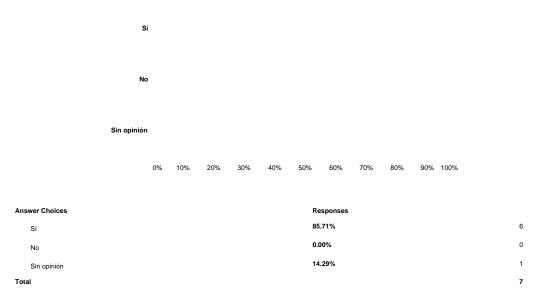
Ar	Answer Choices		Responses	i
	Estoy a favor de las escuelas charter y considero que los padres deben contar con una alternativa		85.71%	6
	Estoy a favor de las escuelas charter, pero no me gustaría que se encuentren en las escuelas de distrito de la comunidad No tengo preferencias al respecto		0.00%	0
			0.00%	0
	No estoy a favor de las escuelas charter		0.00%	0
	No sé qué es una escuela charter		14.29%	1
То	Total			7
#	Otro (especifique su respuesta):	Date		

¿Considera que una escuela como la

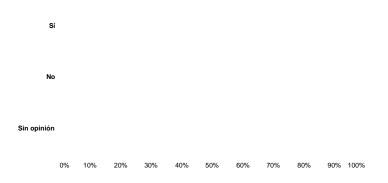
4/9

There are no responses.

NYC Autism Charter School sería beneficiosa para los niños de su comunidad que padecen autismo?



¿Considera que una escuela como la NYC Autism Charter School sería beneficiosa para su comunidad en general?



Ans	swer Choices	Responses	
	Sí	85.71%	6
	No	0.00%	0
	Sin opinión	14.29%	1
Tota	al		7

Mencione los factores que considera más importantes para abrir y diseñar una escuela orientada a niños que padecen autismo en su comunidad:

#	Responses	Date
1	kids in Yonkers don't have a devoted program for autism population, and parents need to take their kids out of district	12/30/2015 12:59 PM
2	Para tener una atención especializada con personal especializado en autismo	12/30/2015 12:54 PM
3	Sería muy importante porque los niños autistas aprenderían mejor y nosotros como padres nos sentiríamos más tranquilos	11/30/2015 9:32 AM

En caso de ser madre o padre de un niño con autismo, ¿presentaría una solicitud para que su hijo asista a la escuela NYC Autism Charter School del Bronx?

Sí

No

No soy madre
ni padre de ...

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

An	swer Choices	Responses	
	Si	83.33%	5
	No	0.00%	0
	No soy madre ni padre de un niño con autismo	16.67%	1

Total 6

Comentarios adicionales:

#	Responses	Date
1	This school is needed in the Bronx.	1/1/2016 9:21 AM
2	Es importante tener una buena escuela para niños con autismo para su mayor progreso e inclusion en la sociedad	12/30/2015 12:55 PM
3	Por Farvor llamame necesito su yuda Gracias	12/3/2015 10:22 AM

1.Dirección

Ar	swer Choices	Responses	
	Nombre	100.00%	7
	Company	0.00%	0
	Dirección	100.00%	7
	Address 2	0.00%	0
	Cuidad	100.00%	7
	Estado	100.00%	7
	Código Postal	100.00%	7
	Country	0.00%	0
		F7.440/	
	Correo Electrónico	57.14%	4
	Numero de Teléfono	100.00%	7

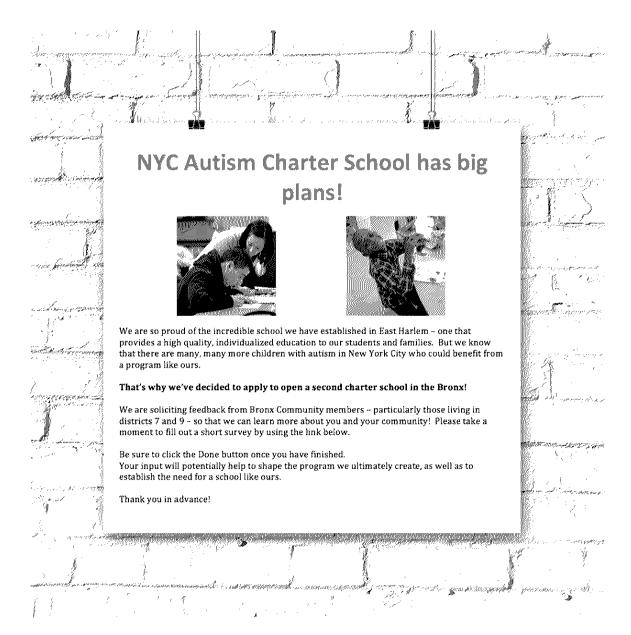
#	Nombre	Date
1	Maria	1/1/2016 9:24 AM
2	Julissa Arreaya	1/1/2016 9:22 AM
3	Lidia DelaCruz	12/30/2015 1:03 PM
4	Margarita Onate	12/30/2015 1:00 PM
5	Leticia Lima	12/30/2015 12:56 PM
6	Nilsa Nazario	12/3/2015 10:23 AM
7	Maryori Palma	11/30/2015 9:34 AM
#	Company	Date
	There are no responses.	
#	Dirección	Date
1		1/1/2016 9:24 AM
2		1/1/2016 9:22 AM
3		12/30/2015 1:03 PM

	Encuesta Escuela Bronx	
4		12/30/2015 1:00 PM
5		12/30/2015 12:56 PM
6		12/3/2015 10:23 AM
7		11/30/2015 9:34 AM
#	Address 2	Date
	There are no responses.	
#	Cuidad	Date
1	Bronx	1/1/2016 9:24 AM
2	Bronx	1/1/2016 9:22 AM
3	Bronx	12/30/2015 1:03 PM
4	Scarsdale	12/30/2015 1:00 PM
5	Bronx	12/30/2015 12:56 PM
6	Bronx	12/3/2015 10:23 AM
7	Bronx	11/30/2015 9:34 AM
#	Estado	Date
1	NY	1/1/2016 9:24 AM
2	NY	1/1/2016 9:22 AM
3	NY	12/30/2015 1:03 PM
4	NY	12/30/2015 1:00 PM
5	NY	12/30/2015 12:56 PM
6	N.Y.	12/3/2015 10:23 AM
7	New York	11/30/2015 9:34 AM
#	Código Postal	Date
1	10468	1/1/2016 9:24 AM
2	10452	1/1/2016 9:22 AM
3	10454	12/30/2015 1:03 PM
4	10583	12/30/2015 1:00 PM
5	10468	12/30/2015 12:56 PM
6	10467	12/3/2015 10:23 AM
7	10459	11/30/2015 9:34 AM
#	Country	Date
	There are no responses.	
#	Correo Electrónico	Date
1		12/30/2015 1:03 PM
2		12/30/2015 1:00 PM
3		12/30/2015 12:56 PM
4		11/30/2015 9:34 AM
#		Date
# 1		Date 1/1/2016 9:24 AM
-		



12/30/2015 1:00 PM 12/30/2015 12:56 PM 12/3/2015 10:23 AM 11/30/2015 9:34 AM

FLYERS (ENGLISH)



FLYERS (SPANISH)







Estamos muy orgullosos de la escuela increíble que hemos establecído en el Este de Harlem en 2005 – uno que ofrece una alta calidad, de educación individualizada a nuestros estudiantes y familias. Pero sabemos que hay muchos, muchos más niños con autismo en la ciudad de Nueva York que podría beneficiarse de un programa como el nuestro.

Es por eso que hemos decidido solicitar la apertura de una segunda escuela charter en el Bronxl

Estamos solicitando comentarios de los miembros de la comunidad del Bronx -especialmente los que viven en los distritos 7 y 9 - para que podamos aprender más
sobre usted y su comunidad! Por favor tome un momento para llenar una breve encuesta
a través de este enlace.

Asegúrese de hacer clic en el botón Terminado una vez que haya terminado.

Su aporte no sólo ayudará a dar forma al programa que en última instancia, crear, pero ayudará a establecer la necesidad de una escuela como la nuestra.

¡Gracias de antemano!



PARENT FEEDBACK SURVEY

NYCAUTISM CHARTER SCHOOL

Dear Parents,

As we look to create a second charter school in the Bronx, we are eager to get your feedback on some program design elements – specifically clinic meetings and home visits. Your perspective and experience is incredibly valuable to us, so please take a moment to complete this survey.

1.	How often do you attend your child's monthly clinic meetings?	6.	Do you participate in the school's home consultation program (i.e., do you receive home visits)?
	☐ Every month		□ Yes
	☐ Almost every month		□ No
	☐ About 50% of the time	7.	If not, why not?
	☐ Just a few times per year		Thos, why not.
	□ Never		
2.	If you do not attend regularly (50% of the time or less), why not?		
		8.	How do you feel about the schedule of home visits?
			☐ I wish they took place more frequently
			☐ I'm fine with the minimum of five visits per year
			☐ I wish they took place less often
3.	How do you feel about the schedule of clinic meetings?		☐ I don't feel like home visits are really necessary
	☐ I wish they took place more often		
	☐ I'm fine with one time per month	9.	Assuming you participate, what do you like best about home visits?
	$\ \square$ I wish the schedule was every other month or less		Home visits:
	$\hfill \square$ I don't feel like clinic meetings are really necessary		
4.	What do you like best about clinic meetings?		
		10.	Assuming you participate, what would you changeabout home visits?
5.	What would you change about clinic meetings?		

PART 3: MISCELLANEOUS

AGENDA FOR QUARTERLY MEETING NOVEMBER 2015 Managing Asthma in Daycare



Managing Asthma in Day Care Quarterly Meeting Agenda November 16, 2015- 10:00am

LOCATION: Bronx Lebanon Hospital Center Murray Cohen Auditorium-2nd Floor 1650 Grand Concourse, Bronx New York, 10457

- · 10:00am- Introductions (Ice breakers)
- 10:15am Opening remarks and presentation on Delivery System Reform Incentive Payment (DSRIP's) by Peter Sherman MD, MPH, Chair, Department of Pediatrics
- 10:45am Update on SOBRAP's Services by Ana Maria Emeh (BM,BCH)
- 10:55am Presentation by (Ms. Diane Strom LCSW)
- · 11: 10am Presentation on Nutrition by Myesa Emberesh, MD (Pediatric resident)
- 11:15 am Presentations by Leaders in the Community

Rev. Roderick P. McArthur (Mount Gilead Church, Morris Ave)

Ms. Lisa Buchanan, BA (Trabajamos Community)

Mr. Michael Messina (Adult Services Librarian, Grand Concourse Library)

Ms. Moira Cray, LMSW, BCBA, Director of Transition & Community Outreach, NY Center for Autism CS

Mr. Earl Gray / Ms. Pamela Lindsay

· 12:00pm- Presentation on Global Travel (Immunizations) by Stephan Hagmann MD, MSc.



1:00 pm Lunch, Lunch, Lunch, Lunch

- · 1:30 pm LUNGO GAME
- · 2:00pm Questions and Answers

Contact: Ana Maria Emeh, SOBRAP Program Manager Tel: 718- 960-4498, e-mail:anaemeh@bronxleb.org



BRONX-LEBANON HOSPITAL CENTER ATTENDANCE SHEET Page 1



Autism Parent Support Group at Bronx-Lebanon Hospital Center Monday, September 21, 2015 10am – 12:00pm

Do you see the need for an NYC Autism Charter School in the Bronx?

Name	Circle O	ne	Phone/Email
Andrea Daniels		No	
2 Evelyn Torres Ferrava	Tes	No	
3. Clizabath Marrors	Yes	No	
4. Mameeta Ka/pgt	Yes	No	
s Albertha Boakye	Yes	No	
Ambreen Khan	(es)	No	
7. Ana mana Emeh	(Yes)	No	
8. Kosha Shah	(Yes)	No	
· Makrarie Seathy	(Yes)	No	
10		No	· ************************************
11	Yes	Νo	
12	Yes	No	11-2-2-2-17-77-77-77-77-77-77-77-77-77-77-77-77-
13	Yes	No	and the state of t
14	Yes	No	Market
15	Yes	No	IIII IIII III III III III III III III
16	Yes	No	
17.,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	Yes	No	·····
Creat	ingP	ossibilit	ies.

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BRONX-LEBANON HOSPITAL CENTER ATTENDANCE SHEET



NYCAUTISM CHARTER SCHOOL

Grupo de Apoyo para Padres Autismo en Bronx-Lebanon Hospital Center Lunes, 21 de septiembre 2015 10am - 12:00pm

 $\ensuremath{\mathcal{C}}$ Cree usted que hay una necesidad de una escuela Charter de NYC Autismo en el Bronx ?

Nombre	Un Cir	culo	Teléfono / Correo electrónico
Antonia Garcio	Si	No	
2 FRIKA MATA	SI	No	
Nirginia Guzman	©	No	
Lonarza Suprez	Si	No	
sAlesandra Negos	(Si)	No	
ogladys Roman	\overline{S}	No	
, Albertha Boalye	Si	No	
8. Kosha Shen	(Si)	No	
· Carolina Royas	(si)	No	
10 Viconto de los S.	(si)	No	
11. Maria Muños	(sr)	No	
12. Kasalya Taz		No	
13	Si	No	
14	Si	No	
15	Si	No	
16	Si	No	
17	Si	No	
Carry	E	ossibilit	ies.

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BRONX-LEBANON HOSPITAL CENTER YOUTH SERVICES & COMMITTEE AGENDA

YOUTH SERVICES & EDUCATION COMMITTEE AGENDA

THE YOUTH SERVICES & EDUCATION COMMITTEE WILL MEET ON DECEMBER 17, 2015; 6:30 PM AT THE MURRAY COHEN AUDITORIUM, BRONX LEBANON HOSPTIAL CENTER 1650 GRAND CONCOURSE. THE MEETING WILL BEGIN PROMPTLY AT 6:30 PM WITH YOUR COOPERATION.

IF YOU HAVE ANY QUESTIONS, PLEASE FEEL FREE TO CONTACT THE COMMUNITY BOARD FOUR OFFICE AT (718) 299-0800.

THANK YOU FOR YOUR SERVICE, KATHLEEN SAUNDERS, BOARD CHAIR

- 1. Opening and Welcoming Remarks: Mr. Gregory Delts, Committee Chair.
- 2. Review/Correction/Adoption of meeting minutes.
- 3. Presentation on the proposal of new charter school in Highbridge.
 - -Ms. Sheila Johnston Mulcahy, Executive Director Brilla College Prep Public Charter School
- 4. Presentation by the NYC Autism Charter School

Ms. Moira Cray, LMSW, BCBA Director of Transition & Community Outreach

- 5. Old/New Business
- 6. Announcement/Adjourned

CHILDREN'S AID SOCIETY SURVEY SHEET



Name	Organization /Affiliation	Email	Initial Contact Details	Notes
Johani Lopez	Children's Aid Society		NP met at Children's Aid Society talk on 10/19	Happy to take survey; NP to follow up via email for additional resources in the area
Benilyn Jarvis	Children's Aid Society		NP met at Children's Aid Society talk on 10/19	Happy to take survey; NP to follow up via email for additional resources in the area
Marvely Nunez	Children's Aid Society		NP met at Children's Aid Society talk on 10/19	Happy to take survey; NP to follow up via email for additional resources in the area

Patient Name	DOB	Sex	Age	Tel. No	Acc#	
AARON,JANISA	3/20/2000	F	15Y		69333	
ABINADER,EZEQUIEL	3/21/2011	М	4Y 7M		70858	
ABINADER, NOLE	4/26/2009	M	6Y 6M		68040	
ABREU, JEREMY	7/9/2006	M	9Y 4M		69419	
ABREU RAMOS ,AXTIN	5/28/2012	М	3Y 5M		70150	7
ACETO, ANTHONY JOSEPH	2/21/2012		3Y 8M		69134	3
ACETO,MICHAEL	7/31/2014		15M 11E		71502	, <u>)</u>
ACOSTA, YARIEL	11/9/2007		8Y		60044	ò
ACOSTA DELACRUZ, BRADWIN J	12/4/2011		3Y 11M		62627	-
ADINKWU,SARAH	4/11/2007		8Y 7M		70922	3)
AGRAMONTE,MASON	4/7/2013		2Y 7M		68399	
AHDERON,RAPHAEL	6/5/2012		3Y 5M		71077 4783	1
ALFONSO,CARLOS	3/9/2004		11Y 8M		B00000038 F 4 8 5	•
ALI,BRANDON	6/24/2013		2Y 4M		70491 655	,
ALICEA, JASSER	3/5/2005		10Y 8M		68291	
ALKAAWANI,AKIL	1/18/2009		6Y 9M		69503	څ
ALLEN,RICHARD	11/24/2006		8Y 11M		68113	1
ALMANZAR,LISANDRO W	11/3/2010		5Y		68980 92 87 6 3	÷,,
ALMONTE, JOSE	1/6/2008		7Y 10M		68701)
ALMONTE,KASEY	8/9/2011		4Y 3M		68059 Bich &)
AMADOR ARRIAGA, KEYRI J	5/28/2012		3Y 5M		63567	da Maria
AMPONSEM, REGIS	6/3/2004		11Y 5M		68141	Š
ANDREWS,LUKE	3/7/2004		11Y 8M		67864 X X	Ń
ARAUJO, DANIEL	11/26/2008		6Y 11M		71383	<i>.</i> .
ARIAS,JETER	11/20/2000		4Y 11M		70671 8 2 7 2	Š
ATIENZA,JONAH	3/8/2010		5Y 8M		70183	is.
AUCAPINAMUNOZ,BRYAN	2/7/2013		2Y 9M		70487) -
BAAH-FORDJOUR, JUSTIN	9/4/2002		13Y		68763 2 6 8 3	
BAAH-FORDJOUR,REGIS	5/19/2005		10Y 5M		The state of the s	Ž
BAEZ,GABRIEL	12/16/1999		15Y		70792	~
BAEZ,ISAIAH	12/1/2009		5Y 11M		58728	2
BALBUENA, AALIYAH	6/11/2012		3Y 5M		71233 2 6 6 6	$\tilde{\mathbf{x}}_{\ell}$
BARBER, TYMEIK	9/26/2003		12Y		68146	$\tilde{\mathcal{Z}}$
BARKSDALE,KADIN W	11/5/2013		2Y		67476	~
BASANTA,ANDREA	1/17/2000		15Y		A00027600	₿,
BATISTA, ANGEL	12/12/2010		4Y 10M		60681 8 6 2	~~
BECTON ROCA,MAKAYLA	3/26/2010		5Y 7M		71085	, \
BELLER, OLIVER	11/5/2010		5Y		71164 8 4 8	3
BENJAMIN,HAROLD	11/24/2006		8Y 11M		71032	~
BETMAN,JACK	12/18/2003		11Y 10M		67884	10
BIGGERS, DANTE	11/28/2004		10Y 11M		65866	63
BONET, BRAYDEN	6/28/2012		3Y 4M		68446	, ·
BRAIMAH,KINGSLEY	4/21/2012		3Y 6M		71419 770 27 68-	4
BRASWELL,KALEB	10/12/2012		3Y 0		67965 300 8	EZ.
BROWN ,ANDRE	1/10/2006		9Y 10M		70557 27 8 8	9,
BROWN ,ANTWONE	5/25/2008		7Y 5M		70556 2 6 8 5	X
BROWN, JULIAN I	11/24/2004		10Y 11M		70215 2 7 6 3	7,5
	, , ,					27
					· ·	1

BROWN VANDUYNE,ARI J	9/18/2012	M	3Y 1M	70012
BROWNVANDUYNE,ADEN	5/14/2010	Μ	5Y 5M	70555
BURGOS,RONY	8/10/2004	m	11Y 3M	A00037057
CABA,JEFERSON J	2/18/2006	Μ	9Y 8M	62938
CABEZAS,KEVIN	4/13/2003	M	12Y	70359
CABRERA, EVAN	11/21/2009	M	5Y 11M	58537
CABRERA,STANLEY	9/8/2006	М	9Y 2M	A00036248
CACAL,EMERY J	9/23/2008	F	7Y 1M	69528
CADIGAN, CHRISTOPHER A	12/3/2010	M	4Y 11M	63971
CAMACHO,KYSHALY	4/30/2008	F	7Y 6M	68775
CAMILLO,JOSE	5/28/2009	М	6Y 5M	69634
CAMPBELL,ZULEIKA D	3/13/1999	F	16Y	69002
CARCAMOPIERROT,MISAEL	9/8/2013	М	2Y 2M	70670
CASTILLO, DIONY J	7/20/1994	M	21Y	A00006957
CASTILLO,ETHAN	7/22/2010	Μ	5Y 3M	68463
CASTILLO, JAMES	8/7/2012	М	3Y 3M	68464
CATANO,STEVEN J	5/11/2010	М	5Y 6M	5877 7
CEPEDA, RUBEN	2/16/2003	М	12Y	68126
CEPEDAVALERIO, WILKINGS E	11/2/2012	М	3Y	64327
CHAVEZ,JOSE F	5/3/2007	М	8Y 6M	A00037169
CHEN, DENNY	8/21/1999	М	16Y	68360
CLARKE, CHRISTOPHER	5/24/2001	М	14Y	68474
COCAMENDEZ, JADIEL	10/30/2010	M	5Y	70851
COHEN, NATHAN	5/2/2012	М	3Y 6M	68223
COLOMBUS,RILEY	1/15/2010	М	5Y 9M	57955
COLON,GEOVANNY	11/25/2009	M	5Y 11M	57595
CONCEPCION RODRIGUEZ, JAYDEN	7/12/2007	Μ	8Y 3M	A00037261
CORREA,ALEXANDER	5/27/2008	Μ	7Y 5M	67360
COYOTL,MONSERRAT	7/15/2012	F	3Y 3M	68702
CRESPO VENTURA,EMMANNUEL	12/27/2010	M	4Y 10M	60866
CRUZ, DANELLY	5/10/2009	F	6Y 6M	65630
CRUZ ,KENYA M	10/25/2013	F	2Y	66718
CRUZ,LUIS S	9/25/2009	М	6Y 1M	58123
CRUZ,SEBASTIAN	11/29/2012	М	2Y 11M	70821
DAMON, JOEL LEO	1/2/2009	M	6Y 10M	69816
DAOUD,JASIAH	2/19/2010	M	5Y 8M	68475
DEAZARIOS,JOSIAHUS	8/23/2010	M	5Y 2M	59538
DEJESUS,ALEXANDER J	5/10/2012	M	3Y 6M	66004
DELEON,JAYDEN	7/17/2010	M	5Y 3M	60961
DEMIR,SERRA	9/28/2007	F	8Y 1M	69106
DIAZ,JARIEL	10/19/2007	M	8Y	68459
DILONEJIMENEZ,JASON	10/21/2006	M	9Y	71564
DIPRE,JEREMY	8/12/2007	M	8Y 2M	68288
DIPRE,MADISSON	7/21/2009	F	6Y 3M	68285
DOMINGUEZ,JHOSTYN	12/4/1999	M	15Y	A00037783
DOMINGUEZ,SOPHIA	10/13/2011	F	4Y	70512
DOMINGUEZMEJIA,ALONDRA	2/6/2006		9Y 9M	A00035902
DONATO, JAKOB	1/15/2013	M	2Y 9M	70735

DORCELY,ANGELINDA	12/21/2006 F	8Y 10M
DUBRINO,RYAN L	11/3/2011 M	4Y
ECHAVARRIA,DYLAN	8/16/2012 M	3Y 2M
ESPINAL,JAYDEN	8/19/2007 M	8Y 2M
FAJARDO,JUSTIN	9/23/2011 M	4Y 1M
FAJARDO,YOSHUAR	6/30/2009 M	6Y 4M
FAMILIA ANGOMAS,JORDY	4/22/2008 M	7Y 6M
FERNANDEZ,LIAM	7/3/2010 M	5Y 4M
FERNANDEZ,NOAH	12/13/2012 M	2Y 10M
FERNANDINI, LEARA	5/30/2005 F	10Y 5M
FERRIERA, GIANCARLO	9/12/2013 M	2Y 1M
FLORES,STEVEN L	4/22/2004 M	11Y 6M
FLORES, VINCENTE P	3/11/2006 M	9Y 8M
FRASER, LEAH	9/24/2008 F	7Y 1M
FREEMAN, JOSEPH	5/30/2009 M	6Y 5M
FRIAS BETANCES, FRANCIS	2/3/2010 M	5Y 9M
GARCIA,CHRISTOPHER	7/21/2003 M	12Y
GARCIA, GRACIE	7/23/2012 F	3Y 3M
GARCIA JESENIA E	3/19/2003 F	12Y
GARCIA, NOAH A	12/15/2006 M	8Y 10M
GENAO, ALEXANDER A	10/17/2008 M	7Y
GERMANJAQUELYN	7/15/2013 F	2Y 3M
GOMEZ,ADAM	10/29/2010 F	5Y
GOMEZ,EMIR	9/13/2006 m	9Y 1M
GOMEZ,JOHANNA	4/6/2009 F	6Y 7M
GONZALEZ, DARYS L	2/4/2010 f	5Y 9M
GONZALEZ, JEREMY	3/31/2013 M	2Y 7M
GONZALEZ,NYKOLAHS	11/5/2005 F	10Y
GORDON ,DAMON	2/15/1994 M	21Y
GRATT, YIDES	10/24/2007 F	8Y
GRUSHKIN,ANAYA A	9/27/1999 F	16Y
GUBERMAN,JOSHUA	10/11/2006 M	9Y 1M
GUERRERO, JEZIEL	8/1/2013 M	2Y 3M
Gutierrez, Elijah	5/11/2009 M	6Y 6M
GUZMAN,DANIEL	10/22/2007 m	87
GUZMAN,JANIEL O	4/21/2011 M	4Y 6M
GUZMAN,SEBASTIAN	5/15/2012 M	3Y 5M
HAMMAND, MICHAEL	3/27/2011 M	4Y 7M
HAMMAND,MONICA	3/27/2011 F	4Y 7M
HENRIQUEZCOHEN,DANIEL A	3/5/2002 M	13Y
HENRY, TARRIQUE	5/4/2009 M	6Y 6M
HERAS,JOSEPH	9/8/2012 M	3Y 2M
HERNANDEZ,CHRISTIAN	11/3/2013 M	2Y
HERNANDEZ,OSCAR	11/11/2012 M	3Y
HERNANDEZ,SARAY	5/27/2006 F	9Y 5M
HERRERA CRUZ,RAYNIER	3/19/2014 M	19M 23D
HERSKO, ESTHER	10/11/2007 F	8Y 1M
HINTZE,MADISON	12/5/2003 F	11Y 11M
titte e timber (etc. the former) e	au, w/ 2000 1	

HUNTLEY,EDWARD	10/20/2006 M	9Y	
IRAZARRY,ANGELINA M	9/23/2007 F	8Y 1M	
ISLAM ,SARIFUL	1/1/2007 M	8Y 10M	
IZQUIERDO, ADRIAN	6/2/2005 M	10Y 5M	
JACKSON,SERENE	3/2/2012 F	3Y 8M	
JAQUEZ,ANAYA M	7/24/2012 F	3Y 3M	
JARRETT,JUDEA	1/30/2012 F	3Y 9M	
JIMENEZ,ALEXANDER	9/23/2010 M	5Y 1M	
JIMENEZ,ANNIELYS	7/31/2012 F	3Y 3M	
JIMENEZ PEREZ,BRANDON	8/2/2012 M	3Y 3M	
JOE, DYLAN D	11/26/2007 M	7Y 11M	A000
JOHNSON, RIDDICK	3/21/2005 M	10Y 7M	
JOSEF,MORDECHAI	12/21/2011 M	3Y 10M	
KAVATI,AADYA	2/7/2015 F	9M 4D	
KEARNEY,ANIYA	11/14/2008 F	6Y 11M	
KEARNEY, CHRISETTE	2/10/2010 F	5Y 9M	
KENNEDY,KADEN	9/12/2007 M	8Y 1M	
KNECHT, LILIANA	2/6/2011 F	4Y 9M	
LAMB, JOSEPHINE	5/10/2012 F	3Y 6M	
LARA,ALEJANDRO	11/16/2012 M	2Y 11M	
LEVINE, ADAM	9/20/2005 M	10Y 1M	
LIRIANOTAVERAS, DARIEL	12/13/2011 M	3Y 10M	
LOMAS,NOAH	7/30/2010 M	5Y 3M	
LOPEZ HERNANDEZ,BIANCA K	10/2/2013 F	2Y 1M	
LUCIO, JOSHUA	6/13/2000 M	15Y	
LUEDERS,MAX E	10/8/1996 M	19Y	
LUGO,SEBASTIAN	7/25/2012 M	3Y 3M	
LYNN,COLLIN	3/11/2002 M	13Y	
MADDUKURI,SRIKANTH	5/21/1978 M	37Y	
MAMBRU NOVA, KEVEN	9/7/2009 M	6Y 2M	
MANGAN, JOHN	5/14/2010 M	5Y 5M	
MANZA,AADYA	11/5/2011 F	4Y	
MARQUEZJR, DANIEL	6/24/2010 M	5Y 4M	
MARRERO,CORAY	2/5/2005 M	10Y 9M	A0003
MARTE MEJIA, EMELY	2/10/2014 F	21M 1D	
MARTINEZ,BRIAN	8/1/2002 M	13Y	
MARTINEZ,RIANNY	9/8/2008 F	7Y 2M	
MARTINEZ,STEVEN	6/3/2009 M	6Y 5M	
MARTINEZ,ZAELYN	6/22/2006 M	9Y 4M	
MARTINEZ ROSA,CAMILA A	3/25/1999 F	16Y	
MASCOWITZ,TOBY	8/29/2010 F	5Y 2M	
MATOS ,DAVID	11/1/2010 F	5Y 2.W	
MEDINA, ANGELICA	6/17/2009 F	6Y 4M	
MEDRANO, JOHN LUIS	1/17/2000 M	15Y	
MEJIA, CRISTOPHE	6/5/2008 M	7Y 5M	
MELENDEZ,MIGUEL	2/22/2007 M	8Y 8M	A0003
MENDONZA,JUSTIN	9/2/2010 M	5Y 2M	A000.
MIRABEL MORA, RILEY	5/9/2011 M	4Y 6M	
WINDDEL WORD, MILL	JJ J/ LULL IVI	31 VIVI	

MIRANDA, LOUIS	12/6/1995 M	19Y	685
MOLINA, ANNACRISTI	3/22/2012 F	3Y 7M	694
MOLINA, JAMES	3/1/2009 M	6Y 8M	687
MONTENEGRO, ADRIAN	4/22/2001 M	14Y	681
MONTES, SHARIF	4/29/2004 F	11Y 6M	689
MORALES,CHRISTOPHER	1/17/2003 M	12Y	684
MORALES MENDOZA, EMELY F	7/25/2002 F	13Y	650
MOREL, LUIS M	6/4/2010 M	5Y 5M	592
MOURA,AIDYN	11/10/2009 M	6Y	721
MOYNIHAN,MELONY	8/5/2010 F	5Y 3M	659
MUNOZ,JASIAH L	3/12/2008 M	7Y 7M	691
NAVARRO, ESTEFANY	10/4/2006 F	9Y 1M	586
NICOLAYSEN ,SHAY	11/8/2005 M	10Y	703
NINANIVAR,ELIU E	4/28/2011 M	4Y 6M	612
NUNEZ,JANANGEL	10/12/2001 M	14Y	40002796
OBANDOPARRA, VALENTINA	8/18/2011 F	4Y 2M	679
OCASIO,NATHANAEL	9/17/2009 M	6Y 1M	688
OCHOA,OLIVER	11/13/2012 M	2Y 11M	685
OCHOA,RANDY	11/22/2011 M	3Y 11M	691
OGANDO,SAMELY	12/10/2005 F	9Y 11M	688
OJEDA,EDWARD	10/12/2012 M	3Y	645
ORTEGA, LEONEL	11/30/2011 M	3Y 11M	696
ORTIZ,ETHAN	7/17/2005 M	10Y 3M	680
PAEZ,JOSHUA	9/4/2007 m	8Y 2M	40003798
PASCUAL, PAULA V	8/19/1995 F	20Y	669
PAULINO, JANELI J	5/4/2010 F	5Y 6M	588
PAULINO, JAYDEN	6/10/2009 M	6Y 5M	701
PENA,RENE M	7/18/2013 M	2Y 3M	659
PENA,SAMANTHA A	9/12/2009 F	6Y 1M	702
PEPIN,MAXAMIS	6/5/2002 M	13Y	40002999
PERALTA, CHANTEL	3/22/2006 F	9Y 7M	687
PEREZ,CALLIOPE T	4/30/2013 F	2Y 6M	707
PEREZ,CHASE T	4/30/2013 M	2Y 6M	707
PEREZ,CHRISTIAN	6/11/1992 M	23Y	680
PEREZ,DAHNIEL	8/22/2010 M	5Y 2M	652
PEREZ,MADYSON	6/17/2010 F	5Y 4M	702
PEREZ,NICHOLAS A	5/31/2013 M	2Y 5M	657
PIMENTEL,SEBASTIAN	10/17/2012 M	3Y	690
POLANCO GARCIA,MIA	8/24/2009 F	6Y 2M	571
POLANCO PAULINO, JOSIAH	9/18/2013 M	2Y 1M	707
PONTONES, GABRIEL	2/20/2002 M	13Y	681
POPE, JUSTIN	11/12/1999 M	15Y	670
PORTEVOLQUEZ,MELANY A	8/7/2014 F	15M 4D	685
PRASHANTH, TEJAS H	11/30/2009 M	5Y 11M	694
			700
PREGNON, JAYDIN	9/26/2006 M	9Y 1M	700
PREGNON, JAYDIN PRENDERGAST, DECLAN FRANCIS	9/26/2006 M 12/15/2006 M	9Y 1M 8Y 10M	
•			704 681



RAMIREZ,NOEL 11/29/2010 M 4Y 11M 691 RAMOS,ALEXANDER 9/25/2005 M 10Y 1M 80000171 RAMOS,ALEXANDER 9/25/2005 M 10Y 1M 80000171 RASTOGI,SAI S 4/22/2013 F 27 6M 708 RECIO,ELIAN 8/31/2004 M 11Y 2M 683 RECIO,ELIAN 8/31/2004 M 11Y 2M 683 RELAS,HERNAN 3/9/2002 M 13Y 680 REYES,DAVID 6/2/2009 M 67 5M 680 REYES,DAVID 6/2/2009 M 67 5M 680 REYES,EVELYN 4/15/2012 F 3Y 6M 680 RICHTER,YAKOV 6/17/2009 M 67 4M 706 ROBINSON,SOFIA 12/15/2012 M 2Y 11M 682 ROBINSON,SOFIA 12/18/2006 F 87 10M 689 ROCKER,JAMEL J 7/4/2007 M 87 4M 676 RODRIGUEZ,ANTHONY 9/18/1995 M 20Y A0003700 RODRIGUEZ,ANTHONY 9/18/1995 M 20Y A0003700 RODRIGUEZ,CHRISTOPHER 3/4/2011 M 47 8M 706 RODRIGUEZ,GAELA 10/18/2010 M 5Y 67 8M 708 RODRIGUEZ,GAELA 10/18/2010 M 5Y 632 RODRIGUEZ,GAELA 10/18/2010 M 5Y 632 RODRIGUEZ,GAELA 10/18/2010 M 5Y 633 RODRIGUEZ,MATTHEW 6/4/2009 M 67 5M 709 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 RODRIGUEZ,RYAN 7/28/2012 F 37 6M 637 RODRIGUEZ,RYAN 7/28/2012 F 37 6M 637 RONDROWLLANUEV,KIANNA 7/24/2002 F 13Y 6000000 ROSANDONULLANUEV,KIANNA 7/24/2002 F 13Y 6000000000000000000000000000000000000				I
RAMOS, ALEXANDER RAMOS, DANNY RAMOS, DANNY RAMOS, DANNY RATOGI, SAIS RECIO, ELIAN RECIO, ELIAN RECIO, ELIAN RECIO, ELIAN RECIO, ELIAN REJAS, HERNAN REJAS, HERNAN REJAS, HERNAN REJAS, HERNAN REYES, DAVID REYES, EVELYN ROBINSON, SOPIA REVES, DAVID ROBINSON, SOPIA ROBINSON, SOPIA ROCKER, JAMEL J RODRIGUEZ, ADRIAN RODRIGUEZ, ADRIAN RODRIGUEZ, ADRIAN RODRIGUEZ, ADRIAN RODRIGUEZ, ADRIAN RODRIGUEZ, ARITHEW RODRIGUEZ, CHRISTOPHER RODRIGUEZ, CHRISTOPHER RODRIGUEZ, GAEL A RODRIGUEZ, GAEL A RODRIGUEZ, GAEL A RODRIGUEZ, GAEL A RODRIGUEZ, MATTHEW RODRIGUEZ, MATTHEW RODRIGUEZ, RYAN RODRIGUEZ, RYAN RODRIGUEZ, RYAN ROLAS, LIZBERY ROSAG, DELAS, LIZBERY ROSAG, DELAS, LIZBERY ROSAG, DELAS, LIZBERY ROSAG, L	RAMIREZ, JOANGEL	1/30/2012 m	3Y 9M	6292
RAMOS, DANNY RASTOGI, SAI S RASTOGI, SAI S RASTOGI, SAI S RASTOGI, SAI S RECIO, ELIAN RELO, ELIAN RELO	RAMIREZ,NOEL	11/29/2010 M	4Y 11M	6916
RASTOGI, SAI S RECIO, ELIAN RECIO, ELIAN REJAS, HERNAN REJAS, HERNAN REJAS, HERNAN REYES, DAVID REYES, DAVID REYES, EVELYN REJAS, HERNAN REYES, EVELYN REYES, EVELYN REYES, EVELYN REYES, EVELYN REYES, EVELYN ROBINSON, NOAH REYES, EVELYN ROBINSON, NOAH REYES, EVELYN ROBINSON, NOAH REYES, EVELYN ROBINSON, NOAH ROBINSON, NOAH ROBINSON, SOFIA ROBINSON, SOFIA ROBINSON, SOFIA ROBINSON, SOFIA RODRIGUEZ, ADRIAN RODRIGUEZ, ADRIAN RODRIGUEZ, ADRIAN RODRIGUEZ, ARIANA ROBRIGUEZ, ARIANA ROBRIGUEZ, CHRISTOPHER RODRIGUEZ, CARLIN RODRIGUEZ, DARLIN RODRIGUEZ, DARLIN RODRIGUEZ, DARLIN RODRIGUEZ, DARLIN RODRIGUEZ, MIRINO ROBRIGUEZ, MIRINO ROBRIGUEZ, MIRINO ROBRIGUEZ, MIRINO ROBRIGUEZ, MIRINO ROBRIGUEZ, MIRI	RAMOS,ALEXANDER	9/25/2005 M	10Y 1M	B00001716
RECIO,ELIAN REJAS,HERNAN 3/31/2002 M 13Y 680 REJAS,HERNAN 3/9/2002 M 694 REYES,EVELYN 4/15/2012 F 3Y 6M 680 REYES,EVELYN 4/15/2012 F 3Y 6M 680 RICHTER,YAKOV 6/17/2009 M 6Y 4M 706 ROBINSON,NOAH 12/5/2012 M 2Y 11M 682 ROBINSON,SOFIA 12/18/2006 F 8Y 10M 697 ROCKER,JAMEL J 7/4/2007 M 8Y 4M 676 RODRIGUEZ,ADRIAN 1/27/2010 M 5Y 9M 653 RODRIGUEZ,ANTHONY 9/18/1995 M 20V A0003700 RODRIGUEZ,ANTHONY 9/18/1995 M 20V A0003700 RODRIGUEZ,ANTHONY 9/18/1995 M 20V A0003700 RODRIGUEZ,CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ,DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ,DARLIN 6/20/2006 M 9Y 4M 695 RODRIGUEZ,MITHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ,MIGUEL 1/17/1998 M 17V 694 RODRIGUEZ,MIGUEL 1/17/1998 M 17V 694 RODRIGUEZ,RIGUEL 1/17/1998 M 17V 694 RODRIGUEZ,R	RAMOS, DANNY	6/15/2012 M	3Y 4M	6950
REJAS,HERNAN 3/9/2002 M 13Y 680 REYES,DAVID 6/2/2009 M 6Y 5M 694 REYES,EVELYN 4/15/2012 F 3Y 6M 680 RICHTER,YAKOV 6/17/2009 M 6Y 4M 706 ROBINSON,NOAH 12/5/2012 M 2Y 11M 682 ROBINSON,NOAH 12/5/2012 M 2Y 11M 682 ROEINSON,SOFIA 12/18/2006 F 8Y 10M 699 ROCKER,JAMEL J 7/4/2007 M 8Y 4M 676 RODRIGUEZ,ADRIAN 1/27/2010 M 5Y 9M 653 RODRIGUEZ,ADRIAN 1/27/2010 M 5Y 9M 653 RODRIGUEZ,ADRIAN 6/30/2010 F 5Y 4M 706 RODRIGUEZ,ADRIAN 6/30/2010 F 5Y 4M 706 RODRIGUEZ,CARISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ,DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ,DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ,DARLIN 6/4/2009 M 6Y 5M 708 RODRIGUEZ,MICHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ,MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 ROLDAN,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDAN,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 ROSADO,ELYER 3/22/011 M 4Y 7M 683 ROSADO,ELYER 3/22/011 M 4Y 7M 683 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27L 713 ROSENE-LD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27L 713 ROSENE-LD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 685 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 694 SANTIAGO,JACOB 3/18/2013 M 2Y 9M 695 SANTIAGO,JACOB 3/18/2013 M 2Y 9M 695 SANTIAGO,JACOB 3/18/2013	RASTOGI,SAI S	4/22/2013 F	2Y 6M	7089
REYES,DAVID 6/2/2009 M 6Y 5M 6894 REYES,EVELYN 4/15/2012 F 3Y 6M 680 RICHTER,YAKOV 6/17/2009 M 6Y 4M 706 ROBINSON,NOAH 12/5/2012 M 2Y 11M 682 ROBINSON,SOFIA 11/218/2006 F RODRIGUEZ,ARIANL RODRIGUEZ,ARIANA 6/30/2010 F RODRIGUEZ,DARLIN RODRIGUEZ,DARLIN RODRIGUEZ,GARLIN RODRIGUEZ,DARLIN RODRIGUEZ,JOSE MARINO 6/20/2006 M RODRIGUEZ,MATTHEW 6/4/2009 M RODRIGUEZ,MATTHEW 6/4/2009 M RODRIGUEZ,MATTHEW 6/4/2009 M RODRIGUEZ,MATTHEW 6/4/2001 F RODRIGUEZ,RYAN 7/28/2012 M RODRIGUEZ,RYAN 7/28/2012 M ROMANO CRUZ,EDWIN 2/28/2012 M ROMANO CRUZ,EDWIN 2/28/2012 M ROMANO CRUZ,EDWIN 2/28/2012 M ROMANO CRUZ,EDWIN 2/28/2010 M SY 7M ROSARIO R,PEDRO 3/22/2011 M 4Y 7M 683 ROSARIO R,PEDRO 3/22/2011 M 4Y 7M 683 ROSARIO R,PEDRO 3/22/2011 M 4Y 7M 683 ROSARIO R,PEDRO 3/22/2010 M SY 6M 701 ROSARIO R,PEDRO 3/22/2011 M 4Y 7M 683 ROSARIO R,PEDRO 3/22/2011 M 4Y 7M 683 ROSARIO R,PEDRO 3/22/2011 M 4Y 7M 683 ROSARIO R,PEDRO 3/22/2010 M SY 6M 701 SABANAUGHN,DEZIEZRA M 5/7/2010 M SY 6M 701 SY 6M 701 SY 6M 702 SABANAUGHN,DEZIEZRA M 5/7/2010 M SY 6M 703 S	RECIO,ELIAN	8/31/2004 M	11Y 2M	6837
REYES,EVELYN 4/15/2012 F 3Y 6M 680 RICHTER,VAKOV 6/17/2009 M 6Y 4M 706 ROBINSON,NOAH 12/5/2012 M 2Y 11M 682 ROBINSON,SOFIA 12/18/2006 F 8Y 10M 699 ROCKER,JAMEL J 7/4/2007 M 5Y 4M 676 RODRIGUEZ,ADRIAN 1/27/2010 M 5Y 9M 633 RODRIGUEZ,ARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ,ARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ,CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ,CHRISTOPHER 3/4/2011 M 5Y 9M 678 RODRIGUEZ,CHRISTOPHER 3/4/2011 M 5Y 8M 708 RODRIGUEZ,GAEL A 10/18/2010 M 5Y 8M 693 RODRIGUEZ,MATTHEW 6/4/2009 M 6Y 8M 695 RODRIGUEZ,MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ,MATTHEW 6/4/2009 M 6Y 5M 695 RODRIGUEZ,MATTHEW 6/4/2009 M 6Y 5M 695 ROJAS,LIZBERY 4/30/2012 F 3Y 6M 637 ROJAN, RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 678 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 683 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 1M 693 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 693 ROSARIO JR,PEDRO 9/28/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 719 SABANNAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARI GORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SANCHEZ,EDGAR 8/27/2901 M 5Y 1M 719 SABANNAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SAACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARI GORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,EDGAR 8/27/2901 M 5Y 1M 719 SABANNAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SAACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,EDGAR 8/27/2901 M 5Y 6M 701 SAACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SANCHEZ,EDGAR 8/27/2900 M 5Y 599 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 699 SANCHEZ,ROMEO 8/21/2011 M 4Y 1M 699 SANCHEZ,ROMEO 8/21/2011 M 4Y 1M 699 SANCHEZ,ROMEO 8/21/2011 M 4Y 1M 699	REJAS,HERNAN	3/9/2002 M	13Y	6809
RICHTER, YAKOV 6/17/2009 M 6Y 4M 706 ROBINSON, NOAH 12/5/2012 M 2Y 11M 682 ROBINSON, SOFIA 12/18/2006 F 8Y 10M 699 ROCKER, JAMEL J 7/4/2007 M 8Y 4M 676 RODRIGUEZ, ADRIAN 1/27/2010 M 5Y 9M 653 RODRIGUEZ, ANTHONY 9/18/1995 M 20Y A0003700 RODRIGUEZ, ARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ, CARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ, DARLIN 2/15/2009 M 6Y 8M 706 RODRIGUEZ, DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ, JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MATTHEW 6/4/2002 F 3Y 6M 678 RODRIGUEZ, MATTHEW 11/6/2011 F 4Y 654 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 3M 678 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 3M 678 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 8M 673 ROMONONILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 683 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA, MARIA 3/15/2014 F 19M 276 713 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA, MARIA 3/15/2014 F 19M 276 713 ROSANO PENA, MARIA 3/15/2014 F 19M 276 713 ROSANO PENA, MARIA 3/15/2015 M 9Y 11M 719 SABANVAUGHN, DEZIEZRA M 5/7/2005 M 9Y 11M 719 SABANVAUGHN, DEZIEZR	REYES, DAVID	6/2/2009 M	6Y 5M	6942
ROBINSON,NOAH 12/5/2012 M 27 11M 682 ROBINSON,SOFIA 12/18/2006 F 88 10M 699 ROCKER,JAMEL J 7/4/2007 M 87 4M 676 RODRIGUEZ,ADRIAN 1/27/2010 M 57 9M 653 RODRIGUEZ,ARTHONY 9/18/1995 M 20Y A0003700 RODRIGUEZ,ARIANA 6/30/2010 F 57 4M 664 RODRIGUEZ,ARIANA 6/30/2010 F 57 4M 664 RODRIGUEZ,CHRISTOPHER 3/4/2011 M 48 8M 706 RODRIGUEZ,GARLIN 2/15/2009 M 67 8M 708 RODRIGUEZ,JOSE MARINO 6/20/2006 M 97 4M 695 RODRIGUEZ,MATTHEW 6/4/2009 M 67 5M 709 RODRIGUEZ,MATTHEW 6/4/2009 M 67 5M 709 RODRIGUEZ,MATTHEW 6/4/2011 F 80DIGUEZ,RYAN 7/28/2012 M 37 3M 678 RODIGUEZ,RYAN 7/28/2012 F 37 6M 637 ROLDAN,RILEY K 11/6/2011 F 47 ROMANO CRUZ,EDWIN 2/28/2012 M 37 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 137 ROSAGOMEZ,DAJOAN 4/8/2010 M 57 7M 683 ROSAGOMEZ,DAJOAN 4/8/2010 M 57 7M 683 ROSAGOMEZ,DAJOAN 4/8/2010 M 57 7M 683 ROSARIO JR,PEDRO 9/28/2011 M 47 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 57 1M 57 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 87 4M 685 SACASARIGORDILLO,ANGEL GABRIE 6/26/2007 M 87 4M 685 SANTIANG,MARA 11/14/2008 F 69 11M 69 2 SANTIANG,BACORDI 69 2 SANTIANG,MARA 11/14/2008 F 69 11M 69 2 SANTIANG,MARA 11/14/2008 F 69 11M 69 2 SANTIANG,MARA 11/14/2008 F 69 11M 69 2	REYES,EVELYN	4/15/2012 F	3Y 6M	6802
ROBINSON,SOFIA ROCKER,JAMEL J 7/4/2007 M 8Y 4M 676 RODRIGUEZ,ADRIAN 1/27/2010 M 5Y 9M 673 RODRIGUEZ,ANTHONY 9/18/1995 M 20Y RODRIGUEZ,ARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ,ARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ,CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ,GAELA 10/18/2010 M 5Y 60DRIGUEZ,GAELA 10/18/2010 M 5Y 60DRIGUEZ,GAELA 10/18/2010 M 5Y 60DRIGUEZ,MATHEW 6/4/2009 M 60 SM 709 RODRIGUEZ,MATHEW 6/4/2009 M 60 SM 709 RODRIGUEZ,MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ,MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 ROJAS,LIZBERY 4/30/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y ROSAGOMEZ,DAJOAN 4/8/2010 M 5Y 7M 687 ROSAGOMEZ,DAJOAN 4/8/2010 M 5Y 7M 687 ROSAGOMEZ,DAJOAN 4/8/2010 M 5Y 7M 687 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27L 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 5/26/2007 M 8Y 4M 685 SALAZAR,JUAN M 3/10/2000 M 5Y 1M 5ABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 5/26/2007 M 8Y 4M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 5ANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,EDGAR 6/2007 6/2007 6/2007 6/2007 6/2007 6/2	RICHTER, YAKOV	6/17/2009 M	6Y 4M	7066
ROCKER, JAMEL J 7/4/2007 M 8Y 4M 676 RODRIGUEZ, ADRIAN 1/27/2010 M 5Y 9M 653 RODRIGUEZ, ANTHONY 9/18/1995 M 20Y A0003700 RODRIGUEZ, ARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ, CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ, CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ, CHRISTOPHER 3/4/2010 M 5Y 6M 708 RODRIGUEZ, GAEL A 10/18/2010 M 5Y 633 RODRIGUEZ, JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, RYAN 7/28/2012 M 3Y 3M 678 ROLAN, RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 683 ROSARIO JR, PEDRO 9/28/2011 M 4Y 7M 683 ROSARIO JR, PEDRO 9/28/2010 M 5Y 7M 683 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA, MARIA A 3/15/2014 F 19M 27E 713 ROSENFELD, BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN, DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO, ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARI GORDILLO, ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARI GORDILLO, ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARI GORDILLO, ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SALAZAR, JUAN M 3/10/2000 M 15Y 59 SANCHEZ, EDGAR 8/27/1990 M 25Y 681 SANCHEZ, EDGAR 8/27/1990 M 25Y 681 SANCHEZ, ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ ROMEO 8/21/2011 M 4Y 1M 692 SANCHEZ ROMEO 8/21/2011 M 4Y 1M 692 SANCHEZ ROMEO 8/21/2011 M 4Y 1M 692	ROBINSON,NOAH	12/5/2012 M	2Y 11M	6821
RODRIGUEZ,ADRIAN 1/27/2010 M 5Y 9M 653 RODRIGUEZ,ANTHONY 9/18/1995 M 20Y A0003700 RODRIGUEZ,ARIANA 6/30/2010 F 5Y 4M RODRIGUEZ,CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ,CARLIN 2/15/2009 M 6Y 8M RODRIGUEZ,GAEL A 10/18/2010 M 5Y 623 RODRIGUEZ,JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ,MATTHEW 6/4/2009 M 6Y 5M RODRIGUEZ,MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 ROJAS,LIZBERY 4/30/2012 F 3Y 6M 673 ROLDAN,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27I 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2100 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SALZAR,JUAN M 692 SANCHEZ,RDAR 685 SANCHEZ,RDAR 687 SANCHEZ,RDAR 688 SACASARIGORDILLO,ANGEL GABRIE 6/26/2007 89 Y 11M 710 720 720 721 721 722 723 724 725 725 726 727 727 727 727 727 727 727 727 727	ROBINSON,SOFIA	12/18/2006 F	8Y 10M	6996
RODRIGUEZ, ANTHONY 9/18/1995 M 20Y A0003700 RODRIGUEZ, ARIANA 6/30/2010 F 5Y 4M 664 RODRIGUEZ, CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ, DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ, JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, RYAN 7/28/2012 M 3Y 3M 678 ROJAS, LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN, RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 8M 673 RONDRONVILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 587 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597	ROCKER, JAMEL J	7/4/2007 M	8Y 4M	6760
RODRIGUEZ, ARIANA 6/30/2010 F 5Y 4M 706 RODRIGUEZ, CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ, DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ, GAEL A 10/18/2010 M 5Y 623 RODRIGUEZ, JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, RYAN 7/28/2012 M 3Y 3M 678 ROJAS, LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN , RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 683 ROSARIO JR, PEDRO 9/28/2011 M 4Y 7M 683 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA, MARIA A 3/15/2014 F 19M 27t 713 ROSARIO PENA, MARIA 3/15/2015 M 9Y 11M 719 SABANNAUGHN, DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO, ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARI GORDILLO, JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR, JUAN M 3/10/2000 M 5Y 1 SANCHEZ, POMEO 8/21/2011 M 4Y 2M 681 SANCHEZ, PAZ, ANGEL 10/30/2010 M 5Y 1 SANCHEZ, PAZ, ANGEL 10/30/2010 M 5Y 2 SANCHEZ, PAZ, ANGEL 10/30/2010 M 5Y 2 SANCHEZ, PAZ, ANGEL 10/30/2013 M 2Y 9M 691 SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 692 SCHARF, SHINON	RODRIGUEZ,ADRIAN	1/27/2010 M	5Y 9M	6534
RODRIGUEZ, CHRISTOPHER 3/4/2011 M 4Y 8M 706 RODRIGUEZ, DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ, GAEL A 10/18/2010 M 5Y 623 RODRIGUEZ, JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, RYAN 7/28/2012 M 3Y 3M 678 ROJAS, LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN , RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 683 ROSARIO JR, PEDRO 9/28/2010 M 5Y 7M 683 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597	RODRIGUEZ,ANTHONY	9/18/1995 M	20Y	A00037004
RODRIGUEZ, DARLIN 2/15/2009 M 6Y 8M 708 RODRIGUEZ, GAEL A 10/18/2010 M 5Y 623 RODRIGUEZ, JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, RYAN 7/28/2012 M 3Y 3M 678 ROLAN, RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 587 ROSADO, ELYER 3/22/2011 M 4Y 7M 683 ROSARIO PENA, MARIA A 3/15/2014 F 19M 27I 713 ROSARIO PENA, MARIA A 3/15/2014 F 19M 27I 713 ROSENFELD, BENJAMIN 12/3/2005 M 9Y 11M 719	RODRIGUEZ ,ARIANA	6/30/2010 F	5Y 4M	6646
RODRIGUEZ,GAEL A 10/18/2010 M 5Y 623 RODRIGUEZ,JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ,MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ,MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 ROJAS,LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN, RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 587 ROSARIO JR,PEDRO 9/28/2010 M 5Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA, MARIA A 3/15/2014 F 19M 27 713 ROSENFELD, BENJAMIN 12/3/2005 M 9Y 11M 719 SABANV	RODRIGUEZ,CHRISTOPHER	3/4/2011 M	4Y 8M	7066
RODRIGUEZ, JOSE MARINO 6/20/2006 M 9Y 4M 695 RODRIGUEZ, MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ, MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ, RYAN 7/28/2012 M 3Y 3M 678 ROJAS, LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN, RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ, EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA, KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 587 ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 683 ROSARIO JEPEDRO 9/28/2010 M 5Y 1M 597 ROSARIO JEP	RODRIGUEZ, DARLIN	2/15/2009 M	6Y 8M	7085
RODRIGUEZ,MATTHEW 6/4/2009 M 6Y 5M 709 RODRIGUEZ,MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 ROJAS,LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN ,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 587 ROSARIO JR,PEDRO 9/28/2010 M 5Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 270 713 ROSARIO PENA,MARIA A 3/15/2014 F 19M 270 713 ROSARIO PENA,MARIA A 3/15/2010 M 5Y 6M 701 SACASARIGORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685	RODRIGUEZ,GAEL A	10/18/2010 M	5Y	6239
RODRIGUEZ,MIGUEL 1/17/1998 M 17Y 694 RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 ROJAS,LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN ,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 587 ROSADO,ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27E 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARIGORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SA	RODRIGUEZ, JOSÉ MARINO	6/20/2006 M	9Y 4M	6951
RODRIGUEZ,RYAN 7/28/2012 M 3Y 3M 678 ROJAS,LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN ,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 587 ROSADO,ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27E 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARIGORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCH	RODRIGUEZ,MATTHEW	6/4/2009 M	6Y 5M	7096
ROJAS,LIZBERY 4/30/2012 F 3Y 6M 637 ROLDAN ,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 587 ROSADO,ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27I 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JONOAH J 11/10/2007 M 8Y 594 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	RODRIGUEZ,MIGUEL	1/17/1998 M	17Y	6940
ROLDAN ,RILEY K 11/6/2011 F 4Y 654 ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 587 ROSADO,ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27E 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ PAZ,ANGEL 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTANA,MARA 11/14/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	RODRIGUEZ,RYAN	7/28/2012 M	3Y 3M	6780
ROMANO CRUZ,EDWIN 2/28/2012 M 3Y 8M 673 RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 587 ROSADO,ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27t 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 8/21/2011 M 3Y 8M 645 SANTANA,GILSON 10/30/2010 M 3Y 8M 645 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JONOAH J 11/10/2007 M 3Y 9M 691 <td>ROJAS,LIZBERY</td> <td>4/30/2012 F</td> <td>3Y 6M</td> <td>6371</td>	ROJAS,LIZBERY	4/30/2012 F	3Y 6M	6371
RONDONVILLANUEVA,KIANNA 7/24/2002 F 13Y A0003664 ROSA GOMEZ,DAJOAN 4/8/2010 M 5Y 7M 587 ROSADO,ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27[713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 10/30/2010 M 5Y SANCHEZ,ROMEO 10/30/2010 M 5Y SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M	ROLDAN ,RILEY K	11/6/2011 F	4Y	6541
ROSA GOMEZ, DAJOAN 4/8/2010 M 5Y 7M 683 ROSADO, ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR, PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA, MARIA A 3/15/2014 F 19M 27[713 ROSENFELD, BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN, DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO, ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO, JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR, JUAN M 3/10/2000 M 15Y 549 SANCHEZ, EDGAR 8/27/1990 M 25Y 681 SANCHEZ, ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ PAZ, ANGEL 10/30/2010 M 5Y 599 SANCHEZ RIVERA, ALBERT 3/9/2012 M 3Y 8M 645 SANTANA, GILSON 10/30/2007 M 8Y 592 SANTANA, MARA 11/14/2008 F 6Y 11M 692 SANTIAGO, JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO, JONOAH J 11/10/2007 M 8Y 546 SANTOS, SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 700	ROMANO CRUZ,EDWIN	2/28/2012 M	3Y 8M	6734
ROSADO,ELYER 3/22/2011 M 4Y 7M 683 ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27I 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691	RONDONVILLANUEVA,KIANNA	7/24/2002 F	13Y	A0003664
ROSARIO JR,PEDRO 9/28/2010 M 5Y 1M 597 ROSARIO PENA,MARIA A 3/15/2014 F 19M 27E 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691	ROSA GOMEZ,DAJOAN	4/8/2010 M	5Y 7M	5870
ROSARIO PENA,MARIA A 3/15/2014 F 19M 27E 713 ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 8/21/2011 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692	ROSADO,ELYER	3/22/2011 M	4Y 7M	6830
ROSENFELD,BENJAMIN 12/3/2005 M 9Y 11M 719 SABANVAUGHN,DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,ROMEO 8/21/2011 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	ROSARIO JR,PEDRO	9/28/2010 M	5Y 1M	5973
SABANVAUGHN, DEZIEZRA M 5/7/2010 M 5Y 6M 701 SACASARI GORDILLO, ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO, JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR, JUAN M 3/10/2000 M 15Y 549 SANCHEZ, EDGAR 8/27/1990 M 25Y 681 SANCHEZ, ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ, ROMEO 8/21/2011 M 5Y 599 SANCHEZ, ROMEO 3/9/2012 M 3Y 8M 645 SANTANA, GILSON 10/30/2007 M 8Y 592 SANTANA, MARA 11/14/2008 F 6Y 11M 692 SANTIAGO, JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO, JONOAH J 11/10/2007 M 8Y 546 SANTOS, SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 700	ROSARIO PENA, MARIA A	3/15/2014 F	19M 27E	7137
SACASARI GORDILLO,ANGEL GABRIE 6/26/2007 M 8Y 4M 685 SACASARIGORDILLO,JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ,RANGEL 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	ROSENFELD, BENJAMIN	12/3/2005 M	9Y 11M	7199
SACASARIGORDILLO, JOSELIN C. 7/27/2005 F 10Y 3M 685 SALAZAR, JUAN M 3/10/2000 M 15Y 549 SANCHEZ, EDGAR 8/27/1990 M 25Y 681 SANCHEZ, ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ, ROMEL 10/30/2010 M 5Y 599 SANCHEZRIVERA, ALBERT 3/9/2012 M 3Y 8M 645 SANTANA, GILSON 10/30/2007 M 8Y 592 SANTANA, MARA 11/14/2008 F 6Y 11M 692 SANTIAGO, JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO, JONOAH J 11/10/2007 M 8Y 546 SANTOS, SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 700	SABANVAUGHN, DEZIEZRA M	5/7/2010 M	5Y 6M	7013
SALAZAR,JUAN M 3/10/2000 M 15Y 549 SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ PAZ,ANGEL 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	SACASARI GORDILLO, ANGEL GABRIE	6/26/2007 M	8Y 4M	6853
SANCHEZ,EDGAR 8/27/1990 M 25Y 681 SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ PAZ,ANGEL 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	SACASARIGORDILLO, JOSELIN C.	7/27/2005 F	10Y 3M	6853
SANCHEZ,ROMEO 8/21/2011 M 4Y 2M 619 SANCHEZ PAZ,ANGEL 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	SALAZAR,JUAN M	3/10/2000 M	15Y	5499
SANCHEZ PAZ,ANGEL 10/30/2010 M 5Y 599 SANCHEZRIVERA,ALBERT 3/9/2012 M 3Y 8M 645 SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	SANCHEZ,EDGAR	8/27/1990 M	25Y	6810
SANCHEZRIVERA, ALBERT 3/9/2012 M 3Y 8M 645 SANTANA, GILSON 10/30/2007 M 8Y 592 SANTANA, MARA 11/14/2008 F 6Y 11M 692 SANTIAGO, JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO, JONOAH J 11/10/2007 M 8Y 546 SANTOS, SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 700	SANCHEZ,ROMEO	8/21/2011 M	4Y 2M	6190
SANTANA,GILSON 10/30/2007 M 8Y 592 SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	SANCHEZ PAZ,ANGEL	10/30/2010 M	5Y	5999
SANTANA,MARA 11/14/2008 F 6Y 11M 692 SANTIAGO,JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO,JONOAH J 11/10/2007 M 8Y 546 SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	SANCHEZRIVERA, ALBERT	3/9/2012 M	3Y 8M	6453
SANTIAGO, JACOB 3/18/2013 M 2Y 7M 708 SANTIAGO, JONOAH J 11/10/2007 M 8Y 546 SANTOS, SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 700	SANTANA,GILSON	10/30/2007 M	8Y	5927
SANTIAGO, JONOAH J 11/10/2007 M 8Y 546 SANTOS, SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 700	SANTANA,MARA	11/14/2008 F	6Y 11M	6928
SANTOS,SEBASTIAN 1/30/2013 M 2Y 9M 691 SCARLETT,JAELAN 12/21/2010 F 4Y 10M 692 SCHARF,SHINON 9/21/2011 M 4Y 1M 700	SANTIAGO,JACOB	3/18/2013 M	2Y 7M	7084
SCARLETT, JAELAN 12/21/2010 F 4Y 10M 692 SCHARF, SHINON 9/21/2011 M 4Y 1M 700	SANTIAGO,JONOAH J	11/10/2007 M	8Y	5460
SCHARF, SHINON 9/21/2011 M 4Y 1M 700	SANTOS, SEBASTIAN	1/30/2013 M	2Y 9M	6915
· · · · · · · · · · · · · · · · · · ·	SCARLETT, JAELAN	12/21/2010 F	4Y 10M	6927
SERRANO,O'NEAL 7/6/2001 M 14Y A0003009	SCHARF, SHINON	9/21/2011 M	4Y 1M	7001
	SERRANO,O'NEAL	7/6/2001 M	14Y	A00030092



SMITH,KAMDEN D	5/6/2013 M	2Y 6M	6996
SOFER,CHAIM	11/16/2009 M	5Y 11M	6843
SORIANO, HRISTO M	3/11/2012 M	3Y 8M	6315
STEWARD JR, MICHAEL	2/20/2009 M	6Y 8M	6791
SZILAGYI,ALEXANDER	12/18/2003 M	11Y 10M	6874
SZILAGYI,OLIVIA	2/24/2009 F	6Y 8M	6876
SZILAGYI,SAMUEL	5/23/2005 M	10Y 5M	6876
TABOR,QARON	10/25/2007 M	8Y	6783
TALLIE, JADE	11/4/2003 F	12Y	7081
TAYLOR,TED	10/17/2012 M	3Y	7092
TERRY,NATHAN	10/24/2012 M	3Y	7012
TRANSOM ,CRAIG	12/14/1995 M	19Y	7017
VALDEZ,DIONY	2/19/2008 M	7Y 8M	6132
VALDEZ,GEREMY	7/16/2006 M	9Y 3M	6505
VALDEZ,JUSTIN	12/19/2011 M	3Y 10M	6864
VALETTE, ADRIAN	10/1/2009 M	6Y 1M	6641
VARGAS HERRERA, SARAI	12/8/2009 F	5Y 11M	6753
VASQUEZ,ALEXANDER	6/9/2013 M	2Y 5M	7152
VASQUEZ,ELIAN	8/30/2005 M	10Y 2M	6953
VASQUEZ,EMILIO	12/1/2012 M	2Y 11M	7102
VELASQUEZ,DANIEL A	7/4/2011 M	4Y 4M	6525
VELASQUEZ,JOSEPH	2/9/2007 M	8Y 9M	7002
VELAZQUEZ GARCIA,ADDISON	3/8/2009 M	6Y 8M	5778
VELAZQUEZGARCIA,ALISSON M	10/1/2011 F	4Y 1M	6307
VENTURA,JAEL J	6/22/2005 M	10Y 4M	A00036327
VENTURA,OSVALDO	10/17/2010 M	5Y	7040
VERGARA, JANESSA	2/29/2012 F	3Y 8M	6814
VICENTE FAJARDO ,JOVANNY A	1/8/2008 M	7Y 10M	6834
VIDALPABLO,KIMBERLY A	4/18/2013 F	2Y 6M	6541
VIERA,GABRIEL	2/24/2008 M	7Y 8M	6926
WAINWRIGHT, JAIDEN	6/3/2009 M	6Y 5M	6792
WAINWRIGHT,JOSHUA	4/26/2008 M	7Y 6M	7067
WALKER,CHARLIE	1/29/2011 M	4Y 9M	7013
WEINSTOCK,WOLF	3/26/2012 M	3Y 7M	6866
WILLIAMS, BARON A	5/16/2008 M	7Y 5M	5771
WILLIAMS, RHYS	6/25/2009 M	6Y 4M	7170
WRIGHT,MARK	5/27/2005 M	10Y 5M	7102
YASAR,FAHAD	7/29/2007 M	8Y 3M	7097
YASAR,MOHAMMED	7/13/2011 M	4Y 3M	7038
ZAFIR,SAMUEL	12/4/2007 M	7Y 11M	6830
*			

NYCACS OPEN HOUSE ATTENDANCE SHEET Page 1

NYCAUTISM

CHARTER SCHOOL

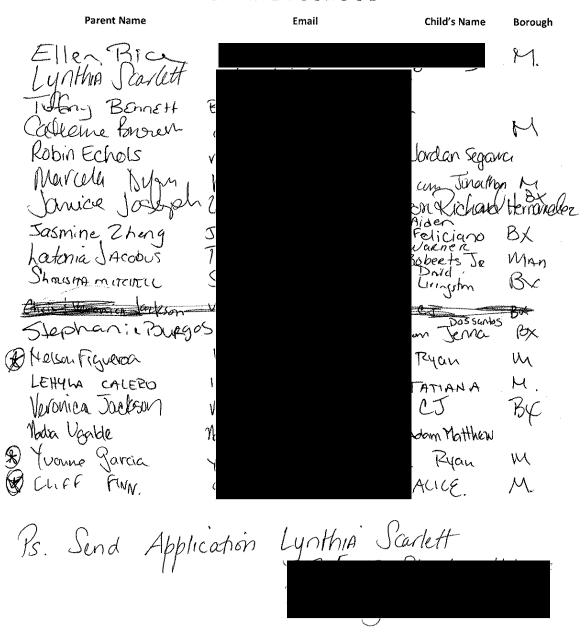
Open House Jan. 12th 2016

Parent Name	Email	Child's Name	Borough
Talitha Monell Angela D Austin		zaire m Williams	Man.
CAROLINA RECTRE		OX AMPRITE	BROUX
Cleoti Le Navarro		Teremy Reyes	M
Celeste Garson		Take Garson	M
OsoC. Gorrelez		togo Espira	W
BACH HOCH KEPPER		HAVE	Beooky
Saron Cast 16 / Dellalaus		eranger Cens	Marketlay
Crystal Medina		Christopher Lamar Jr.	
Wendy Canas		tudiel Sovian	
Stephenso Mulford		. Austin	
Yaniv + Stichelle Scholer		Eva	
Samiya Ahsan		Hamash	Thenhalth.
Parnely Babilius		Viannis	Butalies
Star + Paul Kahn		Indigo	NY
Jose Lan ?			Bonx
M. Langrin Debro Williams		incas	Blonx
Nusia Williams		Kenji	HAN
			-

NYCACS OPEN HOUSE ATTENDANCE SHEET Page 2

NYCAUTISM

CHARTER SCHOOL



R-04 SCHOOL ENROLLMENT

NYCACS BRONX 2017-18 through 2021-22

Summary and Other Information							
Total Ungraded Enrollment	8	16	24	32	32		
Change in Enrollment from Prior Year (Count)	8	8	8	8	0		
Change in Enrollment from Prior Year (Percent)	100%	100%	50%	33.3%	0%		
Anticipated Rate of Attrition (Percent)	0%	0%	0%	0%	0%		
Number of Classes by Year							
	2017-18	2018-19	2019-20	2020-21	2021-22		
Number of Classrooms	2	4	6	8	8		
Average Number of Students Per Class							
	2017-18	2018-19	2019-20	2020-21	2021-22		
Average Number of Students per Classroom	4	4	4	4	4		

ALIGNMENT WITH SCHOOL DISTRICT GRADE CONFIGURATION

NYCACS Bronx will serve students ages 5-12 years during its first charter period. The program will be ungraded, allowing for maximum attention to students' individual needs. A total of 32 students will be served. Age at entrance will span ages 5-7 for year 1; ages 5-6 for year 2 and; age 5 only for years 3 to 5. Ages served across each year of the first charter period will be ages 5-7 for year 1; ages 5-8 for year 2; ages 5-9 for year 3; ages 5-10 for year 4; and ages 5-11 (turning 12) for year 5. Any vacancies that occur will be filled by waitlisted students who fall within the entrance age range for the year in which the vacancy occurs. In years 3-5 when the entrance age is 5, enrollment will be open to students who turn five between January 1 and December 31 of the admission year. Enrollment growth is as follows: 8 students in year 1; an additional 8 in year 2, bringing the total to 16 students; an additional 8 in year 3, bringing the total to 24 students; and additional 8 in year 4, bringing the total to 32 students, its maximum enrollment. Thereafter new students will be drawn from the waitlist only when a vacancy occurs.

The design of NYCACS Bronx is unique in its ungraded classroom design. In addition, the age at entrance is kept purposely young (ages 5-7 year one, ages 5-6 year two, and age 5 thereafter). The rationale for this is first, the need to start high quality intervention for students with autism at as young an age as possible (as demonstrated in the literature, e.g., "The importance of early identification and intervention for children with or at risk for autism spectrum disorders" - Koegel, Koegel, Ashbaugh, and Bradshaw, *International Journal of Speech-Language Pathology*, 2014; 16(1): 50–56) and second, to reduce the impact of age compression as the school continues into subsequent charter periods.

CHARTER SCHOOL

Response 04-1

STUDENT ATTRITION

It is anticipated that attrition at NYCACS Bronx will be very low, largely because the quality of instruction and degree of support for families will be unmatched in the public school sector with the exception of NYCACS (East Harlem). The experience of NYCACS (East Harlem) is that students tend not leave the school unless the CSE makes a change of placement recommendation to a less restrictive program or to a residential program, or the family moves out of New York City. One of NYCACS Bronx's goals will be to move at least 5% of its students to less restrictive placements over a five-year period. NYCACS (East Harlem) has met this goal during each charter period so far. This movement of students to a less restrictive environment is a measure of the school's success. It also makes it possible for the school to accept new five year olds from the waitlist. The movement of students to a more restrictive placement (e.g., residential), is one that the CSE recommends only after all other options have been explored, and reflects the need for 24 hour supervision beyond that which can be managed by a family and within the context of a school day program. This type of transition is likely to be relatively rare. NYCACS (East Harlem) has had only 4 such transitions in its 10 year history - all due to magnitude and frequency of challenging behavior reaching levels that became unsafe and unmanageable in the students' homes. In both types of transitions (to less restrictive or more restrictive environments), the decision to leave NYCACS (East Harlem) has been based on what was best for the child and is not attrition as typically defined. Movement of families to other NYC community school districts is not a source of attrition, as the lottery is open to students from all districts and students receive door-to-door transportation. Movement out of NYC occurs infrequently (only two families in NYCACS (East Harlem)'s 10 year history) and movement due to a parental preference for a change (only one family in the school's history) is also very rare. It is expected that these patterns will hold true for NYCACS Bronx as well, making for a very stable student population.

ANTICIPATED GROWTH

NYCACS Bronx plans to extend its age ceiling to 21 by its third charter period so as to offer a full primary and secondary education tailored to the unique needs of children, adolescents, and young adults on the autism spectrum.

R-05 CURRICULUM AND INSTRUCTIONAL DESIGN

(A) CURRICULUM SELECTION AND PROCESSES

RESEARCH-BASED EVIDENCE OF EFFECTIVENESS FOR TARGET POPULATION

NYCACS Bronx will provide students diagnosed with autism, all of whom are "at risk" for academic failure, with a comprehensive program of academic and support services based on the principles of Applied Behavior Analysis (ABA). A host of alternative therapies exist for individuals with autism (e.g., chelation therapy or swimming with dolphins), none of which have been scientifically validated as effective in treating the symptoms of autism. The only scientifically proven approaches for treating autism involve teaching strategies based upon the principals of ABA.

Applied Behavior Analysis is the application of the principles of learning and motivation (including the procedures and technology derived from those principles) to the solution of socially significant issues and challenges. This body of knowledge will serve as the foundation for all instruction at NYCACS Bronx. These principles have a long and well-founded history, originating with the pioneers of behavioral psychology in the early 1900's. Application to the autism population began in the 1960's by O. Ivar Lovaas at the University of California Los Angeles. His famous article "Behavioral Treatment and Normal Educational and Intellectual Functioning in Young Autistic Children" published in 1987 in the Journal of Consulting and Clinical Psychology (Vol. 55, No. 1: pp. 3-9), looked at the impact of intensive behavioral intervention on a group of young children and compared results with two other control groups - one receiving alternate types of intervention, and the other receiving ABA but at much less intensity (10 hours versus 40 hours per week). 47% (9 out of 19 children) of the experimental group attained average cognitive functioning, and were able to perform in school with minimal supports, compared to only 1 of 40 children across both control groups. These results demonstrated that not only the type of intervention (ABA) but also the intensity of intervention (40 hours as opposed to 10) were critical in ensuring best outcomes. Since then, there have been thousands of empirical studies documenting the effectiveness of teaching strategies derived from these principles as applied to the autism population including a replication of the original Lovaas study conducted by Howard Cohen, Mila Amerine-Dickens, and Tristram Smith in 2006 and published in the Journal of Developmental Pediatrics ("Early Intensive Behavioral Treatment: Replication of the UCLA Model in a Community Setting." Vol. 27, No. 2: pp. 145-155). In 2009, Doreen Granpeesheh, Jonathan Tarbox, and Dennis R. Dixon published an article in the Annals of Clinical Psychiatry (1(3):162-173) and concluded that, "ABA treatment programs for individuals with autism are supported by a significant amount of scientific evidence and are therefore recommended for use. Patient care would likely benefit from a greater degree of collaboration between practitioners in the fields of ABA and psychiatry."

Government research as well as clinical/medical practice guidelines also support the methodology of ABA. The US Surgeon General (US Department of Health and Human Services) stated in a 1999 report, "Thirty years of research demonstrated the efficacy of applied behavioral methods in reducing

inappropriate behavior and increasing communication, learning, and appropriate social behavior." Additionally, the New York State Department of Health in it's 1999 guideline recommendations for autism/pervasive developmental disorders assessment and intervention stated, "It is recommended that principles of applied behavior analysis (ABA) and behavior intervention strategies be included as an important element of any intervention program for young children with autism...It is recommended that intensive behavioral programs include as a minimum approximately 20 hours per week of individualized behavioral intervention using applied behavior analysis techniques."

While many well-known studies have focused on the positive impact of ABA with newly diagnosed toddlers, there has also been a good deal of research showing the effectiveness of ABA as used with adolescents and young adults. The following studies are a few examples:

Smith & Belcher, (1985) implemented a training program to teach life skills to five adults with autism living in community group homes

McClannahan, et al (1990) developed and implemented a personal appearance index in order to promote personal care with older learners with autism

Okuda, (2001) examined the effectiveness of positive practice in training an adult male with autism who lived in an institution to defecate and urinate appropriately

In a recent meta-analysis, Bellini & Akullian (2007) documented the effectiveness of video modeling and video self-modeling in addressing social-communication skills, adaptive behavior, and behavioral functioning in children and adolescents with ASD

Watanabe, Uematsu, & Kobayashi (1993), taught three adolescents with autism to ride public buses using pre-teaching in class, an immediate error correction procedure in the natural setting, and self monitoring

Taylor & colleagues (2004) taught three teenagers with autism to respond to a vibrating pager to seek assistance in community settings when physically separated from their parents or Teachers

Lattimore, Parsons, & Reid, (2006) compared job-site plus simulation training for teaching job skills to supported workers with autism to provision of training exclusively on the job

Years of peer reviewed research has clearly demonstrated the effectiveness of teaching strategies based upon the principles of Applied Behavior Analysis for individuals with autism, from the time of diagnosis all the way up to adulthood and beyond.

CURRICULUM ALIGNMENT TO NEW YORK STATE STANDARDS

The NYCACS Bronx curriculum is aligned with and cross-walked to the New York State Common Core Curriculum. The curriculum is comprised of research-based teaching procedures and individualized skill acquisition programs that facilitate the development of skills across 22 curriculum areas, including expressive language, social interaction, reading, mathematics, speech, fine motor, handwriting, behavior and self-care. Close to 1200 targeted instructional programs provide clearly defined behavioral



objectives; specific teaching procedures; assessment procedures to determine the effectiveness of interventions; and terminal goals to ensure maintenance and generalization. For each of these targeted instructional programs, the Curriculum Crosswalk identifies the domain, the goal, the program title, and the NYS Learning Standard and corresponding assessment tasks in two of the published assessment tools used by the school, the Verbal Behavior Milestones Assessment and Placement Program (VB-MAPP) and the Assessment of Functional Living Skills (AFLS). (See Curriculum and Instructional Model at conclusion of this Response below.)

CURRICULUM AS IT RELATES TO THE MISSION

The NYCACS Bronx will utilize the curriculum developed and refined by NYCACS. The curriculum as described in detail below is individualized, scientifically based and promotes the achievement of high educational standards and the full intellectual, social, physical and emotional potential of each student.

CURRICULUM AS IT INFORMS TEACHING

All of the curriculum's 1200 target skills are defined in clear, objective terms. A brief teaching procedure is then presented, followed by instructional information or metrics. Given the often extreme differences between students sharing a diagnosis of autism, these metrics are not delineated by pacing guidelines, but rather sequenced with room to individualize based upon rate of acquisition, learning history, and areas of deficit for each student. Incorporated into these teaching metrics are steps to promote generalization and reach the terminal programming goal. Measurement procedures are clearly delineated, as well as procedures and a schedule for Inter-observer Agreement (IOA) data collection. During IOA data collection, multiple staff members simultaneously, but separately, score accuracy data (for skill acquisition programs) or occurrence data (for Behavior Intervention Plans), and then compare scores to ensure data collected are accurate. Each program contained in the NYCACS curriculum, once identified as an objective for a particular student, is then further individualized to a microscopic levelspecifying targets (even sub-targets that may involve the use of prompting levels), language used as part of instruction, and procedures for reinforcement, and error correction. For example, two students may both be working on the objective, "Places Objects According to Prepositions." However, one student might have as a current target only placing items "on top" of other items. In fact, this student might initially only learn to place items on top of a very narrow set of placement items (i.e., only table and box). Another student also working on that same objective, might be learning to place items "on top", "in", and "under", all at the same time with varied items and placements. These details are updated weekly or even daily as individual students either master responses or exhibit difficulty that requires remediation. This process, although not conforming to a predetermined sequence or set of pacing guidelines, does offer numerous options and strategies by which to sequence, allowing for optimal levels of skill acquisition. Data collection informs all decision-making with respect to teaching modifications, addition of new targets, or program completion or discontinuation.

Skills are developed through highly structured teaching sessions. NYCACS is committed to meeting the needs of each student, and its curriculum is comprised of individualized skill acquisition programs that have clearly defined behavioral objectives; specific teaching procedures; assessment procedures to determine the effectiveness of the interventions; and steps to ensure generalization (e.g., skill demonstrated across a variety of settings). Educational goals for each student are developed as part of his/her IEP, with voluntary parental input playing an integral role in program design. The instructional methods are based exclusively upon research-based interventions, all of which will be derived from the principles of ABA. Much of the curriculum is devoted to the essential areas of self-care and life skills – areas of significant deficit for the majority of individuals diagnosed with severe to moderate autism. There are currently 101 skill acquisition programs written to specifically target self-care, 80 to target life skills, 45 to target skills required for community participation, 84 in the area of prevocation, and 32 related to personal safety. Many of these have already been deemed appropriate objectives for our students and contained within their IEP's.

Given that challenging and disruptive behavior is common amongst individuals with an ASD diagnosis, an important aspect of instruction is targeted at reducing levels of such behavior, teaching adaptive alternatives, and providing high levels of reinforcement for non-occurrence. It is presumed that the majority of instances or episodes of challenging or disruptive behavior exhibited by any student enrolled at NYCACS Bronx will be associated with his or her diagnosis. The school will follow internal protocols in such instances before implementing the Student Code of Conduct and imposing the disciplinary procedures set forth therein. Intervention protocols are discussed in depth in R-09a.

Data on target challenging behavior will be collected frequently – typically every day – and reviewed multiple times per week. Formal evaluations will be conducted by classroom staff members on a monthly basis, with review and oversight by Clinical Supervisors and the Head of School.

NYCACS Bronx will establish a Human Rights Committee, an independent review body comprised of at least six members. At least four of these members (a lawyer, a doctor, a behavior analyst, and a parent of a child with autism not enrolled at NYCACS Bronx) will have no connection to the school other than serving on this Committee, but will bring relevant experience to the issues being discussed. An NYCACS Bronx Board member and Teacher will be members of the Committee as well. This committee will review all behavior intervention plans that have any type of restrictive component (e.g., removal from the classroom) to ensure that plans are ethical and respect the rights of each student, that there is evidence of parental consent, and that they are effective in reducing and/or maintaining low levels of target behavior.

INSTRUCTIONAL DECISION MAKING

NYCACS Bronx will utilize a highly collaborative approach with respect to instructional decisions. That being said, a hierarchy exists that allows for each staff person to have a clear understanding of the school's process, to act as a participant in that process, and to feel supported. Individual Instructors



bring student issues relating to instruction or behavior challenges to their classroom teacher, either informally during the day or formally during weekly classroom meetings. It is during such classroom meetings that issues are reviewed amongst all classroom staff. In some situations, the Teacher may decide to involve the classroom's Clinical Supervisor to gain additional ideas and input, or to confirm decisions. Clinical Supervisors participate in weekly classroom meetings on an alternating basis with each of the classrooms for which they are responsible. Clinical Supervisors also review decisions with, and may ask for further guidance from the Head of School informally or during regularly scheduled meetings.

On a monthly basis, student clinics will be held, during which time issues of concern are raised with the Clinical Supervisor as well as (in alternate months) parents. Problem programs are demonstrated, alternatives are suggested and attempted, and recommendations are made. Changes are then incorporated into student programming, with ongoing data collection to ensure that suggested changes are, in fact, leading to desired outcomes.

Annual external program evaluations, to be conducted by outside professionals in a relevant field (e.g., Applied Behavior Analysis), may result in specific feedback that is incorporated into student programming. In addition, the NYCACS Bronx Human Rights Committee, described above, may offer input and recommendations that inform behavior reduction procedures used to address, manage, and reduce challenging, disruptive, and maladaptive behavior.

CURRICULUM REVIEW

The NYCACS curriculum is designed to be continually updated on an individual level whenever student performance indicates a need to modify a specific instructional program or develop a new one. This is done by the Teacher with input from the Clinical Supervisor and oversight by the Head of School. On a broader scale, the overall NYCACS curriculum is reviewed annually by senior staff (with input from staff at all levels) to determine usability and gaps in content. Modifications and additions may also be made upon the recommendation of the annual external program evaluator. In addition, outside published curricula are reviewed regularly. Any that seem to fit specific content areas not already fleshed out within NYCACS' own curriculum (e.g., social skills, handwriting) are piloted and, if found to be appropriate, adapted by Clinical Supervisors and Teachers to meet the needs of the school's unique population. Finally, research and new resources in the field of autism education are constantly under review for incorporation. Any advances in the NYCACS curriculum will be shared with NYCACS Bronx.

SAMPLE CURRICULUM MAPS

EXPLANATION

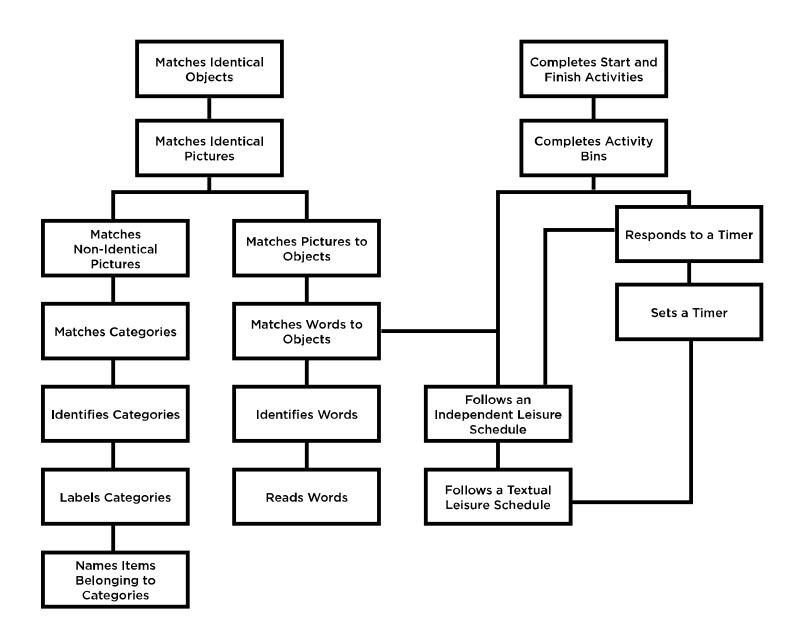
The profiles of NYCACS Bronx students will fall along the autism spectrum. As per the NYCACS Bronx Admissions Policy, student applications will be assigned to one of three cohorts based upon submitted application materials and, ultimately, a review by members of the Committee on Special Education. Those cohorts are as follows:

Cohort 1 – Severe Cohort 2 – Moderate-Severe Cohort 3 - Moderate

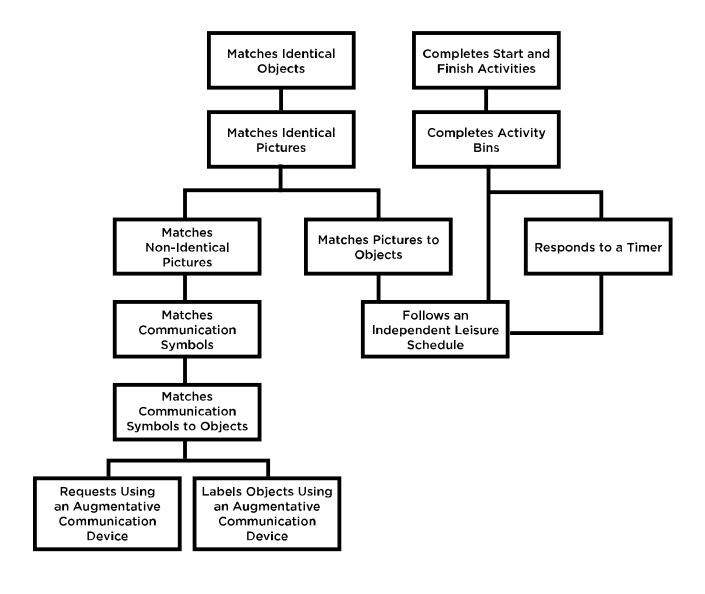
Please refer to R-15f – Admissions Policy for a more detailed description of student cohorts.

The sample curriculum maps below focus on one tiny subset of a programming web designed for each of two sample students (one from Cohort 1 and one from Cohort 2), both of which would include a much larger group of objectives (typically between 15 and 30) being worked on simultaneously with each student. They highlight a sample progression for each student, starting with the exact same two objectives (Matches Identical Pictures and Completes Start-and-Finish Activities) but moving forward along different paths. Typically, a Cohort 2 student would be more able (as shown) to move into complex language concepts (e.g., naming items from categories), traditional academic concepts (e.g., reading), and increasingly sophisticated systems (e.g., text-based schedules). The Cohort 1 student on the other hand, would be more likely to require instruction around augmentative communication devices (the majority of Cohort 1 students are non-verbal or minimally verbal), functional targets (e.g., learning new icons to be used in the context of their communication devices), and less sophisticated systems (e.g., photographic schedules). It would be anticipated that the time frames for acquisition would be very different as well, with Cohort 2 students often able to learn multiple targets at a more rapid pace and Cohort 1 students requiring a more systematic breakdown of tasks and repeated instruction over longer periods of time. Again, even within cohorts and classrooms, there are often vast differences between students with respect to relative strengths and deficits, prior knowledge, and rate of acquisition. Therefore, the highly individualized curriculum maps - designed and constantly modified based upon ongoing data collection - are a necessity for optimal instruction with this population.

SAMPLE INDIVIDUALIZED CURRICULUM MAP COHORT 2 STUDENT



SAMPLE INDIVIDUALIZED CURRICULUM MAP COHORT 1 STUDENT



INDEX FOR SAMPLE GROUP LESSON PLAN AND CROSSWALK:

Sample Lesson Plan For Cohort 3 Group Work	<u>10</u>
Sample Lesson Plan For Cohort 1 Group Work	<u>12</u>
Labels Pictures (highlighted in the Cohort 1 lesson plan) corresponds to:	
The actual NYCACS program shell from the school's curriculum	<u>15</u>
Common Core K-5 Language Standards crosswalk	<u>17</u>
AFLS and VB-MAPP Assessments crosswalk	19

SAMPLE LESSON PLAN FOR COHORT 3 GROUP WORK READING COMPREHENSION

Goal: Increases Ability to Complete Curriculum-Based Lessons

Objective: Completes Lessons from the Reading for Information Texts (Grade 4) Group A (3 students) - Identifies Details, Sequences Events, Identifies the Main Idea, and Compares and Contrasts

Group B (2 students) - Identifies Details, Sequences Events, Labels the Main Idea, Compares and Contrasts, Writes Summaries, Makes Inferences, Predicts Outcomes, and Identifies Elements in a Story

NYS Common Core Learning Standards: Career Development and Occupational Studies, Standard 3a, Universal Foundational Skills; Speaking and Listening, Comprehension and Collaboration (2-2, 3-2); Language, Vocabulary Acquisition and Use (K-6, 1-6, 2-6, 3-6, 4-6, 5-6, 2-5); Speaking and Listening, Presentation of Knowledge and Ideas (K-4, 1-4); Writing, Text Types and Purposes (1-3, 2-3)

AFLS Objectives: CA6, CA8, CA9, AA1, AA11, AA12, AA13, AA14, AA15, AA16, AA17, AA18, AA19, AA20

VB-MAPP Objectives: IV9, IV10, IV13, IV14, READING11

Materials Required for Lesson:

Five copies of Reading for Information Geography and Climate Student Readers Photocopies of worksheets from Student Handbook

Pencils

Markers (to check work)

Any examples of objects/materials from the passages the students are reading about One lead teacher (to provide didactic group instruction)

One instructor to provide additional support to student attending (see modifications and accommodations section)

Procedures and Time Estimates per Activity:

1. Check Homework (5 minutes): All students will go to their desks, take out their homework from the previous night, and a marker. The lead teacher will review previous night's homework with students. If a student has correctly answered a question, he/she will give him/herself a check mark. If a student has incorrectly answered a question, he/she will self-correct either independently (AG, RD) or after a peer has modeled the correct response (TC, NV, JM). Students who have gotten 100% on their homework get to put it on the bulletin board.



- 2. Group Lesson Including Choral/Group Reading and Oral Questioning (30 minutes):

 Students will take out their student readers and turn to that day's passage/story. Each student is required to read part of the passage as their peers follow along with their index fingers.
- **3.** Differentiation of Instruction according to Student Skill Ability: Some students (AG, RD, TC) will be required to read a paragraph at a time, whereas other students (NV, JM) will read one sentence at a time to target basic reading skills (e.g., stopping at the end of a sentence, reading with appropriate intonation).
- 4. Differentiation of Instruction according to Students' Learning Styles based on Gardner's Multiple Intelligences: Students are asked to point to relevant objects (kinesthetic learners), talk about personal experiences related to the topic being discussed (interpersonal and linguistic learners), and refer to the illustrations (visual learners).
 - a. As students are reading the passage, the teacher will ask reading comprehension questions related to the passage that is differentiated based on the students' learning objectives and skill ability level (e.g., "What do you think would happen to the crops if California experienced a drought?", "What region of the United States grows our fruit and vegetables?". The teacher will also ask some students (AG, RD) extension and application questions (e.g., "What are some things you can do to save the environment?") to further students' understanding of the text and provide applications to daily life.
- **5. Independent Work (10 minutes):** Students are asked to complete worksheets that are differentiated by skill ability level and individualized instructional goals.
 - a. **Differentiated independent work for TC due to fine motor deficit:** Due to TC's deficits in fine motor skills, teacher will allow student to type his answers into an iTouch/iPad/laptop.
 - b. **Differentiation according to Need:** An additional instructor will be available to provide support to one student (JM) whose deficits in attending preclude independent participation during group lessons. When JM engages in off-task behaviors (e.g., writing in the air, watching the clock), the support staff member will provide reminders to stay on task.
- 6. Vocabulary Review (10 minutes): Students will have 2 minutes to review the assigned vocabulary words from this unit. After the review period, the students will move from their desks to the table in front of the Whiteboard. The teacher will pull up the prepared Microsoft Powerpoint slide for the "Vocabulary Game Show". Students will spin the magnetic arrow and see which color they land on. Each color is associated with a different way of providing clues to classmates in order to guess the target vocabulary word (e.g., act it out, make a rhyme, state the definition, create a fill-in-the-blank). Whichever student is able to answer the most clues correctly is the winner of the day.
- **7. Assigning of Homework (5 minutes):** Homework assignments will be differentiated and assigned to students. Students will have an opportunity to ask questions related to their assigned work.



Assessment Opportunities:

Students will be assessed at the end of every unit (approximately every 3 weeks) using both a generalization exam assessing skills with novel content (provided by the publisher) and a teacher-made assessment related to the Student Reader (For modifications and accommodations to TC's assessment, see modifications and accommodations section below).

Teachers will conduct informal oral assessments during and after reading each passage. Teachers will conduct observations during the lessons.

Modifications and Accommodations:

1. Differentiation based on Need: TC must have an alternative method of responding to complete assignments that require a written response. When possible, TC should be allowed to type his responses on a tablet or laptop. Alternatively, worksheets/assessments will be modified into a format where answers can be circled or crossed out. If either of these modifications/accommodations cannot be made for him, TC will be allowed to dictate his responses to the support staff member.

SAMPLE LESSON PLAN FOR COHORT 1 GROUP WORK

RECEPTIVE AND EXPRESSIVE LANGUAGE

Content Areas: Increases Identification of Nouns, Verbs, and Concepts
Increases Ability to Label and List Nouns, Verbs, and Concepts
Increases Instruction Following
Increases Use of Language to Request

Objectives: Identifies Pictures (2 students); Labels Pictures (1 student); Follows Group Instructions, Lines Up at the Door, Requests Preferred Items Using an Augmentative Communication Device* (all 3 students)

Common Core Standards: Language, Conventions of Standard English, K-1; Career Development and Occupational Studies, Standard 3a, Universal Foundational Skills;

Materials Required for Lesson:

Target picture cards List of learned instructions

Visual cues for lining up (colored squares on the floor in a line near the door)

Motivational systems (token boards and cups containing tokens) for each student
Individual student augmentative communication devices

Procedures and Time Estimates per Activity:

- 1. Group Instruction Picture Cards (5 minutes): All students will be seated with desks in a semicircle. Motivational systems will be placed on upper portion of desk. Target picture cards will be presented as specified below.
 - a. Differentiated Instruction based on Readiness and Skill Level: (TB and DC will have picture cards placed on table in front of them for receptive identification (e.g., "Find the ___"); CG will have single cards held in front of him for expressive labeling (e.g., "What's this?").

Students will be directed to give themselves tokens upon: correct responding, attending, and refraining from disruptive or off-task behavior.

- 2. Requests Preferred Items Using an Augmentative Communication Device (2 minutes): Upon earning all designated tokens, each student will practice requesting using their individual augmentative communication devices.
 - a. Differentiated Instruction based on Readiness and Skill Level: TB will independently retrieve the device, approach the instructor, gain her attention, and request correctly with eye contact and a verbal approximation. DC and CG will both independently retrieve their devices, but will be guided to approach the instructor and gain her



attention. They will independently request with eye contact. CG will independently provide a verbal approximation. DC will be prompted to provide a verbal approximation (verbal model from the instructor).

2. Follows Group Instructions and Lines Up at the Door (5 minutes): All students will be seated as above. First, target instructions will be presented to the group. All will follow simultaneously. Students who miss instructions or respond incorrectly will be directed to observe their peers as a first attempt at remediation. If unsuccessful, repetition of instruction will be provided. Differentiated Instruction Based on Readiness and Skill Level: For Lines Up at the Door, DC and CG require a visual cue placed on the floor to prompt their position. TB does not require a visual cue.

*Tokens will be delivered for correct responses, attending, and absence of maladaptive behavior (as above). Every point at which individual token boards have been filled, each student will practice Requests Preferred Items Using an Augmentative Communication Device (as specified above).

Assessment Opportunities:

- 1. Students will be assessed at every opportunity to respond, with data tracking correct versus incorrect responses for each target objective.
- 2. Data will be collected on individual behaviors targeted for reduction.

Modifications and Accommodations:

- 1. At least one additional instructor will be present during group instruction to:
 - a. Collect behavior data
 - b. Prompt and facilitate responding from behind
 - c. Manage disruptive behavior should it arise

NYC Autism Charter School Program Shell

Student Name	3.
	ressive Language es Ability to Label or List Nouns, Verbs, and Concepts bels Pictures
Aligns with:	
NYS Learning Standard(s):	Language, Conventions of Standard English, K-1
AFLS Objective(s):	BC9
VB-MAPP Objective(s):	TACT1, TACT2, TACT3, TACT4, TACT5, TACT6, TACT7, TACT8, TACT10, TACT15
Date of Basel	ine:Baseline Score:
•	efinition: When presented with a picture and asked "What is ent will correctly label the picture.

Teaching Procedure: Sit next to or facing the student. Present a picture and ask, "What is this?". If the student correctly labels the picture, provide verbal praise (e.g., "Good job! You said dog") and a tangible reinforcer (e.g., a token, edible, or toy). If the student does not respond or responds incorrectly, provide a verbal model of the correct response (e.g., "Say dog").

Possible Prompting Strategies:

- a. Provide immediate, full verbal prompts.
- b. Provide immediate, partial verbal prompts (e.g., prompt initial sound).
- c. Provide written choices; prompt student to select and read correct label.

Fade prompts across teaching trials. Differentially reinforce responses demonstrated with the lowest level of prompting.

Suggested Responses to Target (in no particular order):

- 1. Animals
- 2. Furniture
- 3. Clothing
- 4. Vehicles
- 5. Food
- 6. School Supplies
- 7. Toys
- 8. Dishes/Utensils

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Measurement Procedure:

Per opportunity measure. Observer(s) record a (+) for correct, unprompted responses and a (-) for incorrect or prompted responses. Data are summarized as percentage of correct responses per session and graphed on a skill acquisition graph.

Calculating IOA:

Per opportunity IOA. Agreements are defined as instances in which both observers mark a (+) or both observers mark a (-) across the same trial. Disagreements are defined as instances in which one observer marks a (+) and the other observer marks a (-) across the same trial.

To calculate IOA, number of trials agreed upon are divided by number of trials agreed upon plus number of trials disagreed upon and multiplied by 100.

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advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills an asterisk (*). See the table on page 31 for a complete list and Appendix A for an example of how these skills develop in sophistication. and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with The following standards for grades K-5 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students

Kindergartners:

Grade 1 students:

Conventions of Standard English

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Print many upper- and lowercase letters.
- Form regular plural nouns orally by adding /s/ or es! (e.g., dog, dogs; wish, wishes)
- Use the most frequently occurring prepositions (e.g., (e.g., who, what, where, when, why, how). Understand and use question words (interrogatives)
- Produce and expand complete sentences in shared
- language activities to, from, in, out, on, off, for, of, by, with)
- English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard

jesek 4

- Print all upper- and lowercase letters.
- Use singular and plural nouns with matching verbs in Use common, proper, and possessive nouns.
- a. basic sentences (e.g., He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their; anyone, everything).
- (e.g., Yesterday I walked home; Today I walk home; Use verbs to convey a sense of past, present, and future Tomorrow I will walk home).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but,
- Use determiners (e.g., articles, demonstratives).
- beyond, toward). Use frequently occurring prepositions (e.g., during,
- declarative, interrogative, imperative, and Produce and expand complete simple and compound exclamatory sentences in response to prompts.
- writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

'n

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when

'n

- Capitalize dates and names of people
- Ò, Use end punctuation for sentences.

Use commas in dates and to separate single words in a

ç

Use conventional spelling for words with common spelling patterns and for frequently occurring

Write a letter or letters for most consonant and short-

Recognize and name end punctuation.

pronoun I.

Capitalize the first word in a sentence and the

Spell simple words phonetically, drawing on

knowledge of sound-letter relationships

vowel sounds (phonemes).

- Spell untaught words phonetically, drawing on irregular words. phonemic awareness and spelling conventions.

Knowledge of Language

(Begins in grade 2)

Ç (Begins in grade 2)

> English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard Use collective nouns (e.g., group)

Grade 2 students:

- Form and use frequently occurring irregular plural
- nouns (e.g., feet, children, teeth, mice, fish).
- Form and use the past tense of frequently occurring Use reflexive pronouns (e.g., myself, ourselves).

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Use adjectives and adverbs, and choose between them irregular verbs (e.g., sat, hid, told) depending on what is to be modified

ņ

- The little boy watched the movie; The action movie was compound sentences (e.g., The boy watched the movie; Produce, expand, and rearrange complete simple and watched by the little boy).
- English capitalization, punctuation, and spelling when Demonstrate command of the conventions of standard

N

- Capitalize holidays, product names, and geographic
- Use commas in greetings and closings of letters.
- Use an apostrophe to form contractions and frequently occurring possessives.
- Generalize learned spelling patterns when writing Consult reference materials, including beginning words (e.g., $cage \rightarrow badge$; $boy \rightarrow boil$). dictionaries, as needed to check and correct spellings
- Use knowledge of language and its conventions when writing, speaking, reading, or listening
- Compare formal and informal uses of English.

Grade 2 students:

Kindergartners:

Vocabulary Acquisition and Use

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten
- em accurately (e.g., knowing duck is a bird an
- affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue Use the most frequently occurring inflections and to the meaning of an unknown word.
- Determine or clarify the meaning of unknown and reading and content, choosing flexibly from an array of multiple-meaning words and phrases based on grade 1

ţ.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- meaning of a word. Use frequently occurring affixes as a clue to the
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

ö Ö

understanding of word relationships and nuances in word With guidance and support from adults, demonstrate meanings.

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relationships and nuances in word meanings. With guidance and support from adults, explore word

Sort common objects into categories (e.g., shapes,

foods) to gain a sense of the concepts the categories

Ö

verbs and adjectives by relating them to their Demonstrate understanding of frequently occurring

opposites (antonyms).

Ω 0

Distinguish shades of meaning among verbs describing

the same general action (e.g., walk, march, strue, use (e.g., note places at school that are colorful). Identify real-life connections between words and their

prance) by acting out the meanings.

- Sort words into categories (e.g., colors, clothing) to
- attributes (e.g., a duck is a bird that swims; a tiger is a Define words by category and by one or more key gain a sense of the concepts the categories represent. large cat with stripes).
- ç Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- ρ Distinguish shades of meaning among verbs differing gigantic) by defining or choosing them or by acting out and adjectives differing in intensity (e.g., large, in manner (e.g., look, peek, glance, stare, glare, scowl) the meanings.
- simple relationships (e.g., because). including using frequently occurring conjunctions to signal reading and being read to, and responding to texts, Use words and phrases acquired through conversations,

Ġ,

Use words and phrases acquired through conversations,

ġ

reading and being read to, and responding to texts.

meaning words and phrases based on grade 2 reading and Determine or clarify the meaning of unknown and multiple content, choosing flexibly from an array of strategies.

4

- Use sentence-level context as a clue to the meaning of
- Determine the meaning of the new word formed wher a known prefix is added to a known word (e.g.,

ò

unknown word with the same root (e.g., addition, Use a known root word as a clue to the meaning of an happy/unhappy, tell/retell).

9

- ρ. Use knowledge of the meaning of individual words to bookmark). birdhouse, lighthouse, housefly; bookshelf, notebook, predict the meaning of compound words (e.g.,
- and digital, to determine or clarify the meaning of Use glossaries and beginning dictionaries, both print words and phrases.
- Demonstrate understanding of word relationships and nuances in word meanings.

Ņ

- use (e.g., describe foods that are spicy or juicy). Identify real-life connections between words and their
- Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).
- including using adjectives and adverbs to describe (e.g., Use words and phrases acquired through conversations, reading and being read to, and responding to texts, When other kids are happy that makes me happy).

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Domain	Expressive Language	Expressive Language	Expressive Language	Expressive Language	Expressive Language
Goal	Increases Ability to Label or List Nouns. Verbs and, Concepts	Increases Ability to Label or List Nouns, Verbs and, Concepts	Increases Ability to Label or List Nouns, Verbs and, Concepts	Increases Ability to Label or List Nouns, Verbs and, Concepts	Increases Ability to Label or List Nouns, Verbs and, Concepts
Program Title	Labels People	Labels People, Places, or Things When Described	Labels Pictures	Labels Pictures of Food	Labels Pictures Using an Augmentative Communicative Device
AFLS Code(s)	BC10 KC9 KC10 KC11 KC12		BC9	BC9	BC3
VB-MAPP Code(s)	TACT I TACT 2 TACT 3 TACT 3 TACT 4 TACT 5 TACT 6 TACT 7 TACT 7 TACT 7 TACT 8	IV 8	TACT1 TACT2 TACT3 TACT3 TACT4 TACT5 TACT5 TACT6 TACT7 TACT8 TACT10 TACT15	TACT1 TACT2 TACT3 TACT3 TACT4 TACT5 TACT6 TACT6 TACT7 TACT8 TACT10 TACT10	TACT 1 TACT 2 TACT 3 TACT 4 TACT 5 TACT 10 TACT 15
NYS LS Code(s)	K-1. K-4		Language, Conventions of Standard Eng K-1, K-4	Language, Conventions of Standard Eng K-1, K-4	Language, Conventions of Standard Eng K-1



(B) ASSESSMENT SYSTEM

ASSESSMENT TOOLS

NYCACS Bronx students, by definition of the school's lottery process, will all be classified severely disabled in accordance with federal and state guidelines. Given this classification, NYCACS Bronx students are not measured against a standard set of criteria that applies to every student in a given cohort as in standardized norm-referenced tests. Instead, the measures by which NYCACS Bronx student achievement will be assessed are articulated in the Accountability Plan found in section R-02d of this document.

NYCACS Bronx will model its assessment system on the system successfully utilized by NYCACS (East Harlem). The primary assessment tool will focus on Student Mastery Data as evidenced by the percentage of IEP goals met. To assess learner progress, data are collected on an ongoing basis during the implementation of all skill acquisition programs (linked to IEP objectives) and behavior reduction procedures. Typically, student program books contain between 10 and 25 skill acquisition programs at any given time. As instructional staff teach to objectives, they score student responses according to an individually determined criteria for performance. Pre- and post-test measures assess performance of target responses in the absence of prompts and reinforcement. Similarly, challenging behavior identified for baseline or treatment is tracked across every segment of the day. These data are transferred to visual graphic displays for each of the skill acquisition programs and behavior reductive procedures targeted for each student. Data are reviewed regularly by classroom Teachers, in coordination with their respective Clinical Supervisors, as well as the Head of School. Modifications in curricula and teaching strategies are made, as necessary, contingent upon the findings of analyses of student achievement data.

The resulting goal by which all students and the school will be measured is as follows: Each year, within their own abilities, at least 75% of students will master a minimum of 85% of the objectives (e.g., skill acquisition and behavior reduction) set forth in their IEPs.

Throughout the year, data will be collected on all programs that support IEP goals and objectives (e.g., skill acquisition programs and behavior reductive programs). Annually, a percent score will be generated by dividing the number of completed IEP objectives by the total number of objectives determined at each student's annual review. Should a student exhibit such severe challenging behaviors (e.g. injury to self or others) that his/her instructional objectives cannot be implemented for a period of time exceeding 2 months, then his/her percentage of mastery will not be included in the calculation outlined above.

NYCACS Bronx will also use one of three informal assessment tools with each student annually to assess language, communication, and functional life skills in the home and community:

The Vineland Adaptive Behavior Scales by Sparrow, Ball and Partington
The Verbal Behavior-Milestones Assessment and Placement Program (VB-MAPP) by Sundberg
The Assessment of Functional Living Skills (AFLS) by Partington and Mueller

A comprehensive assessment using one of these tools is conducted at the time of enrollment (and updated each year as needed) by a student's Teacher via testing, direct observation, and parent interviews. Domains assessed include language, social interaction, self-care, leisure, and challenging behavior. Deficits and behavioral challenges are identified via implementation of the assessment. Subsequently, target objectives are discussed and prioritized collaboratively with the student's family. Decisions are made with respect to the location of intervention (i.e., school or home), the intervention agents (i.e., school personnel or home caregivers), the components of intervention (e.g., differential reinforcement or functional communication training, primary or secondary reinforcement systems), and the type of data collection system or information-gathering protocols to be employed.

Finally, NYCACS Bronx students will participate in state and district assessments in accordance with their IEPs. All eligible students in grade level cohorts for grades 3-8 (based on birthdays) will participate in New York State Alternate Assessment (NYSAA) unless otherwise specified on their IEP. The NYSAA consists of a datafolio for each content area (ELA, Math, Science and Science) that best demonstrates the student's ability to meet the modified NYS Learning Standards linked to the Common Core Curriculum. The NYCACS Bronx dates for administration of NYSAA datafolios and the scoring schedule will be consistent with the NYS schedule.

ASSESSMENT SELECTION CRITERIA

The measure of Student Mastery Data is fundamental to the school's scientifically based instructional program and is the gold standard for instruction using ABA methodology. It allows for instruction-driven assessment rather than assessment-driven instruction and results in a highly relevant measure of individual growth. Examining this growth measure across students gives a measure of school wide performance as stated in the school's Accountability Plan. (See R-02d-Accountability Plan)

The selection of the Vineland Adaptive Behavior Scales, the AFLS and the VB-MAPP is based on their relevance to the school's population of students with autism, for whom developing functional life skills is of primary importance. These measures are particularly valuable in targeting skills important at home and in the community and contribute directly to the school's home consultation program discussed in section R-02(b) of this document. The school's curriculum is aligned with the skills measured by the AFLS and VB-MAPP, linking these measures directly to instruction.

The NYSAA is mandated for NYCACS Bronx students as per their IEP recommendations. The assessment is currently under revision. Its usefulness in assessing performance or guiding instruction is still to be determined.

COLLECTION AND ANALYSIS OF RESULTS

The collection and analysis of Student Mastery Data is discussed above. Teachers and Instructors are responsible for collecting data and recording it in each student's Program Book. Program Books are reviewed by the Clinical Supervisor on at least a monthly basis. The Teachers are responsible for conducting periodic assessments (e.g., VB-MAPP, AFLS, Vineland), selecting appropriate objectives for annual progress to be included on student IEPs, and ensuring that those objectives are, barring unexpected periods of challenging behavior, mastered within the year mark.

ENSURING VALIDITY AND RELIABILITY

Ensuring validity and reliability of performance data is central to ABA methodology and is embedded in the data collection and review process at NYCACS Bronx. The school's in-depth professional development in data collection procedures will provide the foundation for quality data collection. Direct supervision and support provided within the classroom also emphasizes the accuracy of data collection, which is a component of the NYCACS Bronx staff evaluation process (See Response-08d). The validity of the Vineland, VB-MAPP, and AFLS is assured by the assessment authors and is established in the professional literature. Staff development addresses reliability issues. The validity of the NYSAA, currently under revision, is to be determined. Reliability is reinforced by the mandated collegial review process, should that remain a component of the new assessment.

PERSONNEL RESPONSIBLE FOR ADMINISTERING ASSESSMENTS AND ANALYZING RESULTS

Classroom Teachers and Instructors under the supervision of the Clinical Supervisors are responsible for ongoing instructional data collection. Teachers administer the Vineland, VB-MAPP, and AFLS, again with oversight from Clinical Supervisors. Interpretation of results and use of data to formulate new instructional programs involves the instructional team with input from parents. The NYSAA will be administered by Clinical Supervisors, with evaluation of results done by NYSED.

PREPARATION FOR SUCCESS ON STATE ASSESSMENTS

Student work products contribute to Student Mastery Data and are evidence of functional skill attainment as measured by the Vineland, VB-MAPP, and AFLS. With the exception of the NYSAA, NYCACS Bronx students, as per their IEPs, will not participate in state assessments. The school does not seek to directly prepare students for the NYSAA, certainly not in the sense of test prep. Instead, it works with students to master the individualized set of target objectives determined by each student's IEP and drawn from the NYCACS Bronx curriculum, which is aligned with the NYS Learning Standards and consequently linked to the NYSAA.

STAKEHOLDER ACCESS TO ASSESSMENT RESULTS

The NYCACS Bronx instructional and clinical team will have daily access to Program Books, which provide the documentation for Student Mastery Data. The team consults available data, including those drawn from annual assessments, in developing and revising student goals and objectives. Data are shared with parents at regularly scheduled clinics and home consultations. Progress towards meeting Accountability Goals and Outcomes is reported to the Board of Trustees twice per year. Student access to assessment results is not applicable to the school's target population. They are, however, provided with immediate and ongoing feedback on their performance on assigned tasks and skills. Student choice is incorporated into the instructional process, with students working toward a chosen goal or activity.

REPORTING TO PARENTS

As mentioned above, parents have access to their child's Program Book at clinic and home consultation meetings. Quarterly Progress Reports are provided and are also submitted to the CSE for consideration during each student's annual IEP meeting, which includes the parent, teacher and members of the CSE team.

(C) INSTRUCTIONAL METHODS

INSTRUCTIONAL METHODS OR TECHNIQUES

Applied Behavior Analysis is the primary instructional methodology to be employed at NYCACS Bronx. Used in conjunction with the NYCACS Curriculum, it provides the core of the school's instructional program. Specific methodology is discussed at length in section (A) above and illustrated in the Curriculum and Instructional Model found at the conclusion of section (A).

The practice of ABA is grounded in the scientific method. Programming utilizing this practice is individualized for each student and completely data-driven to ensure effectiveness and timely decision-making. Commonly used teaching interventions include discrete trial teaching, incidental teaching, video modeling, photographic and textual activity schedules, observational learning, peer modeling, small group and paired instruction, shaping, prompting, and systematic prompt fading. Procedures are overwhelmingly reinforcement based, with the goal being to make functional tasks, academics, social interactions and other socially appropriate behavior rewarding and enjoyable for the student. As students learn a wider range of skills, and as their abilities and choices increase, they are less likely to resort to challenging behavior and more able to successfully participate in society to their fullest capacity.

NYCACs Bronx's staffing ratio of 4:1:3 (students: Teacher: Instructors) provides the intensity of staffing to individualize each child's instruction, shape and manage behavior, and collect data simultaneous to the student's performance. Clinical Supervisors provide the hands on support and supervision needed

for effective curriculum implementation, and are available to assist with behavioral issues when they occur.

RESEARCH ON MODEL FOR TARGET POPULATION

As discussed in section (A) above, the only scientifically proven approaches for treating autism involve teaching strategies based upon the principles of ABA. ABA assumes that behavior is, to a significant degree, under the control of the environment. Psychologists and teachers have used it successfully for decades in the treatment of varied issues, ranging from mild academic difficulties to severe cognitive impairments. One of the most powerful applications of ABA is in the treatment of individuals with autism, and there is a wealth of peer-reviewed research that supports the use of ABA in teaching this population. While ABA is not a "cure", it does lead to significant improvements in important areas of functioning, and often dramatically increases an individual's ability to participate in family and community life. This data based, scientific methodology will inform all educational strategies used at NYCACS Bronx, and is consistent with the National Research Council's suggestions for the education of children on the autism spectrum.

HOW INSTRUCTIONAL METHODS AND DESIGN WILL ACHIEVE MISSION

Please see also R- 05a – Curriculum as it Relates to the Mission

The instructional methodology of Applied Behavior Analysis meets the mission statement's requirement of providing individualized, scientifically based educational services to students with autism. The staffing pattern of clinical supervisors, teachers and instructors allows for ongoing staff development and hands-on supervision to ensure that data are collected and are valid and reliable. The 4:1:3 students:Teacher:Instructors staffing ratio allows for the degree of individualization and student support inherent in the mission.

(D) COURSE OR SUBJECT OVERVIEW

NYCACS Bronx will implement the curriculum developed and refined by NYCACS (East Harlem). The curriculum provides over 1200 teaching procedures and individualized skill acquisition programs across 22 domains, including expressive language, reading, social interaction, mathematics, speech, fine motor, handwriting, behavior, and self-care. Curriculum implementation, sequence and pacing are fully individualized as per students' IEPs. According to individual need, an emphasis is placed on functional skills, including self-care, life skills, community participation, work readiness, and safety. All instructional programs are linked to the NYS Learning Standards as modified for students with disabilities.

(E) PROMOTION AND GRADUATION POLICY

NYCACS Bronx is designed to be an ungraded school without grade-to-grade promotion. Rather, students will progress through a unique sequence of instructional and behavioral programs according to individual need.

(F) PROGRAMMATIC AUDITS

NYCACS Bronx Head of School will complete mandated Annual Reports encompassing all mandated components. A mid-year audit examining progress towards goals will be submitted to the Board of Trustees. The school will also submit all documentation required by federal and state education departments and the SUNY Charter School Institute. All private and public grants will be audited at least as per the grantor's requirements.

NYCACS Bronx will also engage a consultant with expertise in the field of autism to conduct an overall evaluation of the school annually. This external evaluation typically focuses on a specific educational component of the school (e.g., curricular scope, behavior management).

Please see Attachment R-05f – Programmatic Audit

PROGRAM AUDIT COMPONENTS

Audit Details	Month	Individuals Involved
Review of progress toward IEP mastery and number of parent participation hours (clinics, home consultation) for each student	Every month	Clinical Supervisors with Head of School
Program Book Review for each student	Every month	Head Teacher and Clinical Supervisors with feedback to classroom instructional staff
Clinic Meetings for each student to review skill acquisition programs and Behavior Intervention Plans	Every month	Clinical Supervisors and Head Teacher, with Parents every other month
Human Rights Committee (HRC) meeting to review restrictive Behavior Intervention Plans	November	Outside HRC committee members with Head of School as Chair and Teachers presenting data
Annual Assessments (VB-MAPP, AFLS)	January	Head Teachers and Lead Instructors
Mid-year review of Accountability Goals	February	Head of School reporting to Board of Trustees
NY State Alternate Assessments	January - March	Clinical Supervisors and Head of School
Planning Meetings	February	Teacher and Clinical Supervisors review assessment results with parents
External Program Evaluation	March	Conducted by an outside consultant. Results reviewed with Clinical Supervisors, Head of School, Director of Transition and Community Outreach and Executive Director
Annual Reviews	March	Teacher, Clinical Supervisor, and Head of School with Parents and Committee on Special Education
Human Rights Committee (HRC) meeting to review restrictive Behavior Intervention Plans	April	Outside HRC committee members with Head of School as Chair and Teachers presenting data
Annual Report	August	Compliance Specialist oversees and submits to authorizer
Submission of all mandated data to Federal, State, and local entities and authorizer	Periodically throughout the year	Compliance Specialist

R-06 - CALENDAR AND SCHEDULES

(A) SCHOOL CALENDAR

New York Center For Autism Charter School 2017-2018 School Year Calendar

	Sep-17									
	16 Days									
M	M T W T F S S									
				1	2	3				
4	5	6	7	8	9	10				
11	12	13	14	15	16	17				
18	19	20	21	22	23	24				
25	26	27	28	29	30					

Aug 29 thru Sept 1 & Sept 5 - Staff In-Service; Sept 4 - Labor Day; Sept 6 - First Day for Students; Sept 21 thru 22 - Rosh Hashana

	Nov-17									
	14 Days									
M	M T W T F S S									
		1	2	3	4	5				
6	7	8	9	10	11	12				
13	14	15	16	17	18	19				
20	21	22	23	24	25	26				
27	28	29	30							

Nov 7 - Staff In-Service (Election Day); Nov ${\bf 10}$ - Veteran's Day; Nov ${\bf 23}$ thru ${\bf 24}$ - Thanksgiving

	Jan-18								
			21 Days						
M	T	W	Т	F	S	S			
1	2	3	4	5	6	7			
8	9	10	11	12	13	14			
15	16	17	18	19	20	21			
22	23	24	25	26	27	28			
29	30	31							

Dec 25 thru Jan 1 - Winter Recess; Jan 15 - MLK Day

Mar-18								
			21 Days					
M	Т	W	Т	F	S	S		
			1	2	3	4		
5	6	7	8	9	10	11		
12	13	14	15	16	17	18		
19	20	21	22	23	24	25		
26	27	28	29	30	31			

March 30 thru April 6 - Spring Recess

	May-18								
			22 Days						
M	Т	W	Т	F	S	S			
	1	2	3	4	5	6			
7	8	9	10	11	12	13			
14	15	16	17	18	19	20			
21	22	23	24	25	26	27			
28	29	30	31						

May 28 - Memorial Day

	Jul-18								
		17	School D	ays					
М	Т	W	Т	F	S	S			
						1			
2	3	4	5	6	7	8			
9	10	11	12	13	14	15			
16	17	18	19	20	21	22			
23	24	25	26	27	28	29			
30	31								

July 2 thru July 6 - Summer Recess; July 9 - First Day of Summer Session

No School for Students and Staff

No School for Students - Staff In-Service

	Oct-17								
			21 Days						
M	Т	W	T	F	S	S			
						1			
2	3	4	5	6	7	8			
9	10	11	12	13	14	15			
16	17	18	19	20	21	22			
23	24	25	26	27	28	29			
30	31								

Oct 9 - Columbus Day

	Dec-17								
	15 Days								
М	Т	W	Т	F	S	S			
				1	2	3			
4	5	6	7	8	9	10			
11	12	13	14	15	16	17			
18	19	20	21	22	23	24			
25	26	27	28	29	30	31			

Dec 25 thru Jan 1 - Winter Recess

	Feb-18						
			15 Days				
М	M T W T F S S						
			1	2	3	4	
5	6	7	8	9	10	11	
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28					

Feb 12 thru 13 - Midwinter Recess; Feb 14 thru 16 - Staff Retreat

	Apr-18						
	16 Days						
M	M T W T F S S						
						1	
2	3	4	5	6	7	8	
9	10	11	12	13	14	15	
16	17	18	19	20	21	22	
23	24	25	26	27	28	29	
30							

March 30 thru April 6 - Spring Recess

	Jun-18						
			20 Days				
M	Т	W	Т	F	S	S	
				1	2	3	
4	5	6	7	8	9	10	
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30		

June 7 - Staff In-Service

	Aug-18						
	13 School Days						
M	M T W T F S S						
		1	2	3	4	5	
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31			

August 17 - Last Day of Summer Session

CHARTER SCHOOL Response 06-1

Instructional Days – 211

Instructional Hours – 1,266

First Day of School - September 6, 2017

Last Day of School – August 17,2018

As a school that serves individuals with autism, NYCACS Bronx will follow an extended year (12 month) calendar, lining up with the NYC DOE school calendar and offering a minimum of 210 instructional days—180 days between September and the end of June, and 30 days during the summer session. The need for the 12-month school year is determined per student at IEP meetings in accordance with federal and state mandate. The school year is organized on a continuous schedule without imposed divisions (i.e., semesters, quarters, etc.).

(B) SAMPLE STUDENT SCHEDULE

The school day for all NYCACS Bronx students will begin at 8:45 AM and end at 2:45 PM, including instructional lunch, Monday through Friday, with the exception of school holidays and vacations. The schedule includes 1,800 minutes per week of instructional time dedicated to functional academic and life skills instruction as linked to the core curriculum. Each classroom has a daily schedule that remains relatively consistent across the week. Within that classroom schedule there are periods designated for individual, dyad, and small group instruction. Each student then has his/her own schedule that further specifies programs, skills, and lessons being targeted during each of the periods outlined in the larger classroom schedule. In addition to specifying the program or lesson to be taught at that time block, the schedule also delineates the instructor/student ratio (i.e., one-to-one instruction, dyad, group), which staff member will be providing instruction, and where the lesson will take place (see combined sample Teacher/Student schedules below). Given that students are, to the greatest degree possible, grouped in classrooms according to age and autism profile (see lottery cohorts defined in R-15f Admissions Policy), these schedules may look very different from one another, particularly when comparing the schedule of a cohort 3 (moderate) student to a cohort 1 (severe) student.

To illustrate, consider a sample cohort 3 student. Anthony begins his day in the classroom working in a group with his classmates (Ralphie, Timothy, and Jordan) from 9:00 AM to 9:30 AM learning to present information to a group and write about a topic (e.g., football). From 9:30 AM - 10:00 AM, Anthony works in a dyad with one classmate (Ralphie) and an instructor (Robert) to complete long division problems. From 10:00 AM - 10:30 AM, Anthony participates in group instruction with his classmates (Ralphie, Timothy, Jordan) to learn to read a story and write a summary with an instructor (Zakia). From 10:30 AM - 11:00 AM, Anthony works in a dyad with a classmate (Ralphie) to complete lessons from the Reasoning and Writing curriculum with an instructor (Robert). From 11:00 AM - 12:00 PM, Anthony works on the following social skills programs in a group with his head teacher (Ashlin): sustaining conversations around various topics, answering questions related to general knowledge, introducing oneself to an unknown person; and a self-care program to learn to shave. From 12:00 PM - 12:30 PM, Anthony eats lunch with his classmates and students from another classroom (i.e., Class 8) with one teacher (Alyson). He also works on eating appropriately during this time (e.g., cutting food with a knife, using a napkin, refraining from talking with a full mouth). From 12:30 PM - 1:00 PM, Anthony works with his classmates in a group to clean a specified area during his prevocational session with one teacher (Ashlin). From 1:30 PM -2:30 PM, Anthony participates in life skills instruction in the NYCACS (East Harlem) Life Skills Center with two classmates (Timothy and Ralphie) and one instructor (Robert) to learn how to follow a recipe in order to prepare his lunch the following day. Lastly, from 2:30 PM - 2:45

PM, Anthony completes his packing up routine with his classmates. At the end of the day, one teacher escorts him and his classmates to dismissal (see first sample Student/Teacher schedule below).

Now consider a sample cohort 1 student. From 8:45AM to 9:00AM Christian begins his day greeting staff using a wave and walking up to his classroom independently after his mother drops him off at school. There are school staff stationed at various checkpoints to ensure he arrives to his classroom safely. Next, he unpacks his backpack and uses the restroom with assistance from a lead instructor (Jourdan). From 9:00AM to 9:30AM, Christian continues to work with the same lead instructor (Jourdan) in the gym walking on a treadmill and practicing imitating gross motor movements (e.g., instructor says, 'Do This' as she touches her toes). From 9:30AM to 10:00AM, Christian works with the classroom teacher (Adina) on following single step instructions (e.g., "Get your iPad", "Open the door"), matching pictures to objects (e.g., matching a picture of a puzzle in his schedule to an actual puzzle), and putting on and taking off his jacket. From 10:00AM to 10:30AM, Christian continues to work with the same head teacher (Adina) in the classroom on completing start-to-finish activities (e.g., matching book, peg board) as well as matching identical letters and matching identical numbers. Next, he uses the restroom and practices washing his hands and wiping himself independently. Christian uses the restroom on an hour to hour and a half schedule throughout the school day. He also practices the following skills during every session of the day: remaining quiet for increased intervals (as a means of reinforcing the absence of vocal stereotypy), following a photographic program schedule (e.g., sees picture of a gym and goes there), and requesting assistance and making choices by pointing to objects. From 10:30AM to 11:00AM, Christian works with an instructor (Edwin) in the instructional bathroom on getting dressed and undressed as well as brushing his hair and brushing his teeth. From 11:00AM to 11:30AM, Christian continues to work with the same instructor (Edwin) in the classroom on waiting for increased intervals (both sitting and standing) and restocking classroom supplies (e.g., pens, pencils). He transitions into the hallway to work on walking appropriately from one location to anther (remaining quiet, staying with an adult, and keeping his hands to himself) and then goes to the school nurse during this session to take medication. From 11:30AM to 12:00PM, Christian eats his lunch with his classmates in the classroom. He works with a lead instructor (Jourdan) on pouring liquids (e.g., milk to drink with his meal), using a napkin, and eating slowly. After he is finished eating he uses the restroom and practices washing his hands and wiping himself independently. From 12:00PM to 12:30PM, Christian works with a head teacher (Adina) in the gym for continued practice with imitating gross motor movements as well as using a Stairmaster. From 12:30PM to 1:00PM, Christian works with a head teacher (Adina) along with another student (Dina) on taking turns during activities (e.g., board games) and watching TV appropriately (e.g. orienting body toward screen, remaining in his seat). From 1:00PM to 1:30PM, Christian works with an instructor (Kayla) in the classroom on zipping and unzipping clothing (e.g., jacket, jeans), following a photographic leisure schedule (e.g., takes picture of beads and string, matches it to actual objects, strings beads and moves to next leisure activity), and shredding paper. Next, he uses the restroom and practices washing his hands and wiping himself independently. From 1:30PM to 2:00PM, Christian continues to work with the same instructor (Kayla) in the classroom on completing puzzles on an electronic device (e.g., iPad) and tolerating wearing an identification bracelet. Next, he transitions to the hallway to practice playing the piano. From 2:00PM to 2:30PM, Christian works with a lead instructor (Jourdan) on identifying objects in the environment (e.g., water bottle, bag, chair), listening to a book on an electronic device

(e.g. iPad, computer), opening and closing containers (e.g., Tupperware, water bottles), and tolerating wearing seasonal items such as hats and gloves. From 2:30PM to 2:45PM, Christian works with the same lead instructor (Jourdan) in the classroom on packing his backpack. He also uses the restroom and practices washing his hands and wiping himself independently. Next, he walks outside and meets his mother to go home (see second sample Student/Teacher schedule below).

Individual classroom schedules dictate Teacher/Instructor rotation, the programs or lessons for which each staff person is responsible, and the role of the instructor during that session (e.g., instructor vs. prompter for group instruction). Before students arrive (8:15 AM to 8:45 AM) and after students are dismissed (2:45 PM to 4:15 PM), Teachers have time to prepare and organize materials, create and update data sheets, graph program data, and complete additional paperwork responsibilities (e.g., progress reports, BIP development, standardized assessments). One day per week, each classroom holds a class meeting after student dismissal where they review recommendations from the last week's clinic meeting(s), review updates to student behavior plans, plan for special events/field trips, and work together to problem-solve student programming and classroom-wide challenges (e.g., scheduling, data collection for all day programs). In addition, there is a school-wide staff meeting one day per week after student dismissal. Weekly staff meetings are held from 3:00PM until 4:15PM. Staff meetings may involve presentations related to autism and autism education, a review of research, updates on policies and procedures, or enhanced staff training.

(C) SAMPLE STUDENT AND TEACHER SCHEDULES - INTEGRATED AS SEEN BELOW

Anthony schedule as detailed in narrative (above)	<u>5</u>
Christian schedule as detailed in narrative (above)	<u>6</u>
Sample full classroom schedule (all students and staff)	7-8

SAMPLE STUDENT SCHEDULE ANTHONY – CLASS 4

8:45-9:00	Locatio: ClassroomM Staff e mb er(s): All OtheriStudents Particpa tin: All	Unpacking • Streamlined Check Ind
9:00-9:30	Locatio: ClassroomM Staff e mb er (s): Eric, Ashlin OtheriStudents Partigpa tin: All	Enrichment • Presents Info to Group • Writes about a Topic
9:30-10:00	Locatio: ClassroomM Staff e nb er(s): Robert OtheriStudents Particpa tin: RD	Math • Completes Division Problems
10:00-10:30	Locatio: ClassroomM Staff e mb er (s): Zakia OtheriStudents Particpa tin: RD, TC	Reading • Writes a Summary
10:30-11:00	Locatio: ClassroomM Staff e mb er (s): Robert OtheriStudents Partigpa tin: gRD	Writin • Reasoning and Writin
11:00-11:30	Locatio: ClassroomM Staff e nb er(s): Desiree, Ashlin OtheriStudents Particpa tin: RD, TC	Social Skills • Sustains Conversatio • Answers Questios R elated to General Knowledge • Introduces Oneself to Unknown Person
11:30-12:00	Locatio: Instructioal Ba throomM Staff e mb er (s): Desiree, Ashlin OtheriStudents Particpa tin: RD, JM	Instructioal & throom • Shaving
12:00-12:30	Locatio: ClassroomM Staff e mb er(s): Ashlin OtheriStudents Particpa tin: All	Lunch • Eats Appropriatelyn
12:30-1:00	Locatio: ClassroomM Staff e mb er(s): Ashlin OtheriStudents Partigpa tin: RD, TC, NV	Prevocatioal • Cleans a Specifie At ea
1:00-1:30	Locatio: Life SMIIs Staff e mb er(s): Robert OtheriStudents Partigpa tin: RD, TC	Life Skills • Answers Questios about Fire and Burn Preventio • Folds Laundry
1:30-2:00	Locatio: Life SMIIs Staff e nb er(s): Robert OtheriStudents Partigpa tin: All	Life Skills • Follows a Recipe • Uses Kitchen Tools
2:00-2:30	Locatio: Life SMIs Staff e mb er (s): Robert OtheriStudents Partigpa tin: All	Life Skills • Follows a Recipe • Uses Kitchen Tools
2:30-2:45	Locatio: ClassroomM Staff e mb er (s): All OtheriStudents Partig pa tin: All	• Pack up
	Programs Run During Every Session	Modulates Speech Volume Makes Appointments on iTouch Self-Monitors Personal Hygiene



SAMPLE STUDENT SCHEDULE CHRISTIAN – CLASS 5

8:45-9:00	Locatio: Classroom/BathroomM Staff e mb er (s): Jourdan OtheriStudents Partigcpa tin: None	Unpacks Backpack Uses Restroom (Washes Hands, Wipes Self Independently)
9:00-9:30	Locamio: Gym Staff e nb er (s): Jourdan OtheriStudents Particpa tin: None	Imitates Gross Motor Movements Walks on a Treadmill
9:30-10:00	Locatio: ClassroomM Staff e nb er (s): ADD OtheriStudents Particpa tin: None	Matches Pictures to Objects Puts onland Takes off æk et Follows Single Step Instructios
10:00-10:30	Locatio: Classroom/BathroomM Staff e no er (s): iADD OtheriStudents Particpa tin: None	Completes Start to Finish Activities Matches Identical Letters and Numbers Uses Restroom (Washes Hands, Wipes Self Independently)
10:30-11:00	Locatio: Instructioal Ba throomM Staff e no er (s): Edwin OtheriStudents Partisca tin: None	Gets Dressed and Undressed Brushes Teeth Brushes Hair
11:00-11:30	Locatio: Classroom/Halbway/Nurse's Offic Staff e no er (s): Edwin OtheriStudents Particpa tin: None	Waits for Increased Intervals Restocks Classroom Supplies Walks Appropriately from One Locatio to Another Visits School Nurse to Take Medicatio
11:30-12:00	Locatio: Classroom/BathroomM Staff e nb er (s): Jourdan OtheriStudents Particpa tin: TB	Lunch, Eats Slowly Uses a Napkin Pours Liquids Uses Restroom (Washes Hands, Wipes Self Independently)
12:00-12:30	LocMio: Gym Staff e mb er (s): ADD OtheriStudents Partigpatin: TB	Imitates Gross Motor Movements Climbs a Stairmaster
12:30-1:00	Locatio: ClassroomM Staff e nb er (s): ADD OtheriStudents Particpa tin: GS, DD	Takes Turns During an Activty Watches TV Appropriately in a Group
1:00-1:30	Locatio: Classroom/BathroomM Staff e nb er (s): Kayla OtheriStudents Particpa tin: None	Zips and Unzips Clothing Follows a Photographic Leisure Schedule Shreds Paper Uses Restroom (Washes Hands, Wipes Self Independently)
1:30-2:00	Locatio: Classroom/Wallway Staff e nb er (s): Kayla OtheriStudents Particpa tin: None	Completes Puzzle on iPad Tolerates Wearing an ID Bracelet Plays Piano
2:00-2:30	Locatio: ClassroomM Staff e no er (s): Jourdan OtheriStudents Partigpa tin: None	Identif s Oij edt s int he En vironment Listens to a Book on iPad Opens and Closes Containers Tolerates Wearing a Hat and Gloves
2:30-2:45	Locatio: Classroom/BathroomM Staff e nb er (s): Jourdan OtheriStudents Particpa tin: None	Packs a Backpack Uses Restroom (Washes Hands, Wipes Self Independently)
	Programs Run During Every Session	Remains Quiet for Increased Intervals Follows a Photographic Program Schedule Requests Assistance Makes a Choice by Pointin to an Object



SAMPLE FULL CLASSROOM SCHEDULE

TUESDAY

Staff Key Head Teacher: JC Lead Instructor: MK Instructor: TS

Instructor: BC

Time	Student Initials							
	EE	AK	MZ	TN				
8:45-9:00	JC • Unpacking Routine • Bathroom • Fills up water for the day	TS Unpacking Routine Welcomes students with TS at bussing station	MK • Unpacking Routine	BC • Unpacking Routine				
9:00-9:30	BC, TS Prompting Morning Meeting	BC, No Prompter Morning Meeting	BC, MK Prompting Morning Meeting	BC, JC Prompting Morning Meeting				
9:30-10:00	MK Labels Letter Sounds and Sound Combinations Labels Numbers Traces Lines and Shapes	BC • Answers Varied Questions Related to Single Stimuli • Identifies Pictures in Categories • Cuts with Scissors	TS Completes Math Problems with Calculator Labels People Plays Board Game	JC • Answers Questions Related to Social Information • Follows Two-Step Instructions related to Feature, Function, Class • Counts Objects				
10:00-10:30	JC Labels Pictures Identifies Pictures by Feature, Function, and Class Zips jacket Food Sampling Session (Free Access to try novel foods)	MK • Labels Letter Sounds and Sound Combinations • Counts from a Set • Traces Letters	BC • Completes Worksheets • Labels Categories • Zips and Unzips	TS • Answers Questions Related to Social Information • Identifies Sight Words				
10:30-11:00	BC • Counting Objects • Labels People • Builds a Model with Legos using Picture Book	TS Reciprocates Social Information Uses Phrases in appropriate context Completes iPad Schedule	JC • Answers WH Questions Related to Single Stimuli • Completes Math with Manipulatives • Types Sentences	MK Traces Letters Answers Varied Questions Related to Single Stimuli Gets Objects from a Distance				
11:00-11:30	Baseball TS Prompting	Baseball JS Prompting JC Lunch Prep	Baseball MK Prompting MK Sets a Table	Baseball BC Prompting BC Lunch Prep				

Time	EE	АК	MZ	TN	Other
11:30-12:00	JC Lunch	JC Lunch	JC Lunch	JC Lunch	TS, MK, BC-Lunch
12:00-12:30 (IN NYCACS GYM)	TS, MK Promptin Follows Instructio During a Small- Group Gym Class Walks/Runs on a Treadmill	TS, BC Promptin • Follows Instructio During a Small- Group Gym Class	TS, MK Promptin • Follows Instructio During a Small- Group Gym Class	TS, BC Promptin • Follows Instructio During a Small- Group Gym Class	JC-Lunch
12:30-1:00	MK • Follows a Photographic Leisure Schedule	TS	BC • Types Sentences • Labels Categories • Labels People	JC • Imitates Oral Motor N • Imitates a Vocal Mode Articl a tio and V olum	el to Increase u
1:00-1:36	JC • Following Instructios Related to Food Consumptio • Reciprocates Comments Relate to Objects	MK • Reads LeapFrog Books with a Tag Pen • Engages in Pretend Play	TS • Plays Topple • Labels People • Completes Math Problems with a Calculator	BC Uses Phrases in Appro Builds a Model Using Book Answers Questios Reinformatio Completes an iPad Sc	Legos and a Picture
1:00-1:30	TS • Plays iPad Games • Uses Phrases in Appropriate Contexts • Labels Verbs	BC Promptin • Plays a Board Game with a Peer (Student from Class 1)	MK • Labels coins • Reads Books/Site Words • Gets Objects from a Distance	JC • Counts Objects • Maintains Appropriat Gettin a Hair cut	e Behavior ģ Vhile
1:30-2:00	MK • Independent Schedule (Stärt to Finish Activties	BC • Independent Schedule (Stärt to Finish Activties	BC • Independent Schedule (Building Legos, Matching books, spelling matching, worksheets)	TS • Independent Schedul Activties	e)(Start to Finish
2:00-2:30	MK • Read Aloud • Bathroom • Pack-up Reutin	BC • Read Aloud • Pack-up Routin	BC • Read Aloud • Pack-up Routin	TS • Read Aloud • Pack-up Routin	
Bussing 2:40	TS, BC, MK Promptin				

R-07 SPECIFIC POPULATIONS

(A) STRUGGLING STUDENTS

Not Applicable as Written. All NYCACS Bronx students will be considered high risk, as they will all be special education students with autism. See below for details.

(B) STUDENTS WITH DISABILITIES

ASSURANCES

NYCACS Bronx programs and services will be provided in accordance with all provisions of federal law relating to students with disabilities including the IDEA, Section 504 of the Rehabilitation Act of 1973 ("Section 504"), and Title II of the Americans with Disabilities Act (ADA) which are applicable.

PROCESS FOR IDENTIFYING STUDENTS WITH DISABILITIES

Due to the special nature of the school and its lottery process, all NYCACS Bronx students will enter the school with a diagnosis of autism, all students will be moderately to severely disabled, and all will require a full-time specialized instructional setting. Upon enrollment in NYCACS Bronx, the responsibility for Individualized Education Program (IEP) development shifts from the district of residence to the regional Committee on Special Education (CSE). In the event that a student who meets the lottery entrance criteria, but lacks an IEP, secures a place at NYCACS Bronx, that student will be immediately referred to the regional CSE for development of an appropriate IEP. At any point, if a student's IEP does not adequately address his/her needs, a meeting with the regional CSE will be convened to update the IEP. Instructional services are then delivered in accordance with the revised IEP.

RESOURCES, PERSONNEL AND SERVICES FOR STUDENTS WITH DISABILITIES

All NYCACS Bronx resources, personnel, and instructional services will be provided within the context of a special education school. General education services will not be provided. However, such services may be accessed through educational partnerships with other public or charter schools for students who demonstrate the prerequisite skills to meaningfully benefit from an inclusion program for a portion of their day, with the support of NYCACS Bronx teachers.

NYCACS Bronx will hire an appropriately certified special education staff that is consistent with the instructional demands of serving individuals with autism. Classroom Teachers and Instructors:

Will be knowledgeable about the needs of students with autism

Will be informed of their responsibilities for particular students

Will receive support to implement student programming, and each student's IEP



Will implement any modifications or accommodations in their classrooms in accordance with each student's IEP

NYCACS Bronx will provide substitute coverage for Teachers, as necessary, to ensure that they are able to attend CSE meetings. NYCACS Bronx will ensure that each Teacher is knowledgeable about the student's needs and helps implement any modifications or accommodations as determined by the regional CSE. Every Teacher will be provided a copy of each student's IEP. Training will be provided, as needed, to ensure understanding of each student's needs and the school's responsibilities related to each student's IEP.

Related services are defined as developmental, corrective and other support services required to allow for a student with a disability to benefit from instruction. They are intended to assist the student in meeting the goals and objectives outlined within his/her IEP. Related services may include counseling, hearing education services, occupational therapy, orientation and mobility services, physical therapy, school health services, speech/language therapy, occupational therapy, and other support services.

NYCACS Bronx's educational model acknowledges that students on the autism spectrum often exhibit deficits within skill areas that are typically addressed, in other school and intervention programs, by related service personnel (e.g., speech and language deficits, fine and gross motor deficits). NYCACS Bronx believes that many, if not most, of these areas of need can be addressed effectively and efficiently through applied behavior analytic instruction presented in the context of a dense instructional ratio within a student's ongoing classroom instruction. If it is felt that the expertise of a related service provider (e.g., Speech and Language Pathologist, Occupational Therapist, Physical Therapist) could help address a persistent issue within a given skill area for a particular student, then such a provider may be brought in on a consulting basis to offer recommendations to the classroom Teacher and Clinical Supervisor. Such a provider will not provide direct instruction/intervention to students.

CONTRACTED SERVICES

Typically, services will not be contracted out to the sending or residing district or a third party provider. In the event that the CSE recommends an additional aide or the provision of related services (delivered specifically by related service personnel), the CSE will arrange to contract with the providing agency.

RESEARCH SUPPORTING APPROACH TO SERVING STUDENTS WITH DISABILITIES

See R-02b – Addressing the Need and R-05a – Curriculum and Instructional Design

COORDINATION BETWEEN GENERAL AND SPECIAL EDUCATION TEACHERS AND SERVICE PROVIDERS

Not Applicable as Written (excepting in instances of inclusion addressed below).



MONITORING ACHIEVEMENT OF STUDENTS WITH DISABILITIES

NYCACS Bronx will work closely with the regional CSE to monitor the achievement and progress of its students and the efficacy of the individualized programs provided to each student. Initial evaluations will have been conducted by the CSE in the district of residence. As per NYC DOE procedures, subsequent reevaluations are conducted by the regional CSE. NYCACS Bronx will implement the IEP developed in conjunction with the regional CSE and will ensure that all services as recommended in that IEP are provided to the student. IEPs will be developed at NYCACS Bronx with regional CSE representation as mandated by state and local operating procedures.

NYCACS Bronx staff members will interact with the regional CSE in a number of ways, including:

Fulfilling the reporting requirements of the regional CSE

Ensuring that all appropriate NYCACS Bronx staff participate in meetings of the regional CSE Establishing a reporting structure in accordance with applicable laws whereby the regional CSE is provided progress reports on the degree to which the services identified on the IEP are being provided

In addition, NYCACS Bronx will support the NYC DOE in its legally required duty to disseminate mandated procedural safeguards notices to parents. These procedural safeguards will also be provided to parents as part of the parent manual given to families annually. The Head of School at NYCACS Bronx will be responsible for ensuring that this method of interaction is followed and that the interaction occurs at least once annually, as per mandate, and more frequently if a change in a student's IEP is under consideration.

If a student's daily evaluations reveal that he or she is not progressing sufficiently in the achievement of his/her IEP goals and objectives, a referral ("request for review") will be made to the School's IEP Team. The IEP Team (which will include a CSE representative due to the nature of the inquiry), upon careful consideration of all the information, may recommend a change in the student's IEP to include additional services. If this recommendation results in a change in the student's IEP, the Head of School and Executive Director, in concert with the duly authorized IEP team, will review the revised IEP to determine if it continues to remain compatible with the NYCACS Bronx program. In the event that a determination is made that NYCACS Bronx cannot offer such services, the CSE and DOE will follow their procedural guidelines and begin the process of identifying the newly recommended change of program.

Planning meetings will be conducted with parents/guardians for each student every year. These meetings will focus on long-range planning: planning for the goals and tasks that will be important as each student moves into adolescence and eventually young adulthood.

If a student at NYCACS Bronx meets the necessary prerequisite skills to participate in a less restrictive educational setting for a portion of the school day (e.g., regular education classrooms, collaborative

team teaching classrooms), he/she will participate in the school's supported inclusion program. This program will provide opportunities for students to engage in social and academic activities with age- or grade-matched peers in less restrictive classrooms. Data will be collected on the student's responses within the identified setting to document success. Over time, as data indicate that the student is participating successfully and with increased independence, time within the setting may be increased, and the support staff may be systematically faded. Full time transition to a less restrictive educational placement will be discussed with the parent(s) and other CSE team members once it is felt that the ratios and intensive instruction offered at NYCACS Bronx are no longer necessary.

NYCACS Bronx will assist the CSE and parents by providing progress reports detailing the student's functioning with regard to academic, social, emotional and physical needs, as well as recommendations for appropriate types of educational settings. However, the CSE, in conjunction with the parent(s), will be responsible for making final placement decisions. All due process rights will be afforded.

EVALUATING EFFECTIVENESS OF PROGRAM FOR STUDENTS WITH DISABILITIES

See Attachment R-02d – Accountability Plan

PROFESSIONAL DEVELOPMENT SPECIFIC TO SPECIAL EDUCATION

See R-08c – Professional Development

(C) ENGLISH LANGUAGE LEARNERS

PROCEDURES AND RESOURCES FOR ELL IDENTIFICATION

The process for identifying English Language Learner (ELL) students and a method of determining which of these students may need ELL assistance is considered by the student's CSE at the time of referral and evaluation and will typically be handled by the CPSE or CSE prior to the student's participation in the NYCACS Bronx Lottery. In addition, NYCACS Bronx will implement all appropriate school level procedures for identifying students with English Language Learner needs. All families of new entrants will complete a Parent/Guardian Home Language Identification Survey. Where indicated, a building level Language Proficiency Team will be convened to make a determination of recommended language of instruction. Should a question remain, a referral to the CSE for further consideration will be made.

As a component of their autism diagnosis, it is expected that NYCACS Bronx students will be significantly language impaired and in many cases, nonverbal. In our experience, they will generally not be testable by school or CSE staff using the New York State Identification Test for English Language Learners (NYSITELL). They are unlikely to be designated as English Language Learners or recommended for an ELL program, in that their disability is a determinant factor affecting their language proficiency. Rather than an ELL program, their instructional program will be IEP driven and will reflect a program of intensive

language instruction to address individual areas of deficit in the speech, language, and communication arenas. All necessary translation services, both written and verbal, will be provided to family members as needed for non-English speaking households.

RESEARCH SUPPORTING APPROACH

Very little research has been conducted on applying ELL services to students on the severe to moderate end of the autism spectrum who come from limited English proficient households. Clinical wisdom and anecdotal evidence, however, support single language instruction, particularly for students with significant language deficits, coupled with bilingual or translation support for families. NYCACS (East Harlem) has demonstrated the effectiveness of this approach over the past ten years. NYCACS Bronx will build on that success.

STUDENT ACHIEVEMENT

Individual student performance data will be used to determine whether the student is making progress toward achieving the speech, language and communication goals of his/her IEP. If the student is not making expected progress, the student's instructional program will be reviewed by NYCACS Bronx in conjunction with the CSE and will be changed as needed. This review is conducted at least once per year.

PROGRAM EFFECTIVENESS

Program effectiveness in meeting the needs of students from limited English backgrounds will be measured according to the school's Accountability Plan. IEP mastery, informal assessments of linguistic and functional behaviors, and New York State Alternate Assessment performance will all be examined to assess program effectiveness.

ACCESS TO MATERIALS AND SERVICES

NYCACS Bronx students and their families will not be excluded from curricular and extracurricular activities because of their inability to understand and/or speak English. In addition, given the high level of staff-parent interfacing through student clinics, parent training, and home consultation, NYCACS Bronx will ensure that Spanish speaking staff are available to assist Spanish speaking parents/caregivers and that suitable translation services are obtained for other languages as needed.

(D) GIFTED AND ADVANCED STUDENTS

Not applicable, as defined by the NYC DOE, given the lottery criteria of moderate to severe autism. However, students meeting the lottery criteria who also show splinter skills or talents will be given opportunities to grow and accelerate in those strength areas as individually determined.

R-08 INSTRUCTIONAL LEADERSHIP

(A) INSTRUCTIONAL LEADERSHIP ROLES

SPECIFIC ROLES AND RESPONSIBILITIES OF INSTRUCTIONAL LEADERS

Instructional leadership at NYCACS Bronx will be patterned after the successful structure utilized by NYCACS (East Harlem). The Executive Director, whose role and responsibilities are outlined in R-10 of this document, provides clinical and administrative oversight, as well as thought leadership, to the school. The Head of School is the instructional leader of the school and is supported by the Clinical Supervisors who, in turn, oversee the certified Special Education Teachers and Instructors across all classrooms. (See R-11 for further information on the roles and responsibilities of the Clinical Supervisors, Teachers and Instructors. See R-11b for job descriptions and qualifications)

PROCESS AND CRITERIA FOR IDENTIFYING AND SELECTING INSTRUCTIONAL LEADERS

The criteria for selecting the Head of School at NYCACS Bronx are contained in the Head of School job description (see R-11b).

Recruitment for the Head of School will be the responsibility of the Executive Director in conjunction with the Board of Trustees Operations Committee who will make a recommendation for Board approval. The Committee will utilize a variety of means, including posts on key autism websites (e.g., NYCACS (East Harlem), NYC Charter School Center, Association for Behavior Analysis International), advertisements in newspapers and educational/ABA journals and publications, relationships with colleges and graduate schools of education and applied behavior analysis, appropriate professional search firms, and email and phone networks. The committee will also invite applications from NYCACS (East Harlem) personnel seeking new leadership opportunities. In this and in all hiring practices, NYCACS Bronx assures that it complies with all federal, state and local laws and requirements regarding the hiring of staff, and does not discriminate in hiring, employment, contracting, retention or promotion for reasons of race, sex, age, religion, sexual orientation, disability or other reasons prohibited by local, state or federal law (ED.L Section 2851(2)(g)).

MONITORING THE EFFECTIVENESS OF THE ACADEMIC PROGRAM

Patterned after the NYCACS (East Harlem) model, NYCACS Bronx will also utilize a highly collaborative approach. The closely-knit hierarchy of Instructors, Lead Instructors, Teachers, and Clinical Supervisors results in instructional leaders having ready access to performance data used for instructional decision-making and for monitoring the effectiveness of those decisions. Data are graphed and reviewed regularly, with monthly program book reviews that identify if data paths do not show adequate movement in the desired direction. Individual student skill acquisition data are summarized in quarterly

progress reports and reviewed in aggregate quarterly in order to assess progress towards benchmarks and goals. Data on behavior intervention plans will be collected daily, and reviewed frequently amongst staff and with parents.

On a monthly basis, student clinics will be held (see R-05a – Curriculum Selection and Processes), during which time issues of concern are raised with the assigned Clinical Supervisor as well as parents (when present). Challenging skill acquisition programs are demonstrated, alternatives are suggested and attempted, and recommendations are made. Additionally, new program ideas are generated based upon successful completion of targets and/or novel issues or concerns raised by parents. Changes are then incorporated into student programming, with ongoing data collection to ensure that any recommended changes are, in fact, leading to desired outcomes.

Annual external program evaluations will be conducted by outside professionals in a relevant field (e.g., applied behavior analysis, special education). Where appropriate, specific feedback resulting from such evaluations will be incorporated into student programming or overall program design. The NYCACS Bronx Human Rights Committee will also offer input and recommendations that inform behavior reduction procedures used to address, manage, and reduce challenging, disruptive, and maladaptive behavior (for details see R-05a Curriculum Selection and Processes).

The Executive Director will report progress towards meeting charter goals biannually. An Annual Report will be submitted to SUNY CSI and the State Education Department, and will be posted on the school's website.

(B) TEACHER SUPPORT AND SUPERVISION

NYCACS Bronx will cultivate a culture that is positive, collaborative, dedicated, and hardworking. The staff structure will allow for each person to have a clear understanding of the school's process, to act as a participant in that process, and to feel supported. In this model, individual Instructors bring student issues relating to instruction or behavior challenges to their classroom Teacher, either informally during the day or formally during weekly classroom meetings. It is during such classroom meetings that issues are reviewed amongst all classroom staff. In some situations, the Teacher may decide to involve the classroom's Clinical Supervisor to gain additional ideas and input, or to confirm decisions. Clinical Supervisors participate in weekly classroom meetings on an alternating basis with each of the classrooms for which they are responsible. Clinical Supervisors also review decisions with, and may ask for further guidance from either the Head of School informally or during regularly scheduled meetings. The result is a close-knit and mutually supportive professional environment where decisions are made collegially and supported by data brought to the process.

(C) PROFESSIONAL DEVELOPMENT

OVERVIEW OF PROFESSIONAL DEVELOPMENT PROGRAM

Professional Development at NYCACS Bronx will be patterned after the successful model developed by NYCACS (East Harlem). The program will include an intensive week-long didactic training prior to the first day of school and will include an additional five days of training delivered throughout the year. Training will be continued at staff meetings held on alternate weeks. Additionally, in-vivo training will be provided by Teachers and Clinical Supervisors on an ongoing basis, with more time allocated to newer, less seasoned staff members.

RESPONSIBILITIES FOR LEADING AND PROVIDING PROFESSIONAL DEVELOPMENT

The Head of School, in consultation with the Executive Director, will be responsible for planning and implementation of the Professional Development program. Presenters will include the instructional leadership team, clinical supervisors, seasoned staff and outside experts in the field of autism.

IDENTIFICATION OF PROFESSIONAL DEVELOPMENT TOPICS

An intensive, weeklong didactic training will be provided to all new staff during the week prior to the start of the new school year (September). Topics selected are based on the successful professional development model at NYCACS (East Harlem) and comprise the key components of Applied Behavior Analysis (ABA) and strategies for the education of students with autism.

The components of this training include the following:

Introduction to Autism and Applied Behavior Analysis

Discrete Trial Instruction and Incidental Teaching

Teaching Response Chains and Promoting Independence

Generalization, Maintenance, and Fluency

Dyad Instruction, Programming in Inclusion, and Home Consultation

Assessing and Managing Challenging Behavior

Data Collection and Graphing

Relationship Building and Professionalism

SCIP (Strategies for Crisis Intervention and Prevention) Training

Community Based Instruction

In addition, a weekly staff meeting is held. Approximately every other week this meeting is dedicated to a particular topic that is relevant to student education. Alternate weeks are set aside for research, housekeeping, or case presentations. Weekly staff meetings are held from 3:00PM until 4:15PM. Dismissal for students across all school days is 2:45PM.



Staff meeting topics will be similar to those provided at NYCACS (East Harlem), which include the following:

Effective Instruction: Best Practices in ABA
Teaching and Promoting Independence
Functional Behavior Assessment: Parts 1 & 2

Fluency-based Instruction

Enhancing Dyad and Group Instruction

Transitioning from NYCACS – How to best prepare students/families

Safety Protocols When Teaching in the Community

Preference Assessments and Conditioning Novel Reinforcers

Promoting Student Engagement and Motivation Professionalism: At Work and in the Community Using Visual Supports and Activity Schedules Teaching and Using a Motivational System

PROFESSIONAL DEVELOPMENT TO SUPPORT THE SCHOOL'S MISSION AND STUDENT POPULATION

Professional development at NYCACS Bronx will be aligned to its mission of providing effective, research-based education to its students with autism. The program will train staff to implement the strategies of ABA as outlined in the training topics above. All staff (both clinical and non-clinical) will also receive a great deal of training, modeling, and individual feedback in the area of professionalism, such as:

How to give and receive information and feedback
How to maintain student confidentiality
How to work through challenging situations with co-workers
How to monitor non-verbal communication

It is with students in mind first and foremost that feedback (even critical feedback when necessary) is delivered. All staff members are aware of their position, and corresponding responsibility, as advocates for NYCACS students. Staff are encouraged to provide feedback in all directions - not just to those they supervise, but also to their own supervisors when necessary. A spirit of "leaving egos at the door for the sake of what is best for students" is pervasive across all staffing levels. In addition, an understanding of the importance of *all* staff in ensuring student progress, creates a climate of mutual respect and appreciation.

PROFESSIONAL DEVELOPMENT TO MEET THE NEEDS OF ALL INSTRUCTIONAL STAFF



All staff (including returning staff) will participate in some components of the weeklong didactic training. More seasoned staff may participate in presenting that information, and will also receive training around topics of increased complexity and sophistication. Staff will also be given the opportunity to get involved in a monthly research committee meeting (a voluntary activity that staff can choose to participate in if they so desire), that promotes research practices/projects and enhances staff knowledge of the foundations of research related to behavioral interventions and teaching strategies using ABA. Additionally, staff participating in the research committee have opportunities to discuss and present on their interests in this area.

A number of guest speakers will also present throughout the year to provide training on diverse and relevant topics (e.g., early identification and ASD diagnosis, feeding issues, pharmacological interventions) and senior staff will be given opportunities to develop and deliver presentations on relevant topics of interest to them at weekly meetings.

New Teachers and Instructors will be given a great deal of hands-on supervision with each of the students in their classroom. This is provided on a scheduled basis, primarily by the classroom Teacher, Lead Instructor, and Clinical Supervisor, with support from the Head of School as needed.

EVALUATING THE EFFICACY OF PROFESSIONAL DEVELOPMENT

Pre- and post-test data will be collected on all components of the week long didactic training, followed by further training and retesting for staff not meeting the criteria of 80% mastery or a gain of 20% from pre- to posttest on any given component. Mastery feedback will also be collected following professional development at staff meetings, requiring staff to write salient points of learning at the conclusion of each session. NYCACS Bronx will utilize a data-driven professional performance evaluation system (see below). The data obtained from these evaluations will drive the individualized staff development and hands-on instructional support that is delivered in the classroom. School wide findings and trends will continually inform both ongoing didactic training, as well as targeted hands-on support. The resulting data-driven professional development parallels the school's data-driven student instruction.

(D) TEACHER EVALUATION AND ACCOUNTABILITY

SETTING EXPECTATIONS FOR TEACHER PERFORMANCE AND STUDENT ACHIEVEMENT

NYCACS Bronx is committed to the view that performance evaluations are integral to building the School's capacity to reach its academic goals and enable its teaching staff to deliver the highest quality instructional services possible. Formal written evaluations of every staff member and faculty will occur at least annually. NYCACS Bronx will utilize the professional staff evaluation protocols adapted by



NYCACS (East Harlem). The protocols clearly articulate the instructional skills and standards expected of each staff member (see below for further details).

NYCACS Bronx will build on the NYCACS (East Harlem) model for setting expectations for student achievement. In this model expectations are:

Individualized
Based on a careful analysis of present performance
Developed in conjunction with the parent and CSE
Articulated on the student's annual IEP

The instructional programs designed to meet the IEP goals and objectives are reviewed with the parent quarterly and are advanced in accordance with the rate of skill acquisition and generalization across settings as evidenced by performance data.

PROCESS AND CRITERIA FOR EVALUATING TEACHER PERFORMANCE

Utilizing a model adapted by NYCACS (East Harlem), NYCACS Bronx will implement a comprehensive, data-driven assessment of teacher performance that parallels data-driven student instruction. In this model a comprehensive annual employee performance evaluation is conducted for all Clinical Supervisors, Teachers, and Instructors. Data regarding each staff's performance of pivotal teaching skills will be collected. The evaluations employ objective measures, including the following:

Frequency of behavior-specific praise
Levels of engagement and on-task behavior of both students and staff
Ability to implement a variety of teaching strategies, including discrete trial instruction, incidental teaching, and teaching long response chains
Ability to follow and implement a written behavior intervention plan
Ability to use and understand behavior terminology

Data will be collected on clearly defined areas (e.g., discrete trial instruction, incidental teaching, professionalism with colleagues, organization) that are further broken down into many discrete instructional skills (e.g. within discrete trial instruction, subcomponents include ensuring attending prior to presenting instruction, providing effective prompts, delivering appropriate levels of reinforcement). Points will be assigned to each area according to a Likert Rating Scale ranging from Ineffective, to Developing, to Effective, to Highly Effective. A staff member's performance scores will then be translated into an individualized professional development plan to be implemented by the teacher and supervisor in the course of ongoing classroom instruction. In addition, Teachers, Instructors, and Clinical Supervisors will be rated by colleagues and/or Supervisors in the areas of helpfulness, professionalism, and effectiveness with learners. Annual performance and colleague evaluations will serve as tools to

assess the effectiveness of the professional development programs and activities at NYCACS Bronx, and to identify and address specific needs for additional training and technical assistance.

NYCACS Bronx embraces staff accountability for student performance. The traditional teacher student data linkages used with typically developing students (e.g. NYS ELA, Math, Science exams, Regents exams) as primary measures of teacher performance are not appropriate for use with the students who will be served at NYCACS Bronx. The differences between these students in their abilities to learn and progress are often less related to teacher ability and more a function of their particular manifestations of autism. As an example, one of the more profoundly affected students at NYCACS (East Harlem) has exhibited, and continues to exhibit, significant deficits across domains, the most impactful being in the area of challenging behavior. He is currently 14 years old and since he started school at NYCACS (East Harlem) at age 5, he has engaged in very high levels of tantrum behavior, aggression, and self-injury. Considering his profile, he has made tremendous gains at the hands of some of our most seasoned and proficient teachers: He now independently follows a self care routine at home to get ready for bed, he has several work readiness programs and is almost independently collecting trash and replacing bags in bins for the entire school. Most importantly, this young man has finally demonstrated the ability to inhibit maladaptive behavior to a much greater degree than ever before, and to calm down within a reasonable time frame. However, his progress and rate of acquisition is slow compared to other students. And because his instruction is focused on very small components of only certain kinds of skills, his progress does not show on assessment measures as dramatically as another student's might. This discrepancy is not about teacher competence (or lack thereof) - particularly in this example. The incredible skill demonstrated in his instruction, the depth of analysis, and ingenuity of problem-solving all indicate the highest level of teacher skill and competency. In order to address this challenge of professional accountability given the issues described, NYCACS (Bronx) will adopt the detailed performance evaluation rubric (described above) that looks at implementation of teaching procedures, in addition to individualized student outcomes as measured by mastery of IEP goals.

(D) EVALUATION TOOLS FOR SCHOOL STAFF

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	!	time!accessing!	reinforcement!
	!	time!accessing! reinforcement!	reinforcement!
!		time!accessing!	0
!	!	time!accessing! reinforcement! !	reinforcement!
!	!	timelaccessing! reinforcement! ! Prompts(reinforcement!
! 5.!	! ! Prompts!selected!are!not!	timelaccessing! reinforcement! ! Prompts(Promptslelected!may!be!	reinforcement! ! Prompts!selected!are!
!	!	timelaccessing! reinforcement! ! Prompts(reinforcement!
!	! ! Prompts!selected!are!not! effective!in!evoking!desired!	time!accessing! reinforcement! ! Prompts(Promptsleeted!may!be! effective!in!evoking!desired! responses!butliflnot,!changes! may!not!be!made!or!	reinforcement! ! Prompts!selected!are! effectivelin!evoking!desired!
5.!	! ! Prompts!selected!are!not! effective!in!evoking!desired!	time!accessing! reinforcement! ! Prompts(Prompts!selected!may!be! effective!in!evoking!desired! responses!but!if!not,!changes!	reinforcement! ! Prompts!selected!are! effective!in!evoking!desired! responses.!!f!not,!they!are!
5.!	! ! Prompts!selected!are!not! effective!in!evoking!desired! responses! !	time!accessing! reinforcement! ! Prompts(Promptsleected!may!be! effective!in!evoking!desired! responses!butif!not,!changes! may!not!belmade!or! suggested!quickly!enough! !	reinforcement! ! Prompts!selected!are! effectivelin!evoking!desired! responses.!!f!not,!they!are! changed!in!a!timely!manner !
5.!	Prompts!selected!are!not! effective!in!evoking!desired! responses! ! Prompts!are!often!overG	time!accessing! reinforcement! ! Prompts(Promptsleelected!may!be! effective!in!evoking!desired! responses!but!if!not,!changes! may!not!be!made!or! suggested!quickly!enough! ! Prompts!are!typically!used!	Prompts!selected!are! effectivelin!evoking!desired! responses.!!f!not,!they!are! changed!in!a!timely!manner ! Prompts!are!used!only!
5.!	! ! Prompts!selected!are!not! effective!in!evoking!desired! responses! !	time!accessing! reinforcement! ! Prompts(Promptsleected!may!be! effective!in!evoking!desired! responses!butif!not,!changes! may!not!belmade!or! suggested!quickly!enough! !	reinforcement! ! Prompts!selected!are! effectivelin!evoking!desired! responses.!!f!not,!they!are! changed!in!a!timely!manner !

	•	Error(Correction(
	7.!	Form!of!correction!does!not! match!student!age!or!level! of!understanding!	Form!of!correctionlis!not! always!almatch!to!student! age!or!level!of!understanding!	Form!of!correction!is!a! consistent!match!to!student! age!and!level!of! understanding!	
	!	!	!	!	
	8.!	Voice!tonelis!too!firm!or!too! similar!to!reinforcement!or! instruction!	Voice!tone!is!inconsistent!- not!always!appropriate,! sometimes!too!firm!or!not! distinct!enough!from! reinforcement!	Voice!tonelis!consistent!and! differentiated!from! reinforcement!and! instruction!	
Ī	!	!	!	!	
	9.!	Hesitation!is!often!visible!	Confidence!(lack!of! hesitation)!is!emerging,!but! may!not!be!consistent!across! opportunities!	Confidence!(lack!of! hesitation)lis!consistently! demonstrated!	
	!	!	!	!	
_	10.!	Correction!often!does!not! lead!to!the!desired! response!and,!if!not,! adjustments!to!correction! are!not!made!	Correction!often!leads!to!the! desired!response;lif!not,! adjustments!to!correction! are!not!made!consistently!	Correction!typically!leads!to! the!desired!response;lif!not,! adjustments!to!correction! are!made!consistently!!	
ı					

Data(Collection(

!	0!	1!	2!
11.!	Data!are!often!inaccurate!	Data!are!typically!collected!	Data!are!collected!
	and/or!are!not!collected!	accurately!and!according!to!	accurately!and!according!to!
	according!to!a!consistent!	a!consistent!schedule!	a!consistent!schedule!
	schedule!		!
!	!	!	!
12.!	Book!review!scores!average!	Book!review!scores!average!	Book!review!scores!average!
	below!80%!!	between!80%!and!89%!!	90%!or!above!

. ..

Professionalism(with(Colleagues)

	FIUI	essionalism(with(colleagues(
!	0!	1!	2!
13.!	Is!often!uncooperative!or!	Is!usually!cooperative!and!	Is!consistently!cooperative!
	inflexible!	flexible!	and!flexible!
!	!	!	!
14.!	Does!not!use!time!	Typically!uses!time!	Uses!time!efficiently!and!
	efficiently!(e.g.,!during!prep!	efficiently,!but!not!	consistently!!
	periods!before!and!after!	consistently!or!across!arenas!	
	school)!	(e.g.,!during!prep!periods!	
		before!and!after!school)!	
!	!	!	!
15.!	Requires!consistent!	Requires!some!reminders!to!	Consistently!maintains!
	reminders!to!maintain!	maintain!appropriate!dress!	appropriate!dress!and!
	appropriate!dress!and!	and!appearance!!	appearance!!
	appearance!		
!	!	!	!

16.!	Does!not!receive!feedback!	Sometimes!receives!	Consistently!receives!
	in!a!professional!manner!	feedback!in!a!professional!	feedback!in!a!professional!
		manner!and!follows!up!with!	manner!and!follows!up!
		changes!in!a!timely!manner!	with!changes!in!a!timely!
		(within!10!days),!when!	manner!(within!10!days),!
		required!	when!required!
!	!	!	!
17.!	Rarely!helps!to!maintain!an!	Helps!maintain!an!organized!	Consistently!helps!maintain!
	organized!classroom!	classroom!environment,!but!	an!organized!classroom!
	environment!	not!consistently!or!	environment!
		sufficiently!	***************************************
!	!	!	!
18.!	Does!not!demonstrate!a!	May!be!willing!to!assist!with!	Consistently!willing!to!
	willingness!to!assist!with!	additional!duties!when!	assist!with!additional!
	additional!duties!when!	specifically!requested,!but!	duties!when!needed!
	needed!	not!consistently!	uuties.wiieii.iieeucu.
!	!	!	!
19.!	Often!does!not!conduct!	Usually!conducts!	Overall.!conducts!
	him/herself!in!a!	him/herself!in!a!professional!	him/herself!in!a!highly!
	professional!manner!(e.g.,!	manner,!but!may!make!	professional!manner!(e.g.,!
	adhering!to!policies!	errors!from!time!to!time!	adhering!to!policies!
	regarding!cell!phone!use,!	(e.g.,!adhering!to!policies!	regarding!cell!phone!use,!
	actively!participates!in!	regarding!cell!phone!use,!	actively!participates!in!
	classroom!meetings,!is!	actively!participates!in!	classroom!meetings,!is!
	respectful!when!speaking!	classroom!meetings,!is!	respectful!when!speaking!
	about!students!and!	respectful!when!speaking!	about!students!and!
	colleagues)!	about!students!and!	colleagues)!
<u> </u>		colleagues)!	
!	!	!	!
20.!	Exceeds!more!than!3!	Uses!up!to!3!unexcused!	Uses!only!the!allotted!
	unexcused!unpaid!days!	unpaid!days!!	number!of!personal!days!!
!	!	!	!
21.!	Is!frequently!late!-!at!least!	Is!typically!punctual,!but!has!	Is!consistently!punctual!
	1!time!per!week!	been!late!1!time!in!a!two!	(late!less!than!1!day!per!
		week!period!!	month)!
!	!	!	!
22.!	Does!not!take!an!active!role!	Takes!some!initiative!in!	Takes!an!active!role!in!
	in!learning!or!in!seeking!	learning!and!seeking!	learning!and!seeks!
	assistance!from!	assistance!from!	assistance!(asks!for!help!
	supervisors/colleagues!	supervisors/colleagues,!but!	and/or!asks!questions)!
	when!questions/issues!	effort!is!not!consistent!	from!
	arise!		supervisors/colleagues,!as!
	urise.		needed!!
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Behavior(Management(

	Behavior [wanagement]			
!	0!	1!	2!	
23.!	Does!not!adequately!reinforce!	Inconsistently!reinforces!the!	Consistently!reinforces!	
	the!absence!of!target!behavior!	absence!of!target!behavior!and!	absence!of!target!behavior!	
	or!incompatible!responses!	incompatible!responses!	and!incompatible!	
			responses!	
!	!	!	!	
24.!	Does!not!use!antecedent!	Sometimes!uses!antecedent!	Uses!antecedent!	
	management!strategies!	management!strategies!	management!strategies!	
	effectively!	effectively!	very!effectively!	

!	!	!	!
25.!			Calls!for!assistance!when!
	when!appropriate!	when!appropriate,!but!not!	appropriate!
	consistently!		
!	!	!	!
		(
(
		(
	Relatio	onship(Building(with(Students)	(
		(
!	0!	1!	2!
26.!	Lack!of!!enthusiasm!(e.g.,!	Inconsistent!demonstration!	Demonstrates!consistent,!
	smiling,!tone!of!voice)!is!	of!enthusiasm!(e.g.,!smiling,!	appropriate!levels!of!
	evident!when!interacting!with! student!	tone!of!voice)!!-!may!be!too! little!or!excessive!	enthusiasm!(e.g.,!smiling,! tone!of!voice)!!
-	student:	ittle:01:excessive:	tolle:01:voice)::
27.!	Makes!few!attempts!at!	Makes!some!attempts!to!	: Makes!frequent!attempts!to!
27	engaging!with!students!during!	engage!with!students!during!	engage!with!students!
	breaks/reinforcement!-!	breaks/reinforcement!-!	during!breaks/!
	attempts!are!not!often!	some!attempts!are!	reinforcement,!the!majority!
	successful!	successful,!some!are!not!	of!which!are!successful!
!	!	!	!
28.!	Lack!of!imitation!of!successful!	Some!imitation!of!successful!	Imitation!of!successful!
	strategies!for!rapport!building!	strategies!for!rapport!	strategies!for!rapport!
		building!	building!
!	!	!	!
29.!	Does!not!use!language!that!	Occasionally!uses!language!	Consistently!uses!language!
	matches!student!	that!matches!student!	that!matches!student!
	understanding!	understanding!!	understanding!
!	!	!	!
30.!	Often!repeats!instructions! and/or!engages!in!over@alking!	Occasionally!repeats! instructions!and/or!engages!	Refrains!from!repeating! instructions!and/or!
	with!students!!	in!over@alking!with!students!	engaging!in!over@alking!
	withstudents::	in:over darking:with:students:	with!students!
-	1		with students:
31.!	Does!not!follow!through!on!	Sometimes!follows!through!	Consistently!follows!
01	basiclinstructions!provided!to!	on!basic!instructions!	through!on!basic!
	students!	provided!to!students!but!	instructions!provided!to!
		lacks!consistency!	students!
	-	(
		(
Tota	al(Score:!!		
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Ctoff	Esignatural	!! Dat	toul
Staff	f!Signature:!	: : Dai	te:!(

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NYCAUTISM	
CHARTER !SCHOOL	
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Instructor!Performance!Evaluation! Score!Sheet!	
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	ighly!Effective!
! Name!of!Instructor: <u>!!!!!</u> !	
Name!of!Instructor: <u>! ! ! ! !</u> Name!of!Supervisor: <u>!! ! ! ! ! !</u>	
Date:! ! ! !	
!	
!	
Performance*Area:* *	Score:*
Academic!Inclusion!(if!applicable)!	!
! Administrative!Responsibilities!	!
!	
Behavior!Management!	!
CBI!(if!applicable)!	!
! Clinics!	!
!	-
Professionalism!with!Colleagues!	!
Professionalism!with!Students!and!Parents!	!
! Student!Instruction!	!
!	:
Total*	!
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Staff!Signature: ! !!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!	!
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Academic Inclusion	(if no	أملطممناه	١.
Academic inclusion	un ab	Difcable	H

	emic Inclusion (if applicable):	1	2
1.	Student engagement scores average below 80%	Student engagement scores average between 80-89%	Student engagement scores average 90% or higher
2.	Delivery of prompting and error correction may be inappropriate for inclusion setting	Sometimes prompting or error correction are inappropriate for the inclusion setting but skills in this area are emerging	Prompting and error correction are appropriate for the inclusion setting
3.	Does not provide effective forms of reinforcement, and/or schedules of reinforcement are not appropriate	Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate	Forms of reinforcement provided are effective and schedules of reinforcement are appropriate
4.	Does not effectively promote student independence	Ability to promote student independence is emerging	Promotes student independence when appropriate
5.	Manages problem behavior ineffectively/does not do so in a manner that is socially appropriate for the inclusion setting	Usually manages problem behavior effectively and in a manner that is socially appropriate for the inclusion setting	Consistently manages problem behavior effectively and in a manner that is socially appropriate for the inclusion sciting
6.	Materials for inclusion are absent, disorganized, and/or lack creativity	Materials for inclusion are usually present, but may not be well organized and/or show a high level of creativity	Materials for inclusion are present, creative, and well-organized
7.	Data collection frequently lacks consistently and/or accuracy	Data collection sometimes lacks consistency and/or accuracy	Data are collected consistently and accurately
8.	Does not bring safety bag to inclusion setting	Sometimes brings safety bag to inclusion setting	Consistently brings safety bag to inclusion setting
9.	Professionalism has been an area for repeated feedback	Sometimes looks presentable and interacts with others in a professional manner (e.g., appropriate dress attire, verbal interactions with members of inclusion setting, nonverbal behavior in inclusion setting)	Looks presentable, interacts with others in a professional manner, and represents the school in a positive way (e.g., appropriate dress attire, verbal interactions with members of inclusion setting, nonverbal behavior in inclusion setting)
10.	Does not build rapport, communicate effectively, or display positive affect when interacting with inclusion partners (e.g., classroom staff)	Sometimes builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff)	Consistently builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff)
11.	Does not require the student(s) to greet and appropriately interact with inclusion personnel	Sometimes requires the student(s) to greet and appropriately interact with inclusion personnel	Consistently requires the student to greet and appropriately interact with inclusion personnel
12.	Programming issues are not reliably brought to the attention of supervisors	There may be some delay in bringing programming issues to the attention of supervisors	Programming issues are promptly brought to the attention of supervisors

- ALL elements of the effective category are present
 Offers strategies to maintain low levels of maladaptive behavior in the inclusion setting
 Suggests modifications to improve rate of acquisition
 Assists supervisors in creating NYCACS classroom protocols to supplement instruction that takes place in the inclusion setting

 Identifies additional opportunities to build rapport with inclusion partners

 Creates innovative and practical protocols/guidelines for data collection, potentially utilizing technology



Addresses any additional concerns or topics related to inclusion with supervisors, suggesting ideas for improvement
Demonstrates flexibility at the inclusion site (e.g., helps other students when asked)
Relays important information between parents/ other classroom staff/ inclusion site (e.g., field trips, dress up days, specia
snacks)

Behavior Management:

	0	1	2
1.	Demonstrates below 80% accuracy with respect to implementation of behavior intervention plan	Demonstrates between 80-89% accuracy with respect to implementation of behavior intervention plan	Demonstrates above 90% accuracy with respect to implementation of behavior intervention plan
2.	Inadequately describes relevant components of a student's BIP (0 or 1 out of 4)	Ability to describe relevant components of a student's BIP is emerging (2 or 3 out of 4)	Adequately describes relevant components of a student's BIP (i.e., gives a description of the target behavior(s) and correctly describes the intervention procedure(s), hypothesized function(s), and rationale(s)) (4 out of 4)
3.	Exhibits frustration, agitation, or nervousness when managing challenging behavior	Sometimes exhibits frustration, agitation, or nervousness when managing challenging behavior	Remains calm when managing challenging behavior (e.g., does not exhibit frustration, agitation, or nervousness)
4.	Does not use effective antecedent management strategies	Sometimes uses effective antecedent management strategies	Consistently uses effective antecedent management strategies
5.	Does not adequately reinforce the adaptive alternatives to target behavior, absence of target behavior and incompatible behavior	Consistent delivery of reinforcement for adaptive alternatives to target behavior, absence of target behavior and incompatible behavior is emerging	Consistently reinforces adaptive alternatives to target behavior, absence of target behavior, and incompatible behavior
6.	Has difficulty analyzing data and generating reasonable hypotheses	Ability to analyze data and generate reasonable hypotheses is emerging	Analyzes data and generates reasonable hypotheses
7.	Does not make good decisions with respect to the use of physical guidance	Sometimes makes good decisions with respect to the use of physical guidance	Consistently makes good decisions with respect to the use of physical guidance

_All elements of the Effective category are present

- Suggests and/or assists in generating highly innovative antecedent management strategies that can be used across staff
 Suggests and/or assists in generating highly innovative and individualized data collection systems
- Suggests appropriate interventions based upon function of behavior and student characteristics

 Contributes to a calm, positive climate within the classroom related to behavior challenges

Community Based Instruction (if applica

	munity Based Instruction (if applicable	1	2
1.	Delivery of prompting and error correction is inappropriate for the community setting	Appropriate use of prompting or error correction is emerging in the community setting	Delivery of prompting and error correction is consistently appropriate for the community setting
2.	Does not provide effective forms of reinforcement, and/or schedules of reinforcement are not appropriate	Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate	Forms of reinforcement provided are effective and schedules of reinforcement are appropriate
3.	Does not effectively promote student independence	Ability to promote student independence is emerging	Promotes student independence when appropriate
4.	Manages problem behavior ineffectively and/or in an inappropriate manner in the community	Sometimes manages problem behavior effectively and/or in a way that is appropriate for the community setting	Consistently manages problem behavior effectively and in a way that is appropriate for the community setting
5.	Materials for CB1 are absent, disorganized, and/or lack creativity	Materials for CBI are usually present but may not show creativity or be well-organized	Materials for CBI are present, creative, and well-organized
6.	Data collection frequently lacks consistently and/or accuracy	Data collection sometimes lacks consistently and/or accuracy	Data are collected consistently and accurately
7.	Programming issues are not reliably brought to the attention of supervisors	There may be some delay in bringing programming issues to the attention of supervisors	Programming issues are promptly brought to the attention of supervisors
8.	Does not bring safety bag when in the community	Sometimes brings safety bag when in the community	Consistently brings safety bag when in the community
9.	Professionalism has been an area for repeated feedback	Sometimes looks presentable and interacts with others in a professional manner (e.g., appropriate dress attire, verbal interactions with community members, nonverbal behavior in community setting)	Looks presentable, interacts with others in a professional manner, and represents the school in a positive way (e.g., appropriate dress attire, verbal interactions with community members, nonverbal behavior in community setting)
10.	Does not require the student(s) to greet and appropriately interact with the site personnel	Sometimes requires the student(s) to greet and appropriately interact with the site personnel	Consistently requires the student(s) to greet and appropriately interact with the site personnel
11.	Does not ensure that job performance meets or exceeds acceptable standards	Sometimes ensures that job performance meets or exceeds acceptable standards	Ensures that job performance meets or exceeds acceptable standards

- _____ALL elements of the effective category are present
 _____Offers strategies to maintain low levels of maladaptive behavior in the community

- Offers strategies to maintain low levels of maladaptive behavior in the community

 Suggests modifications to improve performance

 Assists supervisors in creating NYCACS classroom protocols to supplement community based instruction

 Identifies additional opportunities to build rapport with community partners

 Creates innovative and practical protocols/guidelines for data collection, potentially utilizing technology

 Addresses any additional concerns or topics related to CBI with supervisors, suggesting ideas for improvement

 Relays important information between parents, community site and relevant staff (e.g., days off, site events)

 Demonstrates flexibility at the community site (e.g., engages student if site personnel is late)

Clini	ics:		
	0	1	2
1.	Does not have necessary materials ready for designated programs and/or to occupy students during discussion, as assigned	Sometimes has necessary materials ready for designated programs and/or to occupy students during discussion, as assigned	Has necessary materials ready for designated programs and/or to occupy students during discussion, as assigned
2.	Exhibits flat or inappropriate affect (e.g., does not smile, is inattentive)	Usually exhibits positive and enthusiastic affect (e.g., smiles, makes positive comments)	Exhibits positive and enthusiastic affect consistently (e.g., smiles, makes positive comments)
3.	Does not solicit feedback appropriately	Appropriate solicitation of feedback is emerging	Solicits feedback appropriately
4.	Does not receive feedback appropriately (may be unable to answer questions or be defensive when responding)	Usually answers questions and responds to suggestions appropriately, but not consistently	Answers questions and responds to suggestions appropriately and consistently
5.	ls not comfortable or fluent while working with students in front of parents or supervisors	Is moderately comfortable and fluent while working with students in front of parents – sometimes visibly nervous or uncomfortable	Is comfortable and fluent working with students in front of parents and supervisors

- 3:

 __AII elements of the Effective category are present
 __Offers thoughts on problem solving and/or ideas for new programs/future steps
 __Checks in with head teacher/clinical supervisor prior to clinics to touch base on relevant issues
 __Communicates effectively with parents and other participants such as related service providers or home therapists

Professionalism with Colleagues:

	0	1	2
1.	Book review scores average below 70%	Book review scores average between 70% and 84%	Book review scores average 85% or higher
2.	Exceeds more than 3 unexcused unpaid days	Uses up to 3 unexcused unpaid days	Uses only the allotted number of personal days
3.	Participation in staff meetings is below the 25th percentile- a low level of engagement	Participation in staff meetings is between the 25° and 75° percentiles- a moderate level of engagement (e.g. hand raising, speaking)	Participation in staff meetings is in the top 25th percentile - a high level of engagement (e.g. hand raising, speaking)
4.	Scores mostly 1s and 2s on the colleague evaluation	Scores mostly 3s on the colleague cvaluation	Scores mostly 4s and 5s on the colleague evaluation
5.	Answers questions related to terminology incompletely, even with prompting, or does not attempt to answer questions	Answers questions related to terminology accurately and completely with some prompting	Answers questions related to terminology accurately and completely
6.	Cannot provide an accurate description of NYC Autism Charter School, even with prompting	Provides an accurate description of NYC Autism Charter School with some prompting	Provides an accurate description of NYC Autism Charter School
7.	Does not receive feedback in a professional manner	Sometimes receives feedback in a professional manner	Consistently receives feedback in a professional manner and follows up with changes when appropriate

Has difficulty expressing differing perspectives and opinions clearly and dispassionately	Sometimes lacks clarity when expressing differing perspectives and opinions and dispassionately	Expresses differing perspectives and opinions clearly and dispassionately
Does not ensure that supervisors are informed about issues of concern related to students, staff, and families	Sometimes ensures that supervisors are informed about issues of concern related to students, staff, and families	Consistently ensures that supervisors are informed about issues of concern related to students, staff, and families
Requires consistent reminders to maintain appropriate dress and appearance	Requires some reminders to maintain appropriate dress and appearance	Consistently maintains appropriate dress and appearance
Written information lacks clarity and/or often contains grammatical/spelling errors	Written information sometimes lacks clarity and/or may contain some grammatical/spelling errors	Written information is clear and free of grammatical/spelling errors
Two or more progress reports were not submitted on time	One progress report was not submitted on time	All progress reports have been submitted on time (Due dates on distributed paperwork calendar)
ls frequently late – 10 or more days per quarter	Is typically punctual, but has been late 7-9 days per quarter	Is consistently punctual – late 6 or less times per quarter
	Does not ensure that supervisors are informed about issues of concern related to students, staff, and families Requires consistent reminders to maintain appropriate dress and appearance Written information lacks clarity and/or often contains grammatical/spelling errors Two or more progress reports were not submitted on time	Does not ensure that supervisors are informed about issues of concern related to students, staff, and families Requires consistent reminders to maintain appropriate dress and appearance Written information lacks clarity and/or often contains grammatical/spelling errors Two or more progress reports were not submitted on time ls frequently late – 10 or more days expressing differing perspectives and opinions and dispassionately Sometimes ensures that supervisors are informed about issues of concern related to students, staff, and families Requires some reminders to maintain appropriate dress and appearance Written information sometimes lacks clarity and/or may contain some grammatical/spelling errors One progress report was not submitted on time

- _All elements of the Effective category are present _Presents at meetings (e.g., intern training, parent workshops, staff meetings) _Participates in presentations outside of school

- Participates in presentations outside of school
 Collaborates with other classrooms and/or acts as a model and source of information for others in the school
 Consistently participates in school-wide events outside of school hours (e.g., parent meetings, staff events)
 Demonstrates ability to use technology (e.g., augmentative communication systems, computer software)
 Innovative strategies are used to ensure data are collected even within challenging contexts
 Takes part in BIP writing process
 Asks to accompany Head Teacher or Lead Instructor on home visits
 Updates Head Teacher/Clinical Supervisor on progress toward mastery of IEP, VBMAPP, and AFLS objectives

Professionalism with Students and Parents:

	0	1	2
1.	Is not aware of/makes errors with respect to maintaining student/family confidentiality	Is aware of and concerned about maintaining student/family confidentiality, but sometimes makes errors (e.g., uses full name in front of visitors)	Is consistently aware of and concerned about maintaining student/family confidentiality
2.	Uses disrespectful language and/or descriptors of student behavior	Sometimes uses respectful language and/or descriptors of student behavior but not consistently	Consistently uses respectful language and/or descriptors of student behavior
3.	Rarely makes positive statements about students	Occasionally makes positive statements about students	Frequently makes positive statements about students
4.	Does not often show positive affect and/or appropriate non-verbal communication with parents	Sometimes exhibits positive affect and appropriate non-verbal communication with parents, but not consistently in amount or degree	Consistently exhibits positive affect and appropriate non-verbal communication with parents

!	!	!	!
5.!	Communication!with!parents/family! memberslisloftenlineffective!(e.g.,! concernslare!not!directed!tola! supervisor)!	Ability!to!effectively!communicate!with! parents/family!members[(e.g.,! sometimes!effective!inlanswering! parent!questionslor!directing!concerns! to!a!supervisor]!is!emerging!	Communicates!effectively!with! parents/family!members![e.g.,! concerns!are!consistently! directed!to!a!supervisor!when! appropriate]!
6.!	Does/not/reliably/report/sensitive/ interactions/with/families/and/or/ caregivers/when/appropriate/	Sometimes/reports/sensitive! interactions/with!families/and/or! caregivers/when/appropriate!	Consistently!reports!sensitive! interactions!with!families!and/or! caregivers!when!appropriate!
!	!	!	!

All'elements/of/the/Effective/category/are/present/
_Goes/above/and/beyond/with/family/events/--loffers/additional/help,/assists/in/planning/and/preparation/
_Shows/a/high/level/of/empathy/when/discussing/students/and/families/

Comments:!

Student*Instruction:*

Juu	ent instruction:"		
!	0!	1!	2!
1.!	Demonstrates!below!80%!accuracy!	Demonstrates!between!80F89%!	Demonstrates!90%!accuracy!or!
	with!respect!to!discrete!trial!	accuracy!with!respect!to!discrete!trial!	higher!with!respect!to!discrete!
	instruction!!	instruction!!!	trial!instruction!
	!	!	
!	!	!	!
2.!!	Demonstrates!below!80%!accuracy!	Demonstrates!between!80F89%!	Demonstrates!90%!accuracy!or!
	with!respect!to!incidental!teaching!!	accuracy!with!respect!to!incidental!	higher!with!respect!to!incidental!
		teaching!	teaching!
		!	
!	!	!	!
3.!!	Demonstrates!below!80%!accuracy!	Demonstrates!between!80P89%!	Demonstrates!90%!accuracy!or!
	with!respect!to!teaching!long!response!	accuracy!with!respect!teaching!long!	higher!with!respect!to!teaching!
	chains!	response!chains!!	long!response!chains!
		!	
!	!	!	!
4.!	Demonstrates!below!80%!accuracy!	Demonstrates!between!80P89%!	Demonstrates!90%!accuracy!or!
	with!respect!to!dyad/group!	accuracy!with!respect!dyad/group!	higher!with!respect!to!
	instruction!!	instruction!	dyad/group!instruction!
		!	
!	:		·
5.!	Staff!engagement!scores!average!	Staff!engagement!scores!average!	Stafflengagement!scores!average!
5.!	Stafflengagementlscoreslaverage! below!80%!	: Stafflengagementlscoreslaverage! between!80®9%!	: Stafflengagementlscoreslaverage! 90%lorlhigher!
5.!	below!80%! !	between!80P89%! !	90%!or!higher! !
5.!	below!80%! ! Is!not!able!to!model/identify!one!way!	between!80f89%! ! Models/identifies!one!way!in!which!	90%!or!higher! ! Models/identifies!more!than!one!
5.!	below!80%! !	between!80P89%! !	90%lorlhigher! ! Models/identifies!more!than!one! way!in!which!peer!interaction!is!
5.!	below!80%! ! Is!not!able!to!model/identify!one!way!	between!80f89%! ! Models/identifies!one!way!in!which!	90%!or!higher! ! Models/identifies!more!than!one!
5.!	below!80%! ! Is!not!able!to!model/identify!one!way! in!which!peer!interaction!is!promoted! !	between!80B9%! ! Models/identifies!one!waylin!which! peer!interactionlis!promoted! ! !	90%lor!higher! ! Models/identifies!more!than!one! way!in!which!peer!interaction!is! promoted! !
5.!	below!80%! ! Is!not!able!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positive!and!	between!80R9%! ! Models/identifies!one!way!in!which! peer!interaction!is!promoted! ! ! Builds!reasonably!positive!and!	90%lor!higher! ! Models/identifies!more!than!one! way!in!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and!
5.!	below!80%! ! Islnotlable!to!model/identify!one!way! in!which!peer interaction!is!promoted! ! Haskldifficulty!building!positive!and! successful!relationships!with!students!	between!80I89%! ! Models/identifies!one!waylin!which! peerlinteraction!is!promoted! ! Builds!reasonably!positive!and! successful!relationships!with!students!	90%lorlhigher! ! Models/identifies!more!than!one! way!in!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with!
5.!	below!80%! ! Is!not!able!to!model/identify!one!way! in!which!peer interactionlis!promoted! ! Has!difficulty!building!positive!and! successfullrelationships!with!students! (e.g.,linsufficient!time!for!rapport!	between!80I89%! ! Models/identifies!one!way!in!which! peerlinteraction!is!promoted! ! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,lmakes!some!time!for!rapport!	90%lor!higher! ! Models/identifies!more!than!one! way!in!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students!(e.g.,!makes!time!for!
5.!	below!80%! ! Islnotlable!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positiveland! successful!relationships!with!students! (e.g.,linsufficient!time!for!rapport! building,linfrequent!smiling!with!	between!80B9%! ! Models/identifies!one!way!in!which! peerlinteraction!is!promoted! ! ! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,!makes!some!time!for!rapport! building,!usually!smiles!with!students,!	90%!or!higher! ! Models/identifies!more!than!one! way!in!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students![e.g.,!makes!time!for! rapport!building,!consistently!
5.!	below!80%! ! Is!not!able!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positive!and! successful!relationships!with!students! (e.g.,linsufficientltime!for!rapport! building,!infrequent!smiling!with! students,!limited!attempts!at!	between!80B9%! ! Models/identifies!one!way!in!which! peer!interaction!is!promoted! ! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,Imakes!some!time!for!rapport! building,lusually!smiles!with!students,! makeslattempts!to!engage!with!	90%lorlhigher! ! Models/identifiesImorelthan!one! waylin!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students![e.g.,!makes!time!for! rapport!building.!consistently! smiles!with!students,!has!various!
5.!	below!80%! ! Islnotlable!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positiveland! successful!relationships!with!students! (e.g.,linsufficient!time!for!rapport! building,linfrequent!smiling!with!	between!80B9%! ! Models/identifies!one!way!in!which! peerlinteraction!is!promoted! ! ! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,!makes!some!time!for!rapport! building,!usually!smiles!with!students,!	90%lorlhigher! ! Models/identifies!more!than!one! way!in!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students![e.g.,!makes!time!for! rapport!building,!consistently! smiles!with!students,!has!various! strategies!for!ensuring!student!
5.! ! 6.! ! 7.!	below!80%! ! Is!not!able!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positive!and! successful!relationships!with!students! (e.g.,linsufficientltime!for!rapport! building,!infrequent!smiling!with! students,!limited!attempts!at!	between!80B9%! ! Models/identifies!one!way!in!which! peer!interaction!is!promoted! ! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,Imakes!some!time!for!rapport! building,lusually!smiles!with!students,! makeslattempts!to!engage!with!	90%lorlhigher! ! Models/identifiesImorelthan!one! waylin!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students![e.g.,!makes!time!for! rapport!building.!consistently! smiles!with!students,!has!various!
5.! ! 6.! ! 7.!	below!80%! ! Islnotlable!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positive!and! successful!relationships!with!students! (e.g.,linsufficientltime!for!rapport! building,linfrequent!smiling!with! students,!limited!attemptslat! engagement)!!	between!80B9%! ! Models/identifies!one!way!in!which! peer!interaction!is!promoted! ! ! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,lmakes!some!time!for!rapport! building,lusually!smiles!with!students,! makeslattempts!to!engage!with! students)! !	90%lorlhigher! ! Models/identifies/more/than!one! waylin!which peer interaction is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students!(e.g.,!makes!time!for! rapport/building.!consistently! smiles!with!students,!has!various! strategies!forlensuring!student! engagement)! !
5.! ! 6.! ! 7.!	below!80%! ! Is!not!able!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positiveland! successful!relationships!with!students! (e.g.,linsufficient!time!for!rapport! building,!infrequent!smiling!with! students,!limited!attemptslat! engagement)!! ! Does!not!maintain!positive!affect!	between!80I89%! ! Models/identifies!one!waylin!which! peerlinteractionlis!promoted! !! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,!makes!some!time!for!rapport! building,!usually!smiles!with!students,! makes!attempts!to!engage!with! students)! ! Sometimes!maintains!positive!affect!	90%lorlhigher! ! Models/identifiesImorelthan!one! waylin!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students![e.g.,!makes!time!for! rapport!building.!consistently! smiles!with!students,!has!various! strategies!for!ensuring!student! engagement)! ! Maintains!positive!affect!
5.! ! 6.! ! 7.!	below!80%! ! Islnotlable!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positive!and! successful!relationships!with!students! (e.g.,linsufficientltime!for!rapport! building,linfrequent!smiling!with! students,!limited!attemptslat! engagement)!!	between!80B9%! ! Models/identifies!one!way!in!which! peer!interaction!is!promoted! ! ! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,lmakes!some!time!for!rapport! building,lusually!smiles!with!students,! makeslattempts!to!engage!with! students)! !	90%lorlhigher! ! Models/identifies/more/than!one! waylin!which peer interaction is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students!(e.g.,!makes!time!for! rapport/building.!consistently! smiles!with!students,!has!various! strategies!forlensuring!student! engagement)! !
5.! ! 6.! ! 7.!	below!80%! ! Is!not!able!to!model/identify!one!way! in!which!peer!interaction!is!promoted! ! Has!difficulty!building!positiveland! successful!relationships!with!students! (e.g.,linsufficient!time!for!rapport! building,!infrequent!smiling!with! students,!limited!attemptslat! engagement)!! ! Does!not!maintain!positive!affect!	between!80I89%! ! Models/identifies!one!waylin!which! peerlinteractionlis!promoted! !! Builds!reasonably!positive!and! successful!relationships!with!students! (e.g.,!makes!some!time!for!rapport! building,!usually!smiles!with!students,! makes!attempts!to!engage!with! students)! ! Sometimes!maintains!positive!affect!	90%lorlhigher! ! Models/identifiesImorelthan!one! waylin!which!peer!interaction!is! promoted! ! Builds!consistently!positive!and! successful!relationships!with! students![e.g.,!makes!time!for! rapport!building.!consistently! smiles!with!students,!has!various! strategies!for!ensuring!student! engagement)! ! Maintains!positive!affect!



	capture!student!motivation!	assess!and!capture!student!motivation!	captures!student!motivation!
!	!	-	!
10.!	Does!not!use!materials!in!an!efficient!	Sometimes!uses!materials!in!an!efficient!	Uses!materials!in!an!efficient!and!
	and!organized!manner!while!teaching!	and!organized!manner!while!teaching!	organized!manner!while!teaching!
!	!	!	!
11.!	Does!not!show!creativity!with!respect!	Shows!some!creativity!with!respect!to!	Shows!creativity!with!respect!to!
	to!teaching!materials!	teaching!materials!	teaching!materials!
!	!	!	!
12.!	Does!not!use!language!that!matches!	Sometimes!uses!language!that!matches!	Consistently!uses!language!that!
	student!understanding!	student!understanding!	matches!student!understanding!
!	!	!	!
13.!	Does!not!consistently!or!adequately!	Sometimes!uses!appropriate!voice!tone,!	Uses!appropriate!voice!tone,!
	use!appropriate!voice!tone,!facial!	facial!expression,!and!volume!with!	facial!expression,!and!volume!
	expression,!and!volume!with!students!	students!	with!students!
!	!	!	!
14.!	Does!not!respond!to!student!	Response!to!student!initiations!is!	Consistently!responds!to!student!
	initiations!	variable!or!inconsistent!	initiations!
!	!	!	!
15.!	Does!not!use!appropriate!types!and!	Sometimes!uses!appropriate!types!and!	Uses!appropriate!types!and!levels!
	levels!of!physical!contact!with!	levels!of!physical!contact!with!students!	of!physical!contact!with!students!
	students!		
!	!	!	!
16.!	Often!repeats!instructions!and/or!	Sometimes!repeats!instructions!and/or!	Refrains!from!repeating!
	engages!in!overRalking!with!students!!	engages!in!overRalking!with!students!	instructions!and/or!engaging!in!
			overRalking!with!students!
!	!	!	!
17.!	Does!not!adjust!the!type!of!interaction!	At!times!adjusts!the!type!of!interaction!	Adjusts!the!type!of!interaction!
	and/or!activities!in!response!to!	and/or!activities!in!response!to!student!	and/or!activities!in!response!to!
	student!mood/affect!	mood/affect!	student!mood/affect!!
!	<u>!</u>	!	!
18.!	Requires!student!responding!only!	Sometimes!requires!student!responding!	Requires!student!responding!
	related!to!targeted!instruction!	beyond!targeted!instruction!	beyond!targeted!instruction!!
			(e.g.,!asks!learners!questions!or!
			prompts!learners!to!respond!
			outside!of!a!particular!
			instructional!program!in!ways!
			that!are!socially!contextual!and!
			appropriate!given!their!skills;!
			Facilitates!language!(vocal!and!
			nonProcal)!with!appropriate!
H			frequency!and!variety)!

! !
Alllelementslof!the!Effective!category!are!present!
_Innovative!instructional!strategies!are!used!
_Innovative!prompting!strategies!are!used!
_Innovative!reinforcement!strategies!are!used!
_Innovative!error!correction!strategies!are!used!
_Instrategies!are!used!
_Assists!head!teacher!in!identifying!appropriate!programming!for!dyad/group!instruction!
_Shows!a!high!leve!!of!creativity!with!respect!to!instructional!materials!!

:	NYC	AUTISM TER _I SCHOOL				
		erformance!Evaluat ore!Sheet!	ion!			
! 0!=!Ineffective!	1!=!Developing!	2!=!Effective!!	3!=!I	Highly!	!Effectiv	ve!
Name!of!Lead!Inst Name!of!Superviso	ructor:! pr:!!!!!		!! !	! !	! !	!
Date:! ! !	!!!!					
Performance!Area	:!			Scor	e:!	
Academic!Inclusio	n!(if!applicable)!			!		
Additional!Respon	sibilities!			!		
Behavior!Managen	nent!			!		
CBI!(if!applicable)!				!		
Clinics!				!		
Home!Consultation	n!			!		
Professionalism!w	ith!Colleagues!			!		
	ith!Students!and!Pare	ents!		!		
! Student!Instruction	n!			!		
! Total!				!		
<u> </u>						
!						
! Staff!Signature:!		!!	Date	e:!		! !
!						
! !						
!						

Academic	Inclusion ((if app	licable	۱:

	0	1	2
1.	Student engagement scores average below 80%	Student engagement scores average between 80-89%	Student engagement scores average 90% or higher
2.	Delivery of prompting and error correction may be inappropriate for inclusion setting	Sometimes prompting or error correction are inappropriate for the inclusion setting but skills in this area are emerging	Prompting and error correction are appropriate for the inclusion setting
3.	Does not provide effective forms of reinforcement, and/or schedules of reinforcement are not appropriate	Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate	Forms of reinforcement provided are effective and schedules of reinforcement are appropriate
4.	Does not effectively promote student independence	Ability to promote student independence is emerging	Promotes student independence when appropriate
5.	Manages problem behavior ineffectively/does not do so in a manner that is socially appropriate for the inclusion setting	Usually manages problem behavior effectively and in a manner that is socially appropriate for the inclusion setting	Consistently manages problem behavior effectively and in a manner that is socially appropriate for the inclusion setting
6.	Materials for inclusion are absent, disorganized, and/or lack creativity	Materials for inclusion are usually present, but may not be well organized and/or show a high level of creativity	Materials for inclusion are present, creative, and well-organized
7.	Does not bring safety bag to inclusion setting	Sometimes brings safety bag to inclusion setting	Consistently brings safety bag to inclusion setting
8.	Professionalism has been an area for repeated feedback	Sometimes looks presentable and interacts with others in a professional manner	Looks presentable, interacts with others in a professional manner, and represents the school in a positive way (e.g., attire, verbal interactions with members of inclusion setting, nonverbal behavior in inclusion setting are appropriate)
9.	Does not build rapport, communicate effectively, or display positive affect when interacting with inclusion partners (e.g., classroom staff)	Sometimes builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff)	Consistently builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff)
10.	Does not require the student(s) to greet and interact appropriately with inclusion personnel	Sometimes requires the student(s) to greet and interact appropriately with inclusion personnel	Consistently requires the student to greet and interact appropriately with inclusion personnel
11.	Programming issues are not reliably brought to the attention of supervisors	There may be some delay in bringing programming issues to the attention of supervisors	Programming issues are promptly brought to the attention of supervisors

- 3:

 __ALL elements of the effective category are present
 __Offers strategies to maintain low levels of maladaptive behavior in the inclusion setting
 __Suggests modifications to improve rate of acquisition
 __Assists supervisors in creating NYCACS classroom protocols to supplement instruction that takes place in the inclusion

- setting

 Identifies additional opportunities to build rapport with inclusion partners

 Creates innovative and practical protocols/guidelines for data collection, potentially utilizing technology

 Addresses any additional concerns or topics related to inclusion with supervisors, suggesting ideas for improvement

 Demonstrates flexibility at the inclusion site (e.g., helps other students when asked)



Relays important information between parents/ other classroom staff/ inclusion site (e.g., field trips, dress up days, special snacks)

Additional F	lesponsibilities:
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Addi	tional Responsibilities:		
	0	1	2
1.	Two or more progress reports were not submitted on time	One progress report was not submitted on time	All progress reports have been submitted on time (Due dates on distributed paperwork calendar)
2.	Book review scores average below 70%	Book review scores average between 70% and 84%	Book review scores average 85% or above
3.	Does not complete the appropriate steps when implementing a new behavior intervention procedure (functional assessment, baseline, probe, plan)	Sometimes completes the appropriate steps when implementing a new behavior intervention procedure (functional assessment, basclinc, probe, plan)	Completes the appropriate steps when implementing a new behavior intervention procedure (functional assessment, baseline, probe, plan)
4.	Does not adhere to paperwork timelines	Inconsistently adheres to paperwork timelines	Consistently adheres to paperwork timelines
5.	Insufficient amount of Skill Acquisition IOA data collected	Skill Acquisition IOA data are collected but not consistently (i.e., at least once per quarter)	Skill acquisition IOA data are collected consistently (i.e., at least once per quarter)
6.	Does not reliably CC clinical supervisor on written correspondence with parents/caregivers and/or outside providers	Sometimes CC's clinical supervisor on written correspondence with parents/caregivers and/or outside providers but not consistently	Consistently CC's clinical supervisor on written correspondence with parents/caregivers and/or outside providers
7.	Written correspondence with parents/ caregivers or outside providers requires significant editing	Written correspondence with parents/caregivers or outside providers requires some editing	Written correspondence with parents/caregivers or outside providers requires minimal editing
8.	Schedules are not in place and/or room does not run smoothly in Head Teacher's absence	Sometimes ensures schedules are in place and room runs smoothly in Head Teacher's absence	Ensures schedules are in place and room runs smoothly in Head Teacher's absence
9.	Provides little reinforcement to staff and/or reinforcement is not behavior- specific	Provides some reinforcement to staff, but may not provide enough and/or may not be behavior-specific in delivery	Consistently provides high levels of behavior-specific reinforcement to staff
10.	Correction provided to staff often does not include a clear description of the behavior to be changed or a clear rationale for change	Provides correction to staff that sometimes includes a clear description of the behavior to be changed, along with a clear rationale for change, but this may not be consistent	Provides correction to staff that includes a clear description of the hehavior to be changed, along with a clear rationale for change
11.	Does not seek assistance related to resolving sensitive issues with staff	Sometimes seeks assistance related to resolving sensitive issues with staff	Reliably seeks assistance related to resolving sensitive issues with staff
12.	Does not successfully shape staff behavior in the areas of instruction, behavior management, and relationship building	Effectiveness in shaping staff behavior in the areas of instruction, behavior management, and relationship building is emerging	Successfully shapes staff behavior in the areas of instruction, behavior management, and relationship building

3:	
	All elements of the Effective category are present
	_Assists head teacher in developing innovative strategies to ensure data are collected even within challenging contexts
	_Assists head teacher in developing innovative schedules/strategies to ensure IOA data are collected
	Assists head teacher in developing and implementing classroom-wide goals
	_Written correspondence with parents never requires editing
	Uses innovative strategies for reinforcing staff behavior
	Assists in creating a consistently positive, collaborative classroom environment
	_Takes on additional tasks as requested by head teacher or clinical supervisor
	·

Behavior Management:

Della	tvior Management:		
	0	1	2
1.	Demonstrates below 80% accuracy with respect to implementation of behavior intervention plan	Demonstrates between 80-89% accuracy with respect to implementation of behavior intervention plan	Demonstrates above 90% accuracy with respect to implementation of behavior intervention plan
2.	inadequately describes relevant components of a student's BIP (û or 1 out of 4)	Ability to describe relevant components of a student's BIP is emerging {2 or 3 out of 4}	Adequately describes relevant components of a student's BIP (i.e., gives a description of the target behavior(s) and correctly describes the intervention procedure(s), hypothesized function(s), and rationale(s)) (4 out of 4)
3.	Exhibits frustration, agitation, or nervousness when managing challenging behavior	Sometimes exhibits frustration, agitation, or nervousness when managing challenging behavior	Remains calm when managing challenging hehavior (e.g., does not exhibit frustration, agitation, or nervousness)
4.	Does not use effective antecedent management strategies	Sometimes uses effective antecedent management strategies	Consistently uses effective antecedent management strategies
5.	Does not adequately reinforce the adaptive alternatives to target behavior, absence of target behavior and incompatible behavior	Consistent delivery of reinforcement for adaptive alternatives to target behavior, absence of target behavior and incompatible behavior is emerging	Consistently reinforces adaptive alternatives to target behavior, absence of target behavior, and incompatible behavior
6.	Has difficulty analyzing data and generating reasonable hypotheses	Ability to analyze data and generate reasonable hypotheses is emerging	Analyzes data and generates reasonable hypotheses
7.	Is often unable to suggest appropriate intervention plans based upon function of behavior and/or student characteristics	Ability to suggest appropriate intervention plans based upon function of behavior and/or student characteristics is emerging	Suggests appropriate intervention plans based upon function of behavior and student characteristics
8.	Does not make good decisions with respect to the use of physical guidance	Sometimes makes good decisions with respect to the use of physical guidance	Consistently makes good decisions with respect to the use of physical guidance

- _All elements of the Effective category are present
 _Suggests and/or assists in generating highly innovative antecedent management strategies that can be used across staff
 _Suggests and/or assists in generating innovative and individualized data collection systems
 _Suggests appropriate interventions based upon function of behavior and student characteristics



____Assists head teacher in establishing a calm, positive climate within the classroom related to behavior challenges

Comments:

Community Based Instruction (if applicable):

	munity Based Instruction (if applicable 0	1	2
1.	Student engagement scores average below 80%	Student engagement scores average hetween 80 and 89%	Student engagement scores average 90% or higher
2.	Prompting and error correction may be inappropriate for the community setting	Sometimes prompting and error correction are inappropriate for the community setting, but skills in this area are emerging	Prompting and error correction are appropriate for the community setting
3.	Does not provide effective forms of reinforcement, and/or schedules of reinforcement are not appropriate	Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate	Forms of reinforcement provided are effective and schedules of reinforcement are appropriate
4.	Does not effectively promote student independence	Ability to promote student independence is emerging	Promotes student independence when appropriate
5.	Manages problem behavior ineffectively and/or in an inappropriate manner in the community	Sometimes manages problem behavior effectively and/or in a way that is appropriate for the community setting	Consistently manages problem behavior effectively and in a way that is appropriate for the community setting
6.	Materials for CBI are absent, disorganized, and/or lack creativity	Materials for CBI are usually present but may not show creativity or be well-organized	Materials for CBI are present, creative, and well-organized
7.	Does not bring safety bag to CBI setting	Sometimes brings safety bag when in the community	Consistently brings safety bag when in the community
8.	Programming issues are not reliably brought to the attention of supervisors	There may be some delay in bringing programming issues to the attention of supervisors	Programming issues are promptly brought to the attention of supervisors
9.	Professionalism has been an area for repeated feedback	Sometimes looks presentable and interacts with others in a professional manner (e.g., appropriate dress attire, verbal interactions with community members, nonverbal behavior in community setting)	Looks presentable, interacts with others in a professional manner, and represents the school in a positive way (e.g., attire, verbal interactions with community members, nonverbal behavior in community setting are appropriate)
10.	Does not require the student(s) to greet and appropriately interact with the site personnel	Sometimes requires the student(s) to greet and appropriately interact with the site personnel	Consistently requires the student(s) to greet and appropriately interact with the site personnel
11.	Does not ensure that job performance meets or exceeds acceptable standards	Sometimes ensures that job performance meets or exceeds acceptable standards	Ensures that job performance meets or exceeds acceptable standards

- ALL elements of the effective category are present
 Offers strategies to maintain low levels of maladaptive behavior in the community
 Suggests modifications to improve performance
 Assists supervisors in creating NYCACS classroom protocols to supplement community based instruction
 Data are analyzed frequently and modifications are made to improve rate of acquisition

- Identifies additional opportunities to build rapport with community partners

 Creates innovative and practical protocols/guidelines for data collection, potentially utilizing technology

 Addresses any additional concerns or topics related to CBI with supervisors, suggesting ideas for improvement

event	ts)!	ents/other!classroom!staff/community!site! ite![e.g.,!engages!studentlif!site!personnellis!	
!		ite:(e.g.,:engages:student:ii:site:personner:is:	iate):
Comr !	nents:!!		
!			
!			
! Clini	cs:(
!	0!	1!	2!
1.!	Does!not!have!necessary!materials!	Sometimes!has!necessary!materials!	Has!necessary!materials!ready!for!
	ready!for!designated!programs!and/or!	ready!for!designated!programs!and/or!	designated!programs!and/or!to!
	toloccupylstudentslduringldiscussion,l aslassigned!	to!occupy!students!during!discussion,!as! assigned!	occupy!students!during! discussion,!as!assigned!
	!	!	!
!	!		ı
2.!	Exhibits!flat!or!inappropriate!affect!	: Usually!exhibits!positive!and!	Exhibits!positive!and!enthusiastic!
	(e.g., does not smile, is inattentive)!	enthusiastic!affect!(e.g., smiles, makes!	affect!consistently!(e.g.,!smiles,!
		positive!comments)!	makes!positive!comments)!
!	!	!	!
3.!	Does!not!solicit!feedback! appropriately!	Appropriate!solicitation!of!feedback!is! emerging!	Solicits!feedback!appropriately!
!	!	!	!
4.!	Does!not!receive!feedback!	Usually!answers!questions!and!	Answers!questions!and!responds!
	appropriately!(may!be!unable!to! answer!questions!or!be!defensive!	responds!to!suggestions!appropriately,! but!not!consistently!	to!suggestions!appropriately!and! consistently!
	when!responding)!	but in the consistent of	consistency.
!	!	!	!
5.!	Is!not!comfortable!or!fluent!while!	Is!moderately!comfortable!and!fluent!	Is!comfortable!and!fluent!working
	working!with!students!in!front!of!	while!working!with!students!in!front!of!	with!students!in!front!of!parents!
	parents!or!supervisors!	parents!-!sometimes!visibly!nervous!or! uncomfortable!	and!supervisors!
!	!	!	!
6.!	Does!not!communicate!effectively!with!	Communicates!somewhat!effectively!	Communicates!effectively!with!
	parents!and!other!participants!such!as!	with!parents!and!other!participants!	parents!and!other!participants!
	related!service!providers!or!home! therapists!	such!as!related!service!providers!or! home!therapists!(e.g., at!times, may!use!	such!as!related!service!providers! or!home!therapists!
	(e.g.,!uses!language!that!is!too!	language!that!is!too!technical!and/or!	or momentier apists.
	technical!and/or!does!not!	does!not!demonstrate!appropriate!	
	demonstrate!appropriate!perspective! taking)!	perspective!taking)!	
!	!	!	1
3:!	<u> </u>		•
	All !elements!of!the!Effective!category!are!p		
	Offers!thoughts!on!problem!solving!and/or	!ideas!for!new!programs/future!steps! ategies!to!encourage!parent!attendance!and	Inautiainatian II
		visor!prior!to!clinics!to!touch!base!on!releva	
!		•	
Comr	nents:!		
į			
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!			
	e(Consultation:(
!	0!	1!	2!
1.!	Two!or!more!recommendations!were! not!submitted!on!time!	One!recommendation!was!not! submitted!on!time!	Recommendations'from'each' home'visit'have'been'submitted'on'
	(within'10'school'days'of'visit)!	(within'10'school'days'of'visit)!	time"
l		,	(within'10'school'days'of'visit)!



2.!	Doeslnotlcomplete!thelminimum! number!oflvisits!(i.e.,!5)lor!make! attempts!to!schedule!visits!!	Does Inot! complete! the! minimum! number foft visits! (i.e., 15)! but Imakes! some! attempts! to! schedule! visits!!	Completes!thelminimum number! of!visits!(i.e.,!S) and/or! demonstrates!independence!and! persistence!in!scheduling!visits! (i.e.lat!least!! lattempt per month,! multiple!communication! methods)!
!	!	!	!
3.!!	Alparentlsignaturelis!missing!from!two! or!more!corresponding!home!visits!on! tracking!form!	A!parent!signaturelis!present!next!to!all! but!one!corresponding!home!visit!on! tracking!form!	Alparent!signaturelis!present!next! toleach!corresponding!home!visit! on!tracking!form!
!!	!	!	!
4.!!	Scores!mostly!0sland!1slon!the!parent! survey!	Scores!mostly!2s!on!the!parent!survey!!	Scores!mostly!3s!on!the!parent! survey!
!	!	!	!
!			·

- _All|lelements|of|the|Effective|category|are|present|
 _Has|developed|innovative|strategies|in|an|attempt|to|gain|a|high|leve|lof|parent|engagement|(e.g.,|Skype,|FaceTime)||
 _Meets|with|supervisors|to|problem|solve|particular|issues|at|home|or|in|the|community||
 _Conducts|more|than|the|minimum|number|of|visits|per|year|
 _Conducts|home|visits|during|'of||hours'|(e.g.,|early|morning,|weekends)||

Professionalism(with(Colleagues:(
!	0!	1!		
1.!	Exceeds!more!than!3!unexcused! unpaid!days!	Uses!up!to!3!unexcused		
!	!	!		
2.!	Participation!in!staff!meetings!is!	Participation!in!staff!r		

	0!	1!	Ζ!
1.!	Exceeds!more!than!3!unexcused!	Uses!up!to!3!unexcused!unpaid!days!!	Uses!only!the!allotted!number!of!
	unpaid!days!		personal!days!!
!	!	!	!
2.!	Participation!in!staff!meetings!is!	Participation!in!staff!meetings!is!	Participation!in!staff!meetings!is!
	below!the!25th!percentileRa!low!level!	between!the!25th!and!75th!percentilesRa!	in!the!top!25th!percentile!Ra!high!
	of!engagement!	moderate!level!of!engagement!(e.g.!	level!of!engagement!(e.g.!hand!
		hand!raising,!speaking)!	raising,!speaking)!
!	!	!	!
3.!!	Scores!mostly!1s!and!2s!on!the!	Scores!mostly!3s!on!the!colleague!	Scores!mostly!4s!and!5s!on!the!
	colleague!evaluation!	evaluation!	colleague!evaluation!!
!	!	!	!
4.!	Answers!questions!related!to!	Answers!questions!related!to!	Answers!questions!related!to!
	terminology!incompletely,!even!with!	terminology!accurately!and!completely!	terminology!accurately!and!
	prompting,!or!does!not!attempt!to!	with!some!prompting!	completely!
	answer!questions!		!!
!	!	!	!
5.!	Cannot!provide!an!accurate!	Provides!an!accurate!description!of!	Provides!an!accurate!description!
	description!of!NYC!Autism!Charter!	NYC!Autism!Charter!School!with!some!	of!NYC!Autism!Charter!School!
	School,!even!with!prompting!	prompting!	
!	!	!	!
6.!	Does!not!receive!feedback!in!a!	Sometimes!receive!feedback!in!a!	Consistently!receives!feedback!in!
	professional!manner!	professional!manner!	a!professional!manner!and!
	-	-	follows!up!with!changes!when!
			appropriate!
!	!	!	!
7.!	Has!difficulty!expressing!differing!	Sometimes!lacks!clarity!when!	Expresses!differing!perspectives!
	perspectives!and!opinions!clearly!and!	expressing!differing!perspectives!and!	and!opinions!clearly!and!
	dispassionately!	opinions!and!dispassionately!	dispassionately!
	1		
!	!	!	!
8.!	Has!difficulty!presenting!didactic!	The!skills!of!presenting!didactic!	Presents!didactic!information!
	information!confidently!and!in!clear,!	information!confidently!and!in!clear,!	confidently!and!in!clear,!
	understandable!terms!	understandable!terms!is!emerging!(e.g.,!	understandable!terms!
		may!still!exhibit!nervousness!when!	
		presenting,!may!not!use!clear!language!	
		or!thorough!descriptors)!	

9.	Does not ensure that supervisors are informed about issues of concern related to students, staff, and families	Sometimes ensures that supervisors are informed about issues of concern related to students, staff, and families	Consistently ensures that supervisors are informed about issues of concern related to students, staff, and families
10.	Requires consistent reminders to maintain appropriate dress and appearance	Requires some reminders to maintain appropriate dress and appearance	Consistently maintains appropriate dress and appearance
11.	Written information lacks clarity and/or often contains grammatical/spelling errors -Progress reports -Behavior intervention plans -Home consultation recommendations	Written information sometimes lacks clarity and/or may contain some grammatical/spelling errors -Progress reports -Behavior intervention plans -Home consultation recommendations	Written information is clear and free of grammatical/spelling errors -Progress reports -Behavior intervention plans -Home consultation recommendations
12.	ls frequently late – 10 or more days per quarter	Is typically punctual, but has been late 7-9 days per quarter	Is consistently punctual – late 6 or less times per quarter

- _All elements of the Effective category are present

- Presents at meetings (e.g., intern training, parent workshops, staff meetings)
 Participates in presentations outside of school
 Collaborates with other classrooms and/or acts as a model and source of information for others in the school
- Consistently participates in school-wide events outside of school hours (e.g., parent meetings, staff events)

 Demonstrates ability to use technology (e.g., augmentative communication systems, computer software)

 Updates Head Teacher/Clinical Supervisor on progress toward mastery of IEP, VBMAPP, and AFLS objectives

Professionalism with Students and Parents:

	0	1	2
1.	Frequently makes errors with respect to maintaining student confidentiality	Sometimes makes errors with respect to maintaining confidentiality (e.g., uses full name in front of visitors)	Consistently maintains student/family confidentiality
2.	Uses disrespectful language and/or descriptors of student behavior	Sometimes uses respectful language and/or descriptors of student behavior but not consistently	Consistently uses respectful language and/or descriptors of student behavior
3.	Rarely makes positive statements about students	Occasionally makes positive statements about students	Frequently makes positive statements about students
4.	Does not often show positive affect and/or appropriate non-verbal communication with parents	Sometimes exhibits positive affect and appropriate non-verbal communication with parents, but not consistently in amount or degree	Consistently exhibits positive affect and appropriate non-verbal communication with parents
5.	Often ineffective at speaking with parents/family members (e.g., questions are answered inaccurately, does not defer to a supervisor when appropriate)	Ability to speak effectively with parents/family members (e.g., sometimes effective in answering parent questions or deferring to a supervisor when appropriate) is emerging	Speaks effectively with parents/family members (e.g., consistently effective in answering parent questions or deferring to a supervisor when appropriate)

_All elements of the Effective category are present _Goes above and beyond with family events - offers additional help, assists in generating ideas and/or rallying family

___Shows a high level of empathy when discussing students and families

Student	Instruction

Stude	ent Instruction:	1	2
1.	Demonstrates below 80% accuracy with respect to discrete trial instruction	Demonstrates between 80-89% accuracy with respect to discrete trial instruction	Demonstrates 90% accuracy or above with respect to discrete trial instruction
2.	Demonstrates below 80% accuracy with respect to incidental teaching	Demonstrates between 80-89% accuracy with respect to incidental teaching	Demonstrates 90% accuracy or above with respect to incidental teaching
3.	Demonstrates below 80% accuracy with respect to teaching long response chains	Demonstrates between 80-89% accuracy with respect teaching long response chains	Demonstrates 90% accuracy or above with respect to teaching long response chains
4.	Demonstrates below 80% accuracy with respect to dyad/group instruction	Demonstrates between 80-89% accuracy with respect dyad/group instruction	Demonstrates 90% accuracy or above with respect to dyad/group instruction
6.	Staff engagement scores average below 80%)	Staff engagement scores average between 80-89%	Staff engagement scores average 90% or higher
7.	Is not able to model/identify one way in which peer interaction is promoted	Models/identifies one way in which peer interaction is promoted	Models/identifies more than one way in which peer interaction is promoted
8.	Ilas difficulty building positive and successful relationships with students (e.g., insufficient time for rapport building, infrequent smiling with students, limited attempts at engagement)	Builds reasonably positive and successful relationships with students (e.g., makes some time for rapport building, usually smiles with students, makes attempts to engage with students)	Builds consistently positive and successful relationships with students (e.g., makes time for rapport building, consistently smiles with students, has various strategies for ensuring student engagement)
9.	Does not maintain positive affect throughout teaching interactions	Sometimes maintains positive affect throughout teaching interactions	Maintains positive affect throughout teaching interactions
10.	Does not adequately assess and capture student motivation	Makes some successful attempts to assess and capture student motivation	Consistently assesses and captures student motivation
11.	Does not use materials in an efficient and organized manner while teaching	Sometimes uses materials in an efficient and organized manner while teaching	Uses materials in an efficient and organized manner while teaching
12.	Does not show creativity with respect to teaching materials	Shows some creativity with respect to teaching materials	Shows creativity with respect to teaching materials
13.	Does not use language that matches student understanding	Sometimes uses language that matches student understanding	Consistently uses language that matches student understanding
14.	Does not consistently or adequately use appropriate voice tone, facial expression, and volume with students	Sometimes uses appropriate voice tone, facial expression, and volume with students	Uses appropriate voice tone, facial expression, and volume with students
15.	Does not respond to student initiations	Response to student initiations is variable or inconsistent	Consistently responds to student initiations

delivered contingently) delivered contingently) delivered contingently
--

18.	Often repeats instructions and/or engages in over-talking with students	Sometimes repeats instructions and/or engages in over-talking with students	Refrains from repeating instructions and/or engaging in over-talking with students
20.	Does not adjust the type of interaction and/or activities in response to student mood/affect	At times adjusts the type of interaction and/or activities in response to student mood/affect	Adjusts the type of interaction and/or activities in response to student mood/affect
21.	Requires student responding only related to targeted instruction	Sometimes requires student responding beyond targeted instruction	Requires student responding beyond targeted instruction (e.g., asks learners questions or prompts learners to respond outside of a particular instructional program in ways that are socially contextual and appropriate given their skills; Facilitates language (vocal and non-vocal) with appropriate frequency and variety)

- ____All elements of the Effective category are present ____Innovative instructional strategies are used

- Innovative instructional strategies are used
 Innovative prompting strategies are used
 Innovative reinforcement strategies are used
 Innovative error correction strategies are used
 Instructional strategies are used
 Assists in creating classroom structures to ensure that all staff members are prepared for teaching interactions
 Assists in creating classroom structures to ensure that student motivation is re-assessed frequently
 Shows a high level of creativity with respect to instructional materials
 Identifies appropriate programming for dyad/group instruction

! NYC AUTISM	
CHARTER ISCHOOL	
! Head!Teacher!Performance!Evaluation! Score!Sheet!	
0!=!Ineffective! 1!=!Developing! 2!=!Effective! ! 3!=!H	ighly!Effective!
Namelof!Head!Teacher: <u>! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! ! </u>	
Performance*Area:* *	Score:*
Academic!Inclusion!(if!applicable)!	!
Administrative!Responsibilities!	!
Behavior!Management!	!
CBI!(if!applicable)!	!
Clinics!	!
Home!Consultation!	!
Organization!	!
Professionalism!with!Colleagues!	!
Professionalism!with!Students!and!Parents!	!
Student!Instruction!	!
Supervision!of!Staff!	!
Total*	!
! ! ! ! Staff!Signature:!!! Date:	!!!

Academic Inclusion (if applicable)

O Student engagement scores average below 80% Prompting and error correction may be inappropriate for inclusion setting Does not provide effective forms of reinforcement, and/or schedules of reinforcement are not appropriate Does not effectively promote student independence Manages problem behavior	Student engagement scores average between 80-89% Sometimes prompting or error correction are inappropriate for the inclusion setting but skills in this area are emerging Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate Ability to promote student independence is emerging	Student engagement scores average 90% or higher Prompting and error correction are appropriate for the inclusion setting Forms of reinforcement provided are effective and schedules of reinforcement are appropriate Effectively promotes student
Does not effectively promote student independence Manages problem behavior	Sometimes prompting or error correction are inappropriate for the inclusion setting but skills in this area are emerging Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate Ability to promote student	90% or higher Prompting and error correction are appropriate for the inclusion setting Forms of reinforcement provided are effective and schedules of reinforcement are appropriate
Does not provide effective forms of reinforcement, and/or schedules of reinforcement are not appropriate Does not effectively promote student independence Manages problem behavior	correction are inappropriate for the inclusion setting but skills in this area are emerging Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate Ability to promote student	appropriate for the inclusion setting Forms of reinforcement provided are effective and schedules of reinforcement are appropriate
reinforcement, and/or schedules of reinforcement are not appropriate Does not effectively promote student independence Manages problem behavior	sometimes provided, and/or schedules of reinforcement are sometimes appropriate Ability to promote student	effective and schedules of reinforcement are appropriate
independence Manages problem behavior		Effectively promotes of death
Manages problem behavior	independence is enterging	independence when appropriate
ineffectively/does not do so in a manner that is socially appropriate for the inclusion setting	Usually manages problem behavior effectively and in a manner that is socially appropriate for the inclusion setting	Consistently manages problem behavior effectively and in a manner that is socially appropriate for the inclusion setting
Materials for inclusion are absent, disorganized, and/or lack creativity	Materials for inclusion are usually present, but may not be well organized and/or show a high level of creativity	Materials for inclusion are present, creative, and well-organized
Does not bring safety bag to inclusion setting	Sometimes brings safety bag to inclusion setting	Consistently brings safety bag to inclusion setting
Professionalism has been an area for repeated feedback	Sometimes looks presentable and interacts with others in a professional manner	Looks presentable, interacts with others in a professional manner, and represents the school in a positive way (e.g., attire, verbal interactions with members of inclusion setting, nonverbal behavior in inclusion setting are appropriate)
Does not build rapport, communicate effectively, or display positive affect when interacting with inclusion partners (e.g., classroom staff)	Sometimes builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff)	Consistently builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff)
Does not require the student(s) to greet and interact appropriately with inclusion personnel	Sometimes requires the student(s) to greet and interact appropriately with inclusion personnel	Consistently requires the student to greet and interact appropriately with inclusion personnel
Data are not analyzed frequently or accurately enough and modifications	Ability to analyze data accurately is emerging and necessary modifications are sometimes made to	Data are analyzed frequently and accurately and modifications are made as needed to improve rate of
	Professionalism has been an area for repeated feedback Does not build rapport, communicate effectively, or display positive affect when interacting with inclusion partners (e.g., classroom staff) Does not require the student(s) to greet and interact appropriately with inclusion personnel	Professionalism has been an area for repeated feedback Does not build rapport, communicate effectively, or display positive affect when interacting with inclusion partners (e.g., classroom staff) Does not require the student(s) to greet and interact appropriately with inclusion personnel Data are not analyzed frequently or accurately enough and modifications Sometimes looks presentable and interacts with others in a professional manner Sometimes builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff) Sometimes looks presentable and interact with others in a professional manner Sometimes builds rapport, communicate effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff) Does not build rapport, communicate effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff) Sometimes builds rapport, communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff) About the communicate of the communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff) About the communicate of the communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff) About the communicate of the communicate of the communicates effectively, and displays positive affect when interacting with inclusion partners (e.g., classroom staff) Does not require the student(s) to greet and interact appropriately with inclusion personnel

- 3:

 __ALL elements of the effective category are present
 __Offers strategies to maintain low levels of maladaptive behavior in the inclusion setting
 __Creates NYCACS classroom protocols to supplement instruction that takes place in the inclusion setting
 __Identifies unique/special opportunities to build rapport with inclusion partners
 __Creates innovative and practical protocols/guidelines for data collection (e.g., utilizing technology)
 __Addresses any additional concerns or topics related to inclusion with supervisors, suggesting ideas for improvement
 __Demonstrates flexibility at the inclusion site (e.g., helps other students when asked)
 __Relays important information between parents/other classroom staff/inclusion site (e.g., field trips, dress up days, special snacks)
 __Comments:



Administrative Responsibiliti	es:
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Aam	inistrative Responsibilities:	1	2
1.	Submits less than 80% of completed meeting forms on time	Submits at least 80% of completed meeting forms on time	Submits 100% of completed classroom meeting forms on time (Due the last school day of each week)
2.	Two or more progress reports were not submitted on time	One progress report was not submitted on time	All progress reports have been submitted on time (Due dates on distributed paperwork calendar)
3.	Book review scores average below 80%	Book review scores average between 80% and 89%	Book review scores average 90% or above
4.	Requires on-going support/assistance to conduct end-of-year assessments (e.g., AFLS, VBMAPP)	Requires minimal assistance to conduct end-of-year assessments accurately (e.g., AFLS, VBMAPP)	Conducts end-of-year assessments independently and accurately (e.g., AFLS, VBMAPP)
5.	Does not delegate or use time appropriately	Delegating and using time appropriately are emerging skills	Uses time efficiently and delegates appropriately
6.	Does not complete the appropriate steps when implementing a new behavior intervention procedure (functional assessment, baseline, probe, plan)	Sometimes completes the appropriate steps when implementing a new behavior intervention procedure (functional assessment, baseline, probe, plan)	Completes the appropriate steps when implementing a new behavior intervention procedure (functional assessment, baseline, probe, plan)
7.	Does not adhere to paperwork timelines	Inconsistently adheres to paperwork timelines	Consistently adheres to paperwork timelines
8.	Insufficient amount of Skill Acquisition IOA data collected	Skill Acquisition IOA data are collected but not consistently (i.e., at least once per quarter)	Skill acquisition IOA data are collected consistently (i.e., at least once per quarter)
9.	Does not write relevant components of IEPs accurately and/or independently	Ability to write relevant components of IEPs accurately and independently is emerging	Writes relevant components of IEPs accurately and independently
10.	Requires assistance and reminders to ensure that IEP objectives are implemented	Implements and reviews IEP objectives for all students with some assistance and/or reminders	Implements and reviews IEP objectives consistently for all students
11.	Does not reliably CC clinical supervisor on written correspondence with parents/caregivers and/or outside providers	Sometimes CC's clinical supervisor on written correspondence with parents/caregivers and/or outside providers but not consistently	Consistently CC's clinical supervisor on written correspondence with parents/caregivers and/or outside providers
12.	Written correspondence with parents/ caregivers or outside providers requires significant editing	Written correspondence with parents/caregivers or outside providers requires some editing	Written correspondence with parents/caregivers or outside providers requires minimal editing

- All elements of the Effective category are present

 Innovative strategies are used to ensure data are collected even within challenging contexts

 Innovative schedules/strategies are used to ensure IOA data are collected

 Develops and implements classroom-wide goals

 Written correspondence with parents/caregivers or outside providers never requires editing

Behavior Management:



	0	1	2
1.	Demonstrates below 80% accuracy with respect to implementation of behavior intervention plan	Demonstrates between 80-89% accuracy with respect to implementation of behavior intervention plan	Demonstrates above 90% accuracy with respect to implementation of behavior intervention plan
2.	Inadequately describes relevant components of a student's BIP (0 or 1 out of 4)	Ability to describe relevant components of a student's BIP is emerging (2 or 3 out of 4)	Adequately describes relevant components of a student's BIP (i.e., gives a description of the target behavior(s) and correctly describes the intervention procedure(s), hypothesized function(s), and rationale(s)) (4 out of 4)
3.	Treatment integrity checks are often delayed, require frequent reminders and/or are not sufficiently thorough	Treatment integrity checks are conducted across students and staff with some delays or reminders	Treatment integrity checks are conducted upon onset of BIP and quarterly thereafter
4.	Exhibits frustration, agitation, or nervousness when managing challenging behavior	Sometimes exhibits frustration, agitation, or nervousness when managing challenging behavior	Remains calm when managing challenging behavior (e.g., does not exhibit frustration, agitation, or nervousness)
5.	Does not use effective antecedent management strategies	Sometimes uses effective antecedent management strategies	Consistently uses effective antecedent management strategies
6.	Does not adequately reinforce the adaptive alternatives to target behavior, absence of target behavior and incompatible behavior	Consistent delivery of reinforcement for adaptive alternatives to target behavior, absence of target behavior and incompatible behavior is emerging; also demonstrates some initiative in the generation of classroom guidelines to ensure all staff provide adequate reinforcement for such behavior	Consistently reinforces adaptive alternatives to target behavior, absence of target behavior, and incompatible behavior, and has generated classroom guidelines to ensure that all staff do so
7.	Has difficulty analyzing data and generating reasonable hypotheses	Ability to analyze data and generate reasonable hypotheses is emerging	Analyzes data and generates reasonable hypotheses
8.	Is often unable to suggest appropriate intervention plans based upon function of behavior and/or student characteristics	Ability to suggest appropriate intervention plans based upon function of behavior and/or student characteristics is emerging	Suggests appropriate intervention plans based upon function of behavior and student characteristics
9.	Does not make good decisions with respect to the use of physical guidance	Sometimes makes good decisions with respect to the use of physical guidance, but not consistently	Consistently makes good decisions with respect to the use of physical guidance
	I	I	1

- All elements of the Effective category are present

 Generates highly innovative antecedent management strategies that can be used across staff

 Generates innovative and individualized data collection systems

 Establishes a calm, positive climate within the classroom related to behavior challenges

Community Based Instruction	(if applicable):
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	0	1	2
1.	Student engagement scores average below 80%	Student engagement scores average between 80 and 89%	Student engagement scores average 90% or higher
2.	Prompting and error correction may be inappropriate for the community setting	Sometimes prompting and error correction are inappropriate for the community setting, but skills in this area are emerging	Prompting and error correction are appropriate for the community setting
3.	Does not provide effective forms of reinforcement, and/or schedules of reinforcement are not appropriate	Effective forms of reinforcement are sometimes provided, and/or schedules of reinforcement are sometimes appropriate	Forms of reinforcement provided are effective and schedules of reinforcement are appropriate
4.	Does not effectively promote student independence	Ability to promote student independence is emerging	Effectively promotes student independence when appropriate
5.	Manages problem behavior ineffectively and/or in an inappropriate manner in the community	Sometimes manages problem behavior effectively and/or in a way that is appropriate for the community setting	Consistently manages problem behavior effectively and in a way that is appropriate for the community setting
6.	Materials for CBI are absent, disorganized, and/or lack creativity	Materials for CBI are usually present but may not show creativity or be well-organized	Materials for CBI are present, creative, and well organized
7.	Does not bring safety bag to CBI setting	Sometimes brings safety bag to CBI setting	Consistently brings safety bag to CBI setting
8.	Professionalism has been an area for repeated feedback	Sometimes looks presentable and interacts with others in a professional manner	Looks presentable, interacts with others in a professional manner, and represents the school in a positive way (e.g., attire, verbal interactions with community members, nonverbal behavior in community setting are appropriate)
9.	Does not require the student(s) to greet and appropriately interact with the site personnel	Sometimes requires the student(s) to greet and appropriately interact with the site personnel	Consistently requires the student(s) to greet and appropriately interact with the site personnel
10.	Does not ensure that job performance meets or exceeds acceptable standards	Sometimes ensures that job performance meets or exceeds acceptable standards	Ensures that job performance meets or exceeds acceptable standards

- 3:

 __ALL elements of the effective category are present

 __Offers strategies to maintain low levels of maladaptive behavior in the community

 __Creates NYCACS classroom protocols to supplement community based instruction

 __Identifies unique/special opportunities to build rapport with community partners

 __Creates innovative and practical protocols/guidelines for data collection, utilizing technology

 __Addresses any additional concerns or topics related to CBI with supervisors, suggesting ideas for improvement

 __Relays important information between parents/ other classroom staff/ community site (e.g., days off, dress up days, site events)

 __Demonstrates flexibility at the community site (e.g., engages student if site personnel is late)



Clinics:

0	1	2
not consistently ensure that nic recommendations are emented in a timely manner	Sometimes ensures that clinic recommendations are implemented in a timely manner	Ensures that clinic recommendations are implemented in a timely manner (within 10 school days after receiving recommendations)
t create a comprehensive clinic agenda	Creates a clinic agenda that includes some, but not all, relevant items	Creates a comprehensive clinic agenda -Ensures that agenda includes programs that require problem solving based on data gathered via book review -Includes some discussion or demonstration of progress -Allows staff to be successful -Includes discussion of interfering behavior (if relevant) -Includes parent concerns (if relevant)
unprepared for clinic meetings	Is somewhat prepared for clinic meetings	Is well prepared for clinic meetings -Agcnda completed and submitted prior to clinic -Necessary materials ready -Coverage schedule mapped out -Materials/plan for students to be occupied during discussion time
its flat or inappropriate affect cloes not smile, is inattentive)	Usually exhibits positive and enthusiastic affect (e.g., smiles, makes positive comments)	Consistently exhibits positive and enthusiastic affect (e.g., smiles, makes positive comments)
es not appropriately solicit feedback	Appropriate solicitation of feedback is emerging/improving	Solicits feedback appropriately
toes not receive feedback ropriately (may be unable to ver questions or be defensive when responding)	Usually answers questions and responds to suggestions appropriately, but not consistently	Answers questions and responds to suggestions appropriately and consistently
t comfortable or fluent while king with students in front of parents or supervisors	Is moderately comfortable and fluent while working with students in front of parents - sometimes visibly nervous or uncomfortable	Is comfortable and fluent while working with students in front of parents and supervisors
ot communicate effectively with a and other participants such as ed service providers or home therapists g, uses language that is too echnical and/or does not strate appropriate perspective taking)	Communicates somewhat effectively with parents and other participants such as related service providers or home therapists (e.g., at times, may use language that is too technical and/or does not demonstrate appropriate perspective taking)	Communicates effectively with parents and other participants such as related service providers or home therapists
an ed s g., u ech	d other participants such as service providers or home therapists ses language that is too nical and/or does not ate appropriate perspective	ommunicate effectively with d other participants such as service providers or home therapists sees language that is too nical and/or does not at appropriate perspective Communicates somewhat effectively with parents and other participants such as related service providers or home therapists (e.g., at times, may use language that is too technical and/or does not demonstrate appropriate perspective taking)

- All elements of the Effective category are present
 Offers thoughts on problem solving and/or ideas for new programs/future steps
 Has developed strategies to encourage parent attendance and participation
 Checks in with supervisor prior to clinics to touch base on relevant issues
 Comments:



Home Consultation:

	te Consultation:	1	2
1.	Two or more recommendations were not submitted on time (within 10 school days of visit)	One recommendation was not submitted on time (within 10 school days of visit)	Recommendations from each home visit have been submitted on time (within 10 school days of visit)
2.	Does not complete the minimum number of visits (i.e., 5) or make attempts to schedule visits	Does not complete the minimum number of visits (i.e., 5) but makes some attempts to schedule visits	Completes the minimum number of visits (i.e., 5) and/or demonstrates independence and persistence in scheduling visits (i.e. at least 1 attempt per month, multiple communication methods)
3.	A parent signature is missing from two or more corresponding home visits on tracking form	A parent signature is present next to all but one corresponding home visit on tracking form	A parent signature is present next to each corresponding home visit on tracking form
4.	Scores mostly 0s and 1s on the parent survey	Scores mostly 2s on the parent survey	Scores mostly 3s on the parent survey

- 3:

 __All elements of the Effective category are present

 __Has developed innovative strategies in an attempt to gain a high level of parent engagement (e.g., Skype, FaceTime)

 __Meets with supervisors to problem solve particular issues at home or in the community

 __Conducts more than the minimum number of visits per year

 __Conducts home visits during 'off hours' (e.g., early morning, weekends)

Comments:

Organization:

	0	1	2
1.	Classroom cleanliness checklist scores average below 80%	Classroom cleanliness checklist scores average between 80 to 89%	Classroom cleanliness checklist scores average 90% or higher
2.	Does not arrange classroom to promote student independence	Sometimes arranges classroom to promote student independence	Consistently arranges classroom to promote student independence
3.	Classroom is operating at a low level of efficiency -Large amounts of down time -Long transitions between staff -Schedule confusion	Classroom is operating at a moderate efficiency - Some down time - Inconsistent transitions between staff - Some lack of clarity or consistency in schedules	Classroom is operating at a high efficiency -Minimal down timc -Smooth and quick transitions between staff -Use of clear, consistent schedules
4.	Does not adhere to format and content requirements of class meeting notes	Requires some prompts to adhere to format and content requirements of class meeting notes	Consistently adheres to format, and content requirements of class meeting notes

- 3:

 All elements of the Effective category are present

 Develops innovative systems to ensure consistency and maintenance of classroom organization

 Develops schedules and/or systems to ensure that students maintain learned skills

 Ensures that classroom organization is built into student programming

Comments:



Profes	sionalism with Colleagues:	1	2
1.	Exceeds more than 3 unexcused unpaid days	Uses up to 3 unexcused unpaid days	Uses only the allotted number of personal days
2.	Participation in staff meetings is below the 25th percentile- a low level of engagement	Participation in staff meetings is between the 25 th and 75 th percentiles- a moderate level of engagement (e.g. hand raising, speaking)	Participation in staff meetings is in the top 25th percentile - a high level of engagement (e.g. hand raising, speaking)
3.	Scores mostly 1s and 2s on the colleague evaluation	Scores mostly 3s on the colleague evaluation	Scores mostly 4s and 5s on the colleague evaluation
4.	Answers questions related to terminology incompletely, even with prompting, or does not attempt to answer questions	Answers questions related to terminology accurately and completely with some prompting/assistance	Answers questions related to terminology accurately and completely
5.	Cannot provide an accurate description of NYC Autism Charter School, even with prompting	Provides an accurate description of NYC Autism Charter School with some prompting	Provides an accurate description of NYC Autism Charter School
6.	Does not receive feedback in a professional manner	Sometimes receive feedback in a professional manner and follows up with changes when appropriate	Consistently receives feedback in a professional manner and follows up with changes when appropriate
7.	Has difficulty expressing differing perspectives and opinions clearly and dispassionately	Sometimes lacks clarity when expressing differing perspectives and opinions and dispassionately	Expresses differing perspectives and opinions clearly and dispassionately
8.	Has difficulty presenting didactic information confidently and in clear, understandable terms	The skills of presenting didactic information conflictntly and in clear, understandable terms is emerging (e.g., may still exhibit nervousness when presenting, may not use clear language or thorough descriptors)	Presents didactic information confidently and in clear, understandable terms
9.	Does not ensure that supervisors are informed about issues of concern related to students, staff, and families	Sometimes ensures that supervisors are informed about issues of concern related to students, staff, and families	Consistently ensures that supervisors are informed about issues of concern related to students, staff, and families
10.	Requires consistent reminders to maintain appropriate dress and appearance	Requires some reminder to maintain appropriate dress and appearance	Consistently maintains appropriate dress and appearance
11.	Written information lacks clarity and/or often contains grammatical/spelling errors -Progress reports -IEPs -Behavior Intervention Plans -Home consultation recommendations	Written information sometimes lacks clarity and/or may contain some grammatical/spelling errors -Progress reports -IEPs -Behavior Intervention Plans -Home consultation recommendations	Written information is clear and free of grammatical/spelling errors -Progress reports -IEPS -Behavior Intervention Plans -Home consultation recommendations
12.	Is frequently late – 10 or more days per quarter	Is typically punctual, but has been late 7-9 days per quarter	Is consistently punctual – late 6 or less times per quarter

All elements of the Effective category are present
Presents at meetings (e.g., intern training, parent workshops, staff meetings)
Participates in presentations outside of school



(ollaborates with other classrooms and/or acts as a model and source of information for others in the school
(onsistently participates in school-wide events outside of school hours (e.g., parent meetings, staff events)
	demonstrates ability to use technology (e.g., augmentative communication systems, computer software, photocopier

Comments:

Professionalism with Students and Parents

	0	1	2
1.	Frequently makes errors with respect to maintaining student confidentiality	Sometimes makes errors with respect to maintaining confidentiality (e.g., uses full name in front of visitors)	Consistently maintains student/family confidentiality
2.	Uses disrespectful language and/or descriptors of student behavior	Sometimes uses respectful language and/or descriptors of student behavior but not consistently	Gonsistently uses respectful language and/or descriptors of student behavior
3.	Rarely makes positive statements about students	Occasionally makes positive statements about students	Frequently makes positive statements about students
4.	Does not often exhibit positive affect and/or appropriate non-verbal communication with parents	Sometimes exhibits positive affect and appropriate non-verbal communication with parents, but not consistently in amount or degree	Consistently exhibits positive affect and appropriate non-verbal communication with parents
5.	Often ineffective at speaking with parents/family members (e.g., questions are answered inaccurately, does not defer to a supervisor when appropriate)	Ability to speak effectively with parents/family members (e.g., sometimes effective in answering parent questions or deferring to a supervisor when appropriate) is emerging	Speaks effectively with parents/family members (e.g., consistently effective in answering parent questions or deferring to a supervisor when appropriate)

- 3:

 __All elements of the Effective category are present
 __Coes above and beyond with family events offers additional help, generates ideas, rallies family engagement
 __Shows creativity and persistence in attempts to increase family engagement
 __Shows a high level of empathy when discussing students and families

Comments:

Student Instruction:

	0	1	2
1.	Demonstrates below 80% accuracy with respect to discrete trial instruction	Demonstrates between 80-89% accuracy with respect to discrete trial instruction	Demonstrates accuracy of 90% or above with respect to discrete trial instruction
2.	Demonstrates below 80% accuracy with respect to incidental teaching	Demonstrates between 80-89% accuracy with respect to incidental teaching	Demonstrates accuracy of 90% or above with respect to incidental teaching
3.	Demonstrates below 80% accuracy with respect to teaching long response chains	Demonstrates between 80-89% accuracy with respect to teaching long response chains	Demonstrates accuracy of 90% or above with respect to teaching long response chains
4.	Demonstrates below 80% accuracy with respect to dyad/group instruction	Demonstrates between 80-89% accuracy with respect to dyad/group instruction	Demonstrates accuracy of 90% or above with respect to dyad/group instruction

5.	Student engagement scores average below 80%	Student engagement scores average between 80-89%	Student engagement scores average 90% or higher
6.	Staff engagement scores average below 80%	Staff engagement scores average between 80-89%	Staff engagement scores average 90% or higher
7.	Is not able to model/identify one way in which peer interaction is promoted	Models/identifies one way in which peer interaction is promoted	Models/identifies more than one way in which peer interaction is promoted
8.	Has difficulty building positive and successful relationships with students (e.g., insufficient time for rapport building, infrequent smiling with students, limited attempts at engagement)	Builds reasonably positive and successful relationships with students (e.g., makes some time for rapport building, usually smiles with students, makes attempts to engage with students)	Builds consistently positive and successful relationships with students (e.g., makes time for rapport building, consistently smiles with students, has various strategies for ensuring student engagement)
9.	Does not maintain positive affect throughout teaching interactions	Sometimes maintains positive affect throughout teaching interactions	Maintains positive affect throughout teaching interactions
10.	Does not adequately assess and capture student motivation	Makes some successful attempts to assess and capture student motivation	Consistently assesses and captures student motivation
11.	Does not use materials in an efficient and organized manner while teaching	Sometimes uses materials in an efficient and organized manner while teaching	Uses materials in an efficient and organized manner while teaching
12.	Does not show creativity with respect to teaching materials	Shows some creativity with respect to teaching materials	Shows creativity with respect to teaching materials
13.	Does not use language that matches student understanding	Occasionally uses language that matches student understanding	Consistently uses language that matches student understanding
14.	Does not consistently or adequately use appropriate voice tone, facial expression, and volume with students	Sometimes uses appropriate voice tone, facial expression, and volume with students	Uses appropriate voice tone, facial expression, and volume with students
15.	Does not respond to student initiations	Response to student initiations is variable or inconsistent	Consistently responds to student initiations
16.	Does not use appropriate types and levels of positive physical contact with students (e.g., age appropriate, delivered contingently)	Sometimes uses appropriate types and levels of positive physical contact with students (e.g., age appropriate, delivered contingently)	Uses appropriate types and levels of positive physical contact with students (e.g., age appropriate, delivered contingently)
17.	Has difficulty identifying appropriate instructional goals for students	ldentifies some appropriate instructional goals for students	Consistently identifies and puts into place appropriate instructional goals for students
18.	Often repeats instructions and/or engages in over-talking with students	Occasionally repeats instructions and/or engages in over-talking with students	Refrains from repeating instructions and/or engaging in over- talking with students
19.	Does not identify appropriate programming for dyad/group instruction	Ability to identify appropriate programming for dyad/group instruction is emerging	Consistently identifies appropriate programming for dyad/group instruction
20.	Does not adjust the type of interaction and/or activities in response to student mood/affect	At times adjusts the type of interaction and/or activities in response to student mood/affect	Adjusts the type of interaction and/or activities in response to student mood/affect
21.	Requires student responding only as it relates to targeted instruction	Sometimes requires student responding beyond targeted instruction	Requires student responding beyond targeted instruction (e.g., asks learners questions or prompts learners to respond outside of a particular

	instructional program in ways that are socially contextual and appropriate given their skills; facilitates language (vocal and non-vocal) with appropriate frequency and variety)

- All elements of the Effective category are present
 Innovative instructional strategies are used
 Innovative prompting strategies are used

- innovative proinforcement strategies are used

 Innovative reinforcement strategies are used

 Innovative error correction strategies are used

 Creates classroom structures to ensure that all staff members are prepared for teaching interactions

 Creates classroom structures to ensure that student motivation is re-assessed frequently

 Shows a high level of creativity with respect to instructional materials

Comments:

Supervision of Staff:

	0	1	2
1.	Scores below an 80% on observed staff training session(s)	Scores between a 80% and 89% on observed staff training session(s)	Scores a 90% or above on observed staff training session(s)
2.	Does not follow a consistent schedule for staff supervision	May require some reminders to follow a consistent schedule for staff supervision	Follows a consistent schedule for staff supervision and takes initiative to schedule times with both staff and supervisors
3.	Provides little reinforcement to staff and/or reinforcement is not behavior- specific	Provides some reinforcement to staff, but may not provide enough and/or may not be behavior-specific in delivery	Consistently provides high levels of behavior-specific reinforcement to staff
4.	Correction provided to staff often does not include a clear description of the behavior to be changed or a clear rationale for change	Provides correction to staff that sometimes includes a clear description of the behavior to be changed, along with a clear rationale for change, but this may not be consistent	Provides correction to staff that includes a clear description of the behavior to be changed, along with a clear rationale for change
5.	Does not typically provide varied types of feedback (e.g., in vivo, written, via video review)	Provides some variation in type of feedback (e.g., in vivo, written, via video review)	Consistently provides varied types of feedback (e.g., in vivo, written, via video review)
6.	Does not seek assistance related to resolving sensitive issues with staff	Sometimes seeks assistance related to resolving sensitive issues with staff	Reliably seeks assistance related to resolving sensitive issues with staff
7.	Does not actively or sufficiently encourage staff to acquire problem- solving skills by questioning and engaging them in conversation; may frequently dictate responses	Sometimes encourages staff to acquire problem-solving skills by questioning and engaging them in conversation rather than dictating responses	Encourages staff to acquire problem-solving skills by questioning and engaging them in conversation rather than dictating responses
8.	Does not successfully shape staff behavior in the areas of instruction, behavior management, and relationship building	Effectiveness in shaping staff behavior in the areas of instruction, behavior management, and relationship building is emerging	Successfully shapes staff behavior in the areas of instruction, behavior management, and relationship building
9.	Does not allocate supervision time sufficiently or equitably	Allocation of supervision time is emerging, and may not be equitable across staff	Allocates a sufficient amount of supervision time appropriately across staff members

!	!	!	!					
10.!	Does!not!conduct!effective!and!	Conducts!fairly!effective!and!	Conducts!effective!and!					
	comprehensive!weekly!classroom!	comprehensive!weekly!classroom!	comprehensive!weekly!classroom!					
	meetings!(e.g.,!no!clear!agendas!for!	meetings!(e.g.,!has!agendas!for!meetings!	meetings!(e.g.,!has!clear!agendas!					
	meetings,!insufficient!staff!	that!are!somewhat!clear,!staff!	for!meetings,!sufficiently!engages!					
	engagement,!not!efficient!in!getting!	engagement!is!moderate,!moves!	staff,!moves!through!items!					
	through!items)!	through!items!with!reasonable!	efficiently)!					
		efficiency)!						
!	!	!	!					
3:!	3:!							
	All!elements!of!the!Effective!categorylare!present!							
	Develops innovative strategies for supervision							
	Jses!innovative!strategies!for!reinforcing!s							
(Creates!a!consistently!positive,!collaborative!classroom!environment!							
!	!							
Comr	ments:!							
!								
*	*							

	CLINICAL SUPERVISOR	EVALUATION	<u>I</u>
Name of Staff:			
Date:			
Name of Evaluator:		_	
Ineffective 0	Developing 1	Effective 2	Highly Effective 3
Student Programming		Rating:	Comments:
Builds positive and successful	relationships with students		
Demonstrates highly effective	instruction with students		
Identifies appropriate instruction	onal goals for students		
Monitors student skill acquisition	on		
Ensures that programming is in accurately	mplemented consistently and		
Ensures that students are eng group instruction	aged in meaningful dyad and		
Demonstrates innovative, crea programming	tive thinking around		
Engages in well-thought-out ar	nd systematic problem-solving		
Generates and helps staff gen targets and objectives within p			
Monitors staff to ensure that st schedules of reinforcement are			
Student Engagement Average			
AVERAGE RATING IN THI	S AREA:		
		1	
Behavior Intervention Pla	nning	Rating:	Comments:
Ensures that staff adhere to pr functional assessment	ocedures for baseline and		
Analyzes baseline data and ge hypotheses	enerates reasonable		
Suggests appropriate interven	tion plans based upon function		

Reviews data regularly and offers ongoing suggestions for fading or problem-solving	
Ensures that BIP protocols are adhered to across classrooms	
Generates classroom guidelines to ensure that staff are consistently reinforcing adaptive alternatives to target behavior, absence of target behavior, and incompatible behavior	
Monitors staff use of physical guidance when required	
Assists with behavioral challenges	
AVERAGE RATING IN THIS AREA:	

Staff Supervision	Rating:	Comments:
Creates a positive, collaborative climate within and across classrooms		
Spends time in classrooms during school hours		
Is available and accessible to staff		
Clearly and effectively imparts information (verbally) related to teaching procedures and behavior management		
Provides an appropriate level of modeling and feedback for staff		
Provides extra training for new or struggling staff		
Effectively shapes staff instruction of students		
Effectively shapes staff relationship building with students		
Effectively shapes staff use of behavior management procedures		
Delivers meaningful types and levels of reinforcement to staff		
Provides clear and appropriate corrective feedback		
Adheres to staff evaluation schedule		
Completes accurate and well written staff evaluations		
Identifies staff training issues and plans additional training agendas		
Visits work or inclusion sites and provides written recommendations (if applicable)		
Staff Engagement Average		

Staff Evaluation	
AVERAGE RATING IN THIS AREA:	

Professionalism	Rating:	Comments:
Professional, cooperative and flexible when working with		1
colleagues		
Punctual		
Good attendance		
Dresses professionally		
Exhibits consistently positive affect with colleagues, parents, and students		l
Communicates effectively across relevant personnel		
Expresses differing perspectives and opinions clearly and dispassionately		1
Demonstrates a thorough knowledge and understanding of behavioral principles and terminology		1
Written definitions		
Presents didactic information confidently and in clear, understandable terms		1
Is prepared for and actively participates in clinic meetings		
Actively participates in Manager meetings		
Presents at staff meetings		
Ensures that timelines are met and requirements are fulfilled across all classrooms		1
Ensures that supervisors are informed about issues of concern related to students, staff, and families		l
Documents interactions with staff and families when appropriate		1
Uses time efficiently and delegates appropriately		1
Demonstrates a high level of organization		1
Receives feedback in a professional manner		1
Supports the larger student body by participating in school-wide initiatives		ı
AVERAGE RATING IN THIS AREA:		

Interactions with Parents and Family Members	Rating:	Comments
Establishes positive relationships with parents/family members		
Communicates effectively with parents/family members		
Effectively addresses parents questions and concerns related to programming		
Provides clear guidelines and suggestions for issues arising in the home or community		
AVERAGE RATING IN THIS AREA:		
Paperwork and Organization	Rating:	Comments
Demonstrates timeliness with paperwork and other deadlines		
Ensures that classroom materials are well organized		
Ensures that classroom environments and clean and clutter-free		
Maintains clear and comprehensive records related to students and staff		
Completes classroom appearance checklists		
AVERAGE RATING IN THIS AREA:		
OVERALL RATING ACROSS AREAS:		
ADDITIONAL COMMENTS:		
I have read the above performance evaluation.		
Signature	 Dat	

professionals in the field. In this sectopic from the list below about which	Discriminative Stimulus Fluency Incidental Teaching Maintenance Partial Interval Recording
QUESTION	RESPONSE
1.	
2.	
3.	

NYC Autism Charter School Classroom Organization Checklist Clinical Supervisor will evaluate for each classroom on a monthly basis

!	!!!!!!!!!!!	
Classroom #:		Date:

Score a "+" "-" or "N/A" for each item	Items to be scored:	Comments:
	Surfaces are empty and clean	
	Items in open storage units are neatly stacked or contained within a folder/tray/bin (e.g., medical toleration materials in a bin, worksheets in a folder)	
	Items in closed storage units (e.g., drawers) are in order (in other words, things are not just stuffed in the closed cabinet)	
	Cleaning supplies are out of reach and/or in a designated area	
	Mounted paperwork on white boards or bulletin boards is not scattered and does not give away any confidential information (some sort of organization to them)	
	Items on desks are only those that are currently being used (e.g., timers, pencils)	
	Edibles are stored in closed containers	
	Drinks remain in a specified place in the classroom	
	Garbage is not overflowing	
	Common classroom areas are clean and organized (e.g., play space, sink area, technology area)	

Total +'s / Total items scored = _____%

- Please be mindful of the following:

 *All pieces of current program materials are not in folder/bin (e.g., missing) OR there are too many materials in program folder/bin (e.g., materials from older steps)

 *Materials (especially related to hygiene) are dirty (e.g., crusty toothbrush)

 *PECS or labels are breaking and too bent

Evaluation	Schedule fo	r

Submit a copy of this form two weeks prior to your formal observation. Please list the program(s) you teach with each student during designated time slots across the day.

Time	Monday	Tuesday	Wednesday	Thursday	Friday
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Program(s):	Program(s):	Program(s):	Program(s):	Program(s):
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Program(s):	Program(s):	Program(s):	Program(s):	Program(s):
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Program(s):	Program(s):	Program(s):	Program(s):	Program(s):
	G: 1 (/)	G: 1 -()	G: 1 -()	G: 1 -()	G: 1 (/)
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Program(s):	Program(s):	Program(s):	Program(s):	Program(s):
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Program(s):	Program(s):	Program(s):	Program(s):	Program(s):
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Program(s):	Program(s):	Program(s):	Program(s):	Program(s):
	Student(s):	Student(s):	Student(s):	Student(s):	Student(s):
	Program(s):	Program(s):	Program(s):	Program(s):	Program(s):

^{*}In preparation for your evaluation identify a dyad or group to instruct. Indicate the following: day, time, students, type of dyad or group instruction

- Same materials, same objective (SM, SO)
 Same materials, different objectives (SM, DO)

- Different materials, different objectives (DM, DO)
 Whole group independent work (WG, IW)
 Independent work and direct instruction (IW, DI)

NYC Autism Charter School Staff Evaluation Formal Observation Packet

To be conducted 2x per year (May/December)

Program:	
Student:	
Day/Time:	
Measurement Procedure - Per Opportunity: Score a (+) or (-) in each column (or write "N/A" if there was no opportunity to so	core
and calculate the percentage of correct responses.	

Discrete Trial Teaching – Observed by Supervisor twice per year

	Trial									
	1	2	3	4	5	6	7	8	9	10
Ensures student is motivated										
Establishes attending										Ì
Presents Sd accurately/clearly										
Provides effective and appropriate prompts										
(if relevant)										<u></u>
Provides reinforcer if correct response is										
demonstrated										Ì
(contingent, appropriate amount, paired with										
verbal praise)										
Provides error correction if incorrect response is										
demonstrated										
(Effective, immediate, neutral tone of voice)										
Repeats previous trial following error correction										
Takes accurate data after trial										<u></u>
Minimizes waiting time for student										
Intersperses tasks appropriately										
Percentage of Correct Responses:	·		·			·	·	·		

Other Notes:

Dyad/Group Instruction – Observed by Supervisor twice per year
Program:Students:
Measurement Procedure: Score a (+) or (-) in each column (or write "N/A" if there was no opportunity to score) and calculate the

Identifies programming goals for teaching in a dyad/group (HT/LI only)	
Positions self appropriately in relation to all students	
Teaches target skills effectively and/or makes modifications to teaching	
procedure if students continue to error	
Ensures all students remain on task	
Implements behavior intervention plans consistently for all relevant students	
Uses "other student" as a model for correct responses	
Implements motivational systems during dyad/group instruction	
Facilitates social interaction during "break" times	
Implements a group contingency using one motivational system (if	
appropriate)	
Takes accurate data for all relevant programs	
Percentage of Correct Responses	

Other Notes:

Long Response Chains - Observed by Supervisor twice per year		
n.		
Program:		
Student:		
Day/Time:		
Measurement Procedure – Per Opportunity: Score a (+) or (-) in each column (or wri	te "N/A" if there	e was no opportunity to score) and
calculate the percentage of correct responses	te 14/14 if then	e was no opportunity to score) and
calculate the percentage of correct responses		
Prompts to attend to schedule or cue to initiate activity]
Prompts steps not currently targeted for independence		
Provides effective, appropriate, immediate prompts		
Physical guidance is provided from behind		
Provides error correction, if necessary		
Provides reinforcement at appropriate intervals		
Takes accurate data		
Utilizes materials that are appropriate to student's skill level and facilitates learning		
Refrains from verbally interacting with student		
Differentially reinforces responses that occur in the absence of prompts		
Conducts mass trials on current steps (when appropriate)		
Fades proximity during mastered components of chain		1
Percentage of Correct Responses		

Student:	Day/Time:

Opportunities that	occurred naturally	Contrived					
Captured	Missed	(Opportunities the staff member set up)					
Percentage of Opportunities Captured							
# Captured=							
# Captured + # Missed							

Measurement Procedure: Score a (+) for each contrived incidental teaching episode observed

	Trial 1	Trial 2	Trial 3	Trial 4	Trial 5	Trial 6	Trial 7	Trial 8	Trial 9	Trial 10
Set up situation										
Watch for student initiation										
Remove/Withhold										
item/activity										
Prompt for										
elaboration										
Pause for										
response										
Reward with										
praise/access										
Percentage of Cor	rect Respon	nses								

 $Peer\ Interaction-Either\ direct\ observation\ or\ via\ interview\ with\ Clinical\ Supervisor\ once\ per\ year$

How is peer interaction promoted in your classroom?

- 1.
- 2.
- 3.

 $Behavior\ Intervention\ Plan-Part\ I\ (Written\ Information\ and\ Direct\ Observation)\ and\ Part\ II\ (Interview\ with\ Clinical\ Supervisor\ once\ per\ year)$

Part I – Written Information and Direct Observation

Directions: Staff person will fill in first four columns prior to his/her evaluation for all students in the classroom with a BIP Measurement Procedure for columns 5-10: Score a (+) or (-) in each column (or write "N/A" if there was no opportunity to score) and calculate the percentage of correct responses

Student	Target Behavior	Intervention Procedure	Measurement Procedure	Reinforcing Component Implemented (e.g., DRA)	Consequence Implemented	Consequence Implemented Immediately	Consequence Implemented Accurately	Consequence Implemented Consistently	Appropriate Tone of Voice Used	Appropriate Level of Physical Interaction Used	Data Recorded at Appropriate Intervals, as Indicated on Behavior Plan form
Pe	rcentage	of Correct	Responses								

^{*}If, during the observation session, the student does not demonstrate the target behavior(s), schedule a follow up observation or roleplay the implementation of the behavior intervention procedure(s) with the evaluator acting as the student

Part II – Interview with Clinical Supervisor once per year

Oral Explanation of a Behavior Intervention Plan							
Student:							
Operational Definition(s)	Intervention Procedure(s)	Hypothesized Function(s)	Rationale(s)				
Percentage of Correct Reponses: /4							

^{*}Terminology assessment conducted by Executive Director (see attached sheet)

Staff Training (Head Teacher Only) – Direct Observation by Supervisor once per year

*With current behavior plans in their classroom

*Needs to be done with a staff member who is currently NOT in Head Teacher's classroom

Skill Acquisition Program
Head Teacher will provide his/her supervisor with the name of the target program to be taught at least 2-3 days prior to the evaluation. The Head Teacher will be responsible for selecting the person that he/she is training but is not to provide them with any information about the program to be taught until the day of the evaluation. All necessary program materials should be prepared by the Head Teacher and ready on evaluation day.

 $\underline{Measurement\ Procedure} : Score\ a\ (+)\ or\ (-)\ in\ each\ column\ (or\ write\ "N/A"\ if\ there\ was\ no\ opportunity\ to\ score)\ and\ calculate\ the$ percentage of correct responses

Program Name:	Comments:
Provides the trainee with the program shell, task analysis, and/or data sheet	
Refers to the program shell/task analysis/data sheet, as appropriate, throughout	
the training session	
Explains rationale/overall goal/future direction of the program	
Provides clear instructions to the trainee	
Models implementation of the program	
Provides appropriate praise to the trainee	
Provides appropriate corrective feedback to the trainee	
Shifts to another training method if the trainee continues to error	
Trainee correctly implements the program by the end of the session	
Percentage of Correct Responses:	

Behavior Intervention Plan
*If, during the observation session, the student does not demonstrate the target behavior(s), role-play the implementation of the behavior intervention procedure(s) with the evaluator acting as the student and score only relevant steps

 $\underline{\text{Measurement Procedure: Score a (+) or (-) in each column (or write "N/A" if there was no opportunity to score) and calculate the percentage of correct responses$

Behavior Intervention Plan:	Comments:
Provides trainee with the written BIP	
Provides rationale or explanation of why treatment is warranted	
Provides clear instructions to the trainee	
Role-plays the procedure with the trainee	
Models implementation of the BIP with the student	
Provides appropriate praise to the trainee	
Provides appropriate corrective feedback to the trainee	
Provides instruction regarding data collection	
Shifts to another training method (e.g., coaching) if the trainee continues to	
error	
Checks in with trainee regarding his/her comfort level with the procedure	
The trainee correctly implements the BIP by the end of the session	
Percentage of Correct Responses:	

NYC Autism Charter School Staff & Student Engagement Clinical Supervisor will evaluate 1x per month

<u>Student Engagement</u>
Students are scored as on-task if they are looking at, manipulating, or appropriately using instructional/leisure materials; visually attending to staff presence; visually attending to another student with whom the staff is interacting; following instructions; or waiting appropriately. Students are not scored as on-task if they are engaged in self-stimulatory or other inappropriate behavior.

<u>Staff Engagement</u>
Staff are scored as on-task if they are looking at the student(s) with whom they are working, manipulating instructional materials; presenting instruction, prompts or error correction; or actively interacting with the student(s) with whom they are working

 $\underline{\textit{Measurement Procedure/Interval}}; 10s~MTS~(+=\textit{on-task}; -=\textit{off-task})$

Dotor		

1	1.1	Commonto (o o vioni-t
1. 2.	11. 12.	Comments (e.g., variety of break activities; # of breaks):
	13.	break activities; # or breaks):
3. 4.	13.	4
		-
5.	15. 16.	-
6. 7.	17.	-
8.	18.	-
9.	19.	-
9. 10.	20.	-
Staff 2:	20.	
1.	11.	Comments (e.g., variety of
2.	12.	break activities; # of breaks):
3.	13.	break activities, # of breaks).
3. 4.	14.	+
4. 5.	15.	1
5. 6.	16.	1
7.	17.	1
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9.	19.	†
10.	20.	†
Staff 3:	20.	1
1.	11.	Comments (e.g., variety of
2.	12.	break activities; # of breaks):
3.	13.	1
4.	14.	1
5.	15.	1
6.	16.	1
7.	17.	1
8.	18.	1
9.	19.	
10.	20.	
Staff 4:		<u>'</u>
1.	11.	Comments (e.g., variety of
2.	12.	break activities; # of breaks):
3.	13.	
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Studen	ıt 1·	
1.	11.	Comments (e.g., activity
2.	12.	name; start/stop time):
3.	13.	manie, stare stop time).
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2.	12.	name; start/stop time):
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2.	12.	name; start/stop time):
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Studen	ıt 4:	
1.	11.	Comments (e.g., activity
2.	12.	name; start/stop time):
3.	13.	•
4.	14.	
5.	15.	
6.	16.	
7.	17.	
8.	18.	
9.	19.	
10.	20.	
Studen	ıt 5:	
1.	11.	Comments:
2.	12.	
3.	13.	
4.	14.	
5.	15.	
	16.	
6.	10.	
	17.	
6.		
6. 7.	17.	



Terminology#

Conditioned#Re	inforcers/Pun	ishers#	#	#	Differential#Reinforcement#
Discrete#Trial#T	eaching#	#	#	#	Discriminative \$ timulus#
Extinction# #	#	#	#	#	Fluency#
Generalization#	#	#	#	#	Incidental#Teaching#
Interobserver#	greement#Dat	a#	#	#	Maintenance#
Momentary#fin	e#Sampling#	#	#	#	Partial#nterval#Recording#
Positive#/s.#Neg	ative#Reinforc	ement#	#	#	Positive#s.#Negative#Punishment#
Prompts#and#Pr	ompt # ading#	#	#	#	Response#
Response#Eost#	#	#	#	#	Schedules#of#Reinforcement#
Stimulus#Contro	ol# #	#	#	#	Task#Analysis/Response#Ehain#
Whole#nterval	Recording#	#	#	#	Mand#
Tact## #	#	#	#	#	Receptive#Language#
#					

π		
QUESTION+	RESPONSE+	
1.#	#	
#	#	
	#	
2.#	#	
	#	
	#	
	#	
3.#	#	
	#	
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	#	
#	COMMENTS:#	
#	+	
#	+	
#	+	
#		
OVERALL#RATING:#		

#





Executive Director Evaluation 2014

The Executive Director: * 1. Demonstrates concern for students and is understanding of their needs. Disagree Strongly disagree Neutral Agree Strongly agree * 2. Makes herself available for questions and feedback. Strongly disagree Disagree Neutral Agree Strongly agree * 3. Encourages open and honest dialogue. Strongly disagree Disagree Neutral Strongly agree Agree * 4. Recognizes student and staff successes. Strongly disagree Disagree Neutral Agree Strongly agree \star 5. Makes sure I have the necessary materials and support. Neutral Strongly disagree Disagree Agree Strongly agree

Comment (Optional)				
* 6. Explains the o	rganization's aca	demic program an	d keeps me info	rmed about
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	0	0	0
*7. Implements po				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
0	0	0	0	0
* 8. Provides oppo perform better.	rtunities for me t	o give input and s	uggestions on h	ow the school can
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		0		
* 9. Addresses fac	ilities needs.			
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
		0	0	
* 10. Provides me				_
Strongly disagree	Disagree	Neutral	Agree	Strongly agree

* 11. Please describe any attribution Director's leadership of NYCA	_	nink about the Executive
*		
	Done	

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The CFO:				
* 1. Demonstrates co	oncern for stud	ents and is unders	tanding of their	needs.
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
* 2. Demonstrates e	nthusiasm and	support for the sch	nool.	
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
* 3. Ensures that fac		_	-	-
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
4. Ensures that techr	nology issues a	re addressed adeq	uately and in a t	imely manner.
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
* 5. Smiles often wit	h colleagues ar	nd is overall pleasa	nt to interact wi	th.

Strongly disagree	Disagree	Neutral	Agree	Strongly agree
* 6. Receives feedb	_	ional manner.		
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
	10 . 71			
* 7. Is cooperative				
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
* 8. Takes on additi	onal duties and	or offers to help w	vhen opportunitie	es arise.
Strongly disagree	Disagree	Neutral	Agree	Strongly agree
* 9. Please list the	CFO's strengths	:		
*				





Head of School Evaluation

Please rate the Head of Sc 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree 4 = Agree 5 = Strongly Agree If your rating for a particular * 1. Is knowleageble abore	gree r item is a 3 or lower, p	olease provide comments in	the space provided.	
g		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
Comments				
* 2. Models effective str students. Strongly Disagree	ategies and provid	les helpful suggestions Neither Agree nor Disagree	s when interactin	g with or observing Strongly Agree
Comments				
* 3. Works effectively w	ith parents and ca	regivers.		
Strongly Disagree	Disagroo	Neither Agree nor	Agree	Strongly Agree
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
	\circ	O	\circ	\bigcirc
Comments				

* 4. Provides ongoing le				
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Agree	Strongly Agree
Ottorigiy Disagree	Disagree	Disagree	Agree	Ottorigiy Agree
	0	0	0	
Comments				
⁵ 5. Encourages and res	sponds to staff fee	edback.		
		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
Comments				
* 6. Encourages open a	nd honest dialogu	e with staff.		
		Neither Agree Nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
Comments				
7. Provides staff with I	nelpful and appro	priate feedback.		
		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree
\bigcirc	\bigcirc	\bigcirc	\bigcirc	\bigcirc
Comments				
8. Creates opportunition	es to recognize ar	nd reward staff efforts a	nd success.	
		Neither Agree nor		
Strongly Disagree	Disagree	Disagree	Agree	Strongly Agree

* 9. Provides time, resources responsibilities.	s, and assistance ne	cessary to allow staff to comple	te their
Strongly Disagree	Disagree	Neither Agree Nor Disagree	Strongly Agree
\bigcirc			
Comments			
* 10. Please list key strength	s that the Head of S	chool demonstrates:	
* 11. How do you think the H	ead of School could	help you perform your job bette	er?



Clinical Supervisor Colleague Evaluation 2014

*1. Please select t	he employee y	ou are evaluating.						
* 2. He/she is knowledgeable about individual student issues.								
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree				
* 3. He/she is open Strongly disagree	and responsiv	re to feedback. Neither agree nor disagree	Agree	Strongly agree				
* 4. He/she gives m solving. Strongly disagree	ne the opportur Disagree	nity to generate ideas a Neither agree nor disagree	and participate Agree	e in problem- Strongly agree				
* 5. He/she recognizes successes in my classroom. Strongly disagree Disagree Neither agree nor disagree Agree Strongly agree								

* 6. He/she helps me to continually improve my teaching.								
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree				
	0	0		0				
* 7. He/she works	effectively with	students.						
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree				
		\circ		\bigcirc				
* 8. He/she works of Strongly disagree	effectively with Disagree	parents. Neither agree or disagree	Agree	Strongly agree				
* 9. He/she explain	s and impleme	nts expectations in a f	air and consis	tent manner.				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree				
0	\bigcirc	0		0				
* 10. He/she lets m	e know the bes	st ways and times to m	neet with him c	or her.				
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree				
	\bigcirc	\circ						

* 11. He/she respo	nds to my ques	stions in a timely man	ner.	
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
0				0
* 12. He/she makes growth.	s suggestions f	or and/or alerts me to	opportunities	for professional
Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
* 13. Please descri	be strengths th	nat your clinical super	visor demonst	rates.
*				
		Done		
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Colleague Evaluation

Please rate your colleague in the areas below. If you do not feel that you have enough information with which to evaluate a particular area, please select N/A. * 1. Please select the employee you are evaluating. + 2. Staff member is always punctual – sometimes even early (e.g., to work in the morning, when returning from lunch). strongly disagree disagree agree strongly agree N/A 3. Staff member is cooperative and flexible (e.g., demonstrates flexibility during staff shortages and willingly provides coverage, faces unexpected scheduling shifts with positive affect). strongly disagree N/A disagree agree strongly agree 4. Staff member always remembers to share credit with others. strongly disagree disagree strongly agree N/A agree

5.	Staff member into	eracts profession	ally with me and	l other colleagues.		
	strongly disagree	disagree	agree	strongly agree	N/A	
	0	\bigcirc	\circ	\bigcirc	\bigcirc	
6.	Staff member into	eracts profession	ally with parents	s.		
	strongly disagree	disagree	agree	strongly agree	N/A	
			0			
7.		es on additional	duties and/or off	ers to help when opp	ortunities aris	е.
	strongly disagree	disagree	agree	strongly agree	N/A	
			0	0		
8.	Staff member doe	es not engage in	person-specific	chatter.		
	strongly disagree	disagree	agree	strongly agree	N/A	
		0	0	0		
9.	Staff member onl	y engages in off-	task discussion	at appropriate times.		
	strongly disagree	disagree	agree	strongly agree	N/A	

				h								
10. Staff member demonstrates overall care for the well being of students.												
strongly disagree	disagree	agree	strongly agree	N/A								
11. Staff member al	ways speaks resp	pectfully to and	about students and fa	milies.								
strongly disagree	disagree	agree	strongly agree	N/A								
12. Staff member si	miles often with s	tudents.										
strongly disagree	disagree	agree	strongly agree	N/A								
13. Staff member si with.	miles often with c	olleagues and is	s overall pleasant to ir	nteract								
strongly disagree	disagree	agree	strongly agree	N/A								

14. Staff member demonstrates enthusiasm and support for the school (e.g., interactions with outside observers, interactions with co-workers at lunch, interactions with families at meetings and school events).										
strongly disagree	disagree	agree	strongly agree	N/A						
				0						
15. Staff member fo	llows through on	_		N/A						
strongly disagree	disagree	agree	strongly agree	IN/A						
16. Staff member fo	llows through on	ı tasks in a timely	/ manner.							
strongly disagree	disagree	agree	strongly agree	N/A						
				0						
17. Staff member re	ceives feedback	in a professional	manner.							
strongly disagree	disagree	agree	strongly agree	N/A						
	0			0						
The following items a only:	re to be complete	d when evaluating	Head Teachers and L	ead Instructors						

18. Staff member shares information in advance (e.g., lets me know ahead of time what programs are to be run at clinic meetings) (head teacher).											
strongly disagree	disagree	agree	strongly agree	N/A							
0		0									
19. Staff member wor	rks to establish a	calm climate ir	n the classroom (head	d teacher).							
strongly disagree	disagree	agree	strongly agree	N/A							
		0									
20. Staff member proinstructor).	vides assistance	related to prog	ramming (head teach	ner/lead							
strongly disagree	disagree	agree	strongly agree	N/A							
0		0		0							
21. Staff member sha manner (e.g., importa	=			=							
strongly disagree	disagree	agree	strongly agree	N/A							
		0									
22. Areas of strength	:										

n n
Done

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Home Consultant Survey

Please rate your hom information to score a particular iter		-	lf you do not feel you h	nave enough							
* 1. Please select ti	ne employee you	are evaluating.									
2. When scheduling family's schedule.	home visits, my	home consultan	t works hard to acco	mmodate my							
strongly disagree	disagree	agree	strongly agree	N/A							
3. My home consult and sends the final	•		da for each of our sc vance.	heduled visits							
strongly disagree	disagree	agree	strongly agree	N/A							
4. My home consultant frequently asks my opinion about the steps he/she is recommending. He/She always asks about the impact of any recommendation on my family and me.											
strongly disagree	disagree	agree	strongly agree	N/A							

follow up questions	=	iy, modelo wildt i	Silouid be doing, and	
strongly disagree	disagree	agree	strongly agree	N/A
0				
6. My home consult is clear and upbeat.	=	e attitude. When	he/she provides corr	ection, he/she
strongly disagree	disagree	agree	strongly agree	N/A
\circ		\bigcirc		\bigcirc
7. My home consult recommendations for strongly disagree			des me with materials strongly agree	s or N/A
8. My home consult sometimes between			progress on past rec	ommendations,
strongly disagree	disagree	agree	strongly agree	N/A

strongly disagree	disagree	agree	strongly agree	N/A
10. My home consu	ltant shows strer	ngth in the follow	ving areas:	
		Done		

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R-09 SCHOOL CULTURE AND DISCIPLINE

(A) ESTABLISH AND MAINTAIN A CULTURE THAT SUPPORTS LEARNING AND ACHIEVEMENT INCLUDING:

SCHOOL CULTURE AND RATIONALE

NYCACS (East Harlem). It will be one of high expectations, high levels of engagement, high levels of positive reinforcement, and respect for each student enrolled in the school and their family. Each student is seen as a unique individual with strengths to be harnessed and areas of difficulty to be tackled. Reinforcement and enthusiastic celebrations of success are seen as incredibly powerful tools in promoting student learning and shaping behavior. The school culture instills in staff a mentality of accountability: If students are struggling or failing to acquire the skills that the team (school, parents, CSE) deem appropriate and important for them to learn, staff immediately look to adjustments they can make – to the teaching procedure, level of reinforcement, complexity of task - in order to ensure that the student can, in fact, learn and make progress. Staff are trained to approach every difficulty and challenge (even the most severe levels of aggression or property destruction) with a calm and measured response. The result is a climate of positivity that is evident in all aspects of the school.

NYCACS Bronx students will be actively engaged in their own learning and in the life of the school in the manner appropriate for each individual student. Student choice is incorporated into the instructional process, with students constantly working toward a chosen goal or activity. On a more sophisticated level, students will participate in class meetings, take attendance, conduct surveys, and prepare special presentations (e.g.. a media exposition) for their peers and parents. As they get older, students will utilize the school environment for practicing life and community service skills (e.g. collecting recyclables). Should the school be co-located, some students (when appropriate) will participate alongside their typically developing peers (e.g., spending time included in a lesson or gym class) to gain experience in mainstream environments.

NYCACS Bronx will seek to replicate the Peer Mentoring Program at NYCACS (East Harlem) in which typically developing students from the co-located and/or nearby school are trained to work and successfully interact with NYCACS Bronx students, particularly those who may not be candidates for mainstreamed activities. With a greater understanding of the differences and similarities between themselves and those with autism, the mentors become autism awareness ambassadors to the broader school community, enriching the co-location experience for both schools. The impact reaches beyond the school walls as well, increasing understanding and tolerance within the mentors' family and home community. Mentors who have been through the program often carry the experience with them long after their time at NYCACS. Several have come back and worked or volunteered during their time off from school, others have referenced their peer mentoring experience within their college applications, and still others have indicated that the experience has influenced their ideas about future career paths.

A SAFE AND ORDERLY ENVIRONMENT

NYCACS Bronx will provide a safe, orderly, and respectful school environment in which to learn, recreating the climate of positivity successfully developed at NYCACS (East Harlem). This positive approach is particularly evident with regard to the management of challenging behavior. It is presumed that the majority of instances or episodes of challenging or disruptive behavior exhibited by any student enrolled at NYCACS Bronx will be associated with his or her diagnosis. Consequently, the school will follow internal protocols in response to such instances before implementing the Student Code of Conduct (see (c) below) and imposing the disciplinary procedures set forth therein.

The internal protocols are as follows: when a concerning behavior occurs, crisis management procedures may be used to ensure the safety of the student, other students in the classroom or larger school, and staff; if crisis management procedures are used that are not part of a student's existing behavior intervention plan, parents will be notified immediately; parental consent will then be obtained for collection of baseline data and assessment of the function of the target behavior; finally, if there are concerns about a prolonged assessment period given the severity of a particular topography of behavior, parental consent may be requested for an immediate behavior intervention probe (see below).

The assessment period may require a reduction of typical educational programming for a reasonable time period – one that allows for a thorough assessment to be conducted and, ideally, for challenging behavior to be reduced to more manageable levels.

A formal behavior intervention plan will be developed that includes:

An operational definition of the target behavior(s)

Baseline information

Functional assessment tools and findings

Previous procedures used to address target behavior(s) and rationales for discontinuation

Measurement procedure(s)

Intervention procedure(s) that include a reinforcement component

Rationales for implementation

Skill acquisition programs and strategies to increase adaptive behavior

Procedures to fade

Risks of implementing and not implementing the procedure

Staff training protocols

Parental consent will be obtained for the development and implementation of any behavior intervention plan. Verbal consent is required prior to implementation. Written consent must be obtained within 4 days after receiving verbal consent. If a probe is found to be ineffective, all data collected to date and functional behavior assessment information will be reviewed and an alternate



behavior intervention probe will be developed. If data indicate that a probe procedure allows for sufficient reduction in or management of challenging behavior, the probe will be converted into a formal plan – once again, after updated parental consent.

A review by the school's Human Rights Committee will be conducted for plans that contain any type of restrictive component (e.g., removal from the classroom) to ensure that: 1) plans are ethical, 2) they respect the rights of each student, and 3) parental consent has been obtained. Finally, behavior intervention plans will be implemented consistently across staff and settings, and to the extent possible, the home and community, for which staff will provide hands-on training to parents and caregivers.

There may be situations in which levels of challenging behavior cannot be managed within the context of the staffing, support, and expertise provided by NYCACS Bronx. If the school is of the opinion that it can no longer appropriately educate a student, the following steps will be taken:

- 1. A meeting will be held with the student's parent/legal guardian to discuss the school's concerns. Given that this student would already have a behavior intervention plan in place (see steps above) and that there is frequent dialogue with parents/guardians around challenging behavior (particularly as such behavior is typically occurring at home as well), it can be assumed that the parent/guardian would already be well aware of these concerns.
- 2. A behavioral/educational consultant may be brought in to offer recommendations as to programmatic changes that can be made.
- 3. If such programmatic changes are not feasible or effective, the CSE will be notified that the school is no longer in a position to appropriately educate the student. A review will be scheduled with the CSE team, school personnel, and parents, at which time alternate educational options will be discussed.

DRESS CODE POLICY

Request is not applicable as NYCACS Bronx will not implement a dress code policy.

(B) DISCIPLINE POLICY FOR GENERAL EDUCATION STUDENTS

Request is not applicable. NYCACS Bronx will only serve a special education population, students with severe to moderate autism.

(C) SPECIAL EDUCATION DISCIPLINE POLICY

The NYCACS Bronx Board of Trustees is committed to providing a safe and orderly school environment where students may receive and school personnel may deliver quality educational services without disruption or interference. Responsible behavior by Teachers, administrators, other school personnel,



parents, and other visitors is essential to achieving this goal. The school's code of conduct and discipline policy comply with Ed.L.§2851(2) and 34CFR§300.530-536.

The NYCACS Bronx student Code of Conduct sets forth the school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. NYCACS Bronx recognizes that students with autism often engage in a variety of socially inappropriate and even dangerous behaviors as result of their disability. As a result, behavior challenges will be addressed through the internal procedures referenced above.

Please see Attachment R-09c – Special Education Policy



STUDENT CODE OF CONDUCT AND DISCIPLINE POLICY

All NYCACS Bronx students are special education students and, as such, all are subject to this policy. Students may be subject to disciplinary consequences in instances where intentional misbehavior calls for it. The school is committed to maintaining a safe, orderly learning environment. Instances of the following behaviors may result in a Short-Term Suspension or Long-Term Suspension from school:

Any attempt to injure or harm another individual

Any behavior that presents an imminent threat to the health and safety of self or others Any behavior that causes significant property destruction or disruption of the learning environment

Possession or use of a weapon

Any other act that the School reasonably concludes warrants a disciplinary response

For purposes of the NYCACS Bronx student disciplinary code (Code of Conduct):

"Short-Term Suspension" will occur within the school building and refer to the removal of a student from normal classroom placement for disciplinary reasons and further assessment for a period of ten (10) or fewer days.

"Long-Term Suspension" will occur within the school building and refer to the removal of a student from normal classroom placement for disciplinary reasons and further assessment for a period of more than ten (10) days.

"Expulsion" shall refer to the permanent removal of a student from school for disciplinary reasons.

In response to such behavior, the Executive Director or his/her designee will investigate and take appropriate action. For Short-Term suspensions, students will be given an opportunity to understand and respond to the charges against them and then, if the Executive Director or his/her designee deems it appropriate, will be removed from the regular classroom for the suspension period. For more serious or chronic infractions, the school may seek a longer-term suspension or expulsion. A hearing will be held to consider any such action; the student and school will have an opportunity to present and challenge evidence and a determination will be made by an independent hearing officer.

The Code of Conduct sets forth the school's policy regarding how students are expected to behave when participating in school activities, on and off school grounds, and how the school will respond when students fail to behave in accordance with these rules. NYCACS Bronx



recognizes that students with autism often engage in a variety of socially inappropriate and even dangerous behaviors as result of their disability.

NYCACS Bronx will adhere to the following procedural guidelines:

A functional behavior assessment is conducted on any student behavior subject to the disciplinary procedure, and prior to the development of a behavior intervention plan.

Students for whom the IEP includes specific disciplinary protocols are disciplined in accordance with those protocols. If the disciplinary protocols appear to be ineffective or if there is a concern for the health and safety of the student or others, the matter is immediately referred to the local school district's Committee on Special Education (CSE) for consideration of a change in the student's disciplinary protocols.

Consistent with applicable law, the school may suspend a student for up to 10 days (consecutively or cumulatively) without triggering additional process or a manifestation determination. When a suspension beyond 10 days is sought, the CSE is notified immediately of any further suspension or removal from classes, and NYCACS Bronx works with the CSE to arrange appropriate alternative instruction.

In order to determine whether an infraction that would result in a suspension beyond 10 days is related to a student's disability, the student is immediately referred to the CSE. If a connection is found as determined at the mandated manifestation determination meeting, no penalty may be imposed, and the school works with the CSE to consider a possible program modification. The School may work with the CSE to also establish a behavior intervention plan, or modify such a plan or its implementation. The school will work with the CSE to ensure that each student's behavior intervention plan is fully implemented.

- o If a student identified as having a disability is suspended during the course of the school year for a total of eight days, such student is immediately referred to the CSE for reconsideration of the student's educational placement.
- o In considering the placement of students referred because of disciplinary problems, the CSE is expected to follow required due process policies and procedures with respect to parental notification and involvement.

In order to keep the CSE appropriately informed of any disciplinary actions taken, NYCACS Bronx will notify the CSE whenever a procedural safeguards notice is issued.

NYCACS Bronx is committed to exhausting empirically based treatment approaches before considering suspension or expulsion. The school also recognizes that failure to eliminate dangerous behaviors must result in action steps protecting the student's right to a free and appropriate education, and ensuring a safe learning environment for other students. In all disciplinary matters, students and families will be given notice and will have the opportunity to present their version of the facts and circumstances leading to the imposition of disciplinary action to the staff members imposing sanctions. Whenever possible, students with autism will



be involved with planning and selecting treatments for problem behavior. Depending on the severity of the infraction, disciplinary responses may include in-school suspension and expulsion. In the event that a student behavior presents an imminent safety threat to self or others and cannot be safely managed by NYCACS staff, law enforcement agencies may be contacted.

SHORT-TERM SUSPENSION

A student who is determined to have committed any of the infractions listed below may be removed from the classroom for a Short-Term Suspension. Such a suspension is likely to be implemented for any of the following reasons: 1) The student has no history of engaging in the behavior of concern or similar forms of behavior, 2) The topography or magnitude of the behavior is such that it can not be safely managed within the classroom or in proximity to other students. During this time school personnel will conduct an intensive functional behavior assessment and plan review to identify which, if any, environmental variables are influencing the student's behavior. The Executive Director may determine that an exception to the Short-Term Suspension rule should be made based on the individual circumstances of the incident and the student's history.

DISCIPLINARY INFRACTIONS

Any attempt to injure or harm another student

Any behavior that presents an imminent threat to the health and safety of self or others Any behavior that causes significant property destruction or disruption of the learning environment

Any attempt to use or possess a weapon

Any other act that school Directors reasonably conclude warrants a disciplinary response

PROCEDURES FOR SHORT-TERM SUSPENSIONS

Short-term suspensions may be imposed by the Executive Director. If a student commits an offense that calls for Short-Term Suspension, s/he is subject to the following:

If necessary, the student is immediately removed from class and/or school.

The student and/or the student's parent/legal guardian are directly informed of the charges against him or her. When possible, notification shall be provided by telephone. Such notice shall provide a description of the rule(s) violated and the incident(s) for which suspension is proposed, and shall inform the parents or guardian of their right to request an immediate informal conference with the Executive Director and Head of School. Such notice and informal conference shall be in the dominant language or mode



of communication used by the parents or guardian if known by NYCACS Bronx to be other than English. Notification will also be documented in writing and, if the parent was not reached by phone, this documentation will be sent via email or sealed and sent home in the student's backpack. Written notice shall be provided by personal delivery or express mail delivery to the last known address(es) of the parents or guardians.

The student and/or the student's parent/legal guardian are entitled to respond to the charges against him or her.

The parent/guardian is notified of the imposition of Short-Term Suspension by NYCACS Bronx in writing.

The school will schedule a meeting with a parent or guardian in order to discuss the infractions and may reduce the penalty based upon mutual understanding resulting from the meeting.

The School shall follow due process procedures consistent with *Goss v. Lopez*, 419 U.S.565 (1975) relating to Short-Term suspensions.

PROCEDURES FOR LONG-TERM SUSPENSIONS AND EXPULSION

The Executive Director or Executive Director's designee may impose a Long-Term Suspension or Expulsion. If a student commits an offense that calls for Long-Term Suspension or expulsion, the following steps are taken:

If necessary, the student is immediately removed from class and/or school.

The student and/or parents/legal guardians are informed of the charges against him or her.

Upon determining that a student's action warrants a possible Long-Term Suspension, the Principal or his/her designee shall verbally inform the student and/or parents/legal guardians that he or she is being suspended and is being considered for a Long-Term Suspension (or expulsion) and state the reasons for such actions. If possible, notification of parents/legal guardians shall be provided by telephone. In addition, written notification will be sent via email and/or provided by personal delivery or express mail delivery to the student's last known address. Such notice shall provide a description of the incident or incidents that resulted in the suspension and shall indicate that a formal hearing will be held on the matter that may result in a long-term suspension (or expulsion). The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.

The school sets a hearing date. The student and his/her parent/guardian are notified in writing of the:



Charges and a description of the circumstances that gave rise to the hearing, Date, time and place of a hearing, and Notice of the right at the hearing to:

- o Be represented by legal counsel (at the student's/parent's own expense),
- Present evidence and question witnesses.

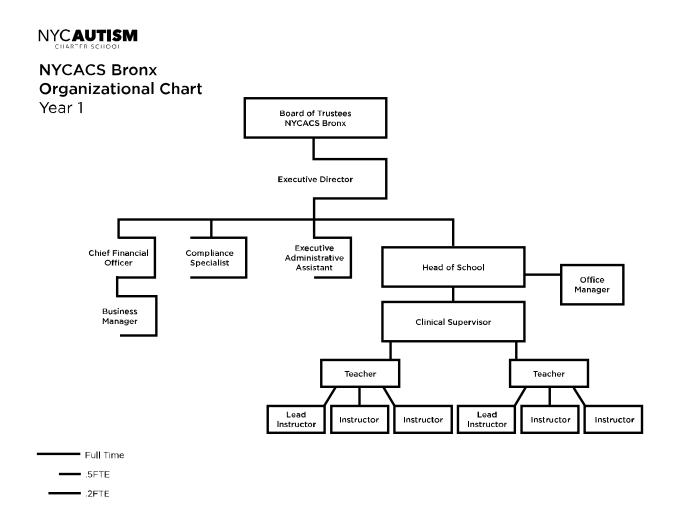
LONG TERM SUSPENSION AND EXPULSION HEARINGS AND APPEALS

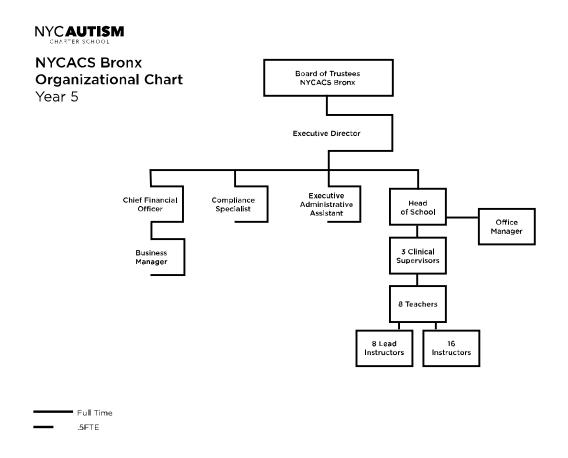
Where the School seeks to impose a disciplinary consequence of Long Term Suspension or Expulsion, it shall provide verbal and written notice to the student and his or her parent(s)/guardian as described above. The chair of the NYCACS Bronx Board of Trustees, or his or her designee, shall serve as the hearing officer for the hearing. The Executive Director or designee shall make the case for suspension or expulsion, introducing evidence and calling witnesses on its behalf. The student is entitled to counsel and shall have an opportunity to defend him or herself against the alleged violations of the School's disciplinary code. The student may introduce evidence and call witnesses on his or her behalf. Both parties may cross-examine witnesses called by the other party. The hearing shall not exceed two hours in length, unless the hearing officer elects to extend that limit. An audio transcript shall be made of the proceedings and a copy of that recording shall be made available to the student upon request.

The hearing officer shall provide to the student a decision in writing within three school days. Should the student and his/her parent(s)/guardian seek to appeal the ruling, he or she may do so by submitting to the NYCACS Bronx Board of Trustees a request for appeal. Upon receipt of such a request, a committee comprised of no less than three trustees who were not involved in the initial hearing will promptly hear the appeal. Each party will have twenty minutes in which to make a statement. The scope of the appeal will be limited to positions and the record established during the first disciplinary hearing. In rendering its decision, the committee may consult the transcript of the disciplinary hearing and any evidence submitted in connection with it. The committee will provide a written ruling within three school days. For matters alleging a violation of law or of the School's charter agreement, appeals of decisions made by the committee may be made first to the school's authorizer and then to the Board of Regents through the New York State Education Department.

R-10 SCHOOL MANAGEMENT AND LEADERSHIP

(A) ORGANIZATIONAL CHART





Note: NYCACS Bronx will not contract with a Management Organization. It will, however, partner with NYCACS (East Harlem), with which it will share resources and leverage expertise as outlined in R-10, R-11, R-12, and R-13 of this proposal.

(B) SCHOOL LEADERSHIP AND MANAGEMENT STRUCTURE

REPORTING, ACCOUNTABILITY, AND PARTNER ORGANIZATION

The NYCACS Bronx organizational charts above reflect all levels of staffing and management of the organization at year 1 and year 5 of the proposed Charter. The body with the legal responsibility to conduct or direct the affairs of NYCACS Bronx is the Board of Trustees. The Board will delegate the authority to oversee all aspects of the organization to the Executive Director. The Executive Director will report directly to the NYCACS Bronx Board of Trustees on all matters concerning the school. Given that the Executive Director will now be charged with oversight of both NYCACS (East Harlem) and NYCACS Bronx, a Head of School position will be added at each location. The Head of School will be responsible for day-to-day operations and academic programming. She will oversee the Clinical Supervisors, certified Special Education Teachers and the Instructors across all classrooms, as well as the school's Office Manager.



The Executive Director is, and will continue to be, supported by the Chief Financial Officer. The Chief Financial Officer, with oversight from the Executive Director and in liaison with the Board of Trustees Finance Committee, develops the annual budget, provides on-going fiscal monitoring, and conducts all business management activities. The CFO oversees non-academic program operations and regulatory reporting. Given that the CFO will now be charged with oversight in these areas across both NYCACS (East Harlem) and NYCACS Bronx, the Business Manager position has been adjusted and an Office Manager position has been introduced at each location. Additionally, increased Information Technology support will be layered in. It is anticipated that by the time NYCACS Bronx grows beyond 16 students (year 3), NYCACS and NYCACS Bronx can merge, streamlining CFO and Business Manager responsibilities. If a merge requires additional time, the NYCACS Bronx Board of Trustees will assess the potential need for increased administrative level support.

For CFO job description and qualifications, see R-11b

MANAGEMENT PRACTICES AND PROCEDURES, PRIORITIES AND DECISION-MAKING

Management practices at NYCACS Bronx will be guided by four documents: the approved Charter, the Board Bylaws, the Program Operations Manual, and the Personnel Manual. The goals of NYCACS Bronx, as articulated in this Charter document, will provide the strategic direction and the standards of operation for the school. The Program Operations Manual will contain all policies and procedures relating to staff performance and supervision, instructional programming, student assessment, and school wide operations. The Personnel Manual details staff policies, standards and resources. An annual Board/Staff Strategic Planning Meeting will further examine goals in light of new opportunities and challenges, keeping the school's mission at the forefront of all decision-making. The table of organization above clearly articulates lines of accountability. The school's Program Operations Manual will include job descriptions that further highlight and clarify the reporting structure. With an intensive student:teacher:instructor staffing ratio of 4:1:3, the school's organizational structure is distinctive in the extent to which resources are allocated directly to students. Clearly articulated responsibilities and lines of supervision are critical and allow for the smooth operation of individual classrooms and the organization as a whole. Staff will be well trained in giving and receiving feedback, with the intent of keeping lines of communication open and fostering a highly cohesive instructional team. Formal weekly meetings across all staff levels (e.g., teacher/classroom staff; Clinical Supervisor/teacher; Clinical Supervisors/Head of School; all staff; administrative/senior clinical staff) help ensure consistency and timely management of issues.

EVALUATION PROCEDURES FOR LEADERSHIP STAFF



The NYCACS Bronx Board of Trustees will conduct an annual professional performance evaluation (APPE) of the Executive Director. The Operations Committee of the Board of Trustees will work with the Executive Director to develop, for Board approval, an APPE plan. The plan will include the evaluation of at least the areas of educational leadership, business leadership, staff and personnel relations, community relations and the achievement of annual goals as specified in the NYCACS Bronx Charter.

The NYCACS Executive Director APPE plan will observe at least the following principles:

The performance standards used in the evaluation of the Executive Director are measurable. The performance standards are shared with the person being evaluated in advance of the evaluation process.

The purpose of evaluation is stated clearly, in writing, to the person being evaluated

The evaluation process is free of discrimination and bias for reasons of race, sex, age, religion,
disability or other reasons prohibited by local, state or federal laws

The person being evaluated is allowed to gather and provide additional information on his/her performance. Such information is provided in a timely manner and must be considered by the Committee and the Board

The Executive Director has an opportunity to respond in writing to the evaluation reports

The APPE is supplemented by collegial surveys completed by the leadership team and instructional personnel, as well as feedback drawn from parent satisfaction surveys.

The NYCACS Bronx Board of Trustees, in conjunction with the Executive Director, will follow a similar procedure in conducting an APPE of the Chief Financial Officer excepting that Executive Director will have primary supervisory responsibility and will report to the Chair of the Board Finance Committee who then makes a recommendation to the Board. The APPE is supplemented by collegial surveys completed by those positions interfacing more regularly with the CFO.

The Executive Director will conduct an APPE with the Head of School, which will also be supplemented by collegial surveys from the instructional staff.

RECRUITMENT PLAN FOR EXECUTIVE DIRECTOR

The Executive Director of NYCACS (East Harlem) will serve as Executive Director for both schools. See R-11b for qualifications and job description.

R-11 PERSONNEL

(A) STAFFING CHART AND RATIONALE

			Year 1	Year 2	Year 3	Year 4	Year 5
STAFFING PLAN	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22	
1	FTE	Enrollment	8	16	24	32	32

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

ADMINISTRATIVE PERSONNEL FTE			FTE		
Executive Management	0.5	0.5	0.5	0.5	0.5
Instructional Management	1.0	1.0	1.0	1.0	1.0
Deans, Directors & Coordinators	0.2	0.4	0.5	0.5	0.5
CFO / Director of Finance	0.5	0.5	0.5	0.5	0.5
Operation / Business Manager	0.5	0.5	0.5	0.5	0.5
Administrative Staff	1.5	1.5	1.5	1.5	1.5
TOTAL ADMINISTRATIVE STAFF	4.2	4.4	4.5	4.5	4.5

INSTRUCTIONAL PERSONNEL FTE Teachers - Regular Teachers - SPED 2.0 4.0 6.0 8.0 8.0 0.0 Substitute Teachers 0.0 0.0 0.0 0.0 Teaching Assistants 16.0 Specialty Teachers 2.0 4.0 8.0 8.0

0.0 0.0 0.0 0.0 0.0 Aides Therapists & Counselors 0.0 0.0 0.0 1.0 2.0 2.5 3.0 3.0 TOTAL INSTRUCTIONAL

NON-INSTRUCTIONAL PERSONNEL FTE 0.0 Librarian 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 Custodian Security Other 0.0 0.0 0.0 0.0 0.0 0.0 0.0 TOTAL NON-INSTRUCTIONAL 0.0 0.0 0.0 0.0 0.0 TOTAL PERSONNEL SERVICE FTE 22.4 13.2 31.0 39.5 39.5

STAFFING PLAN		Year 1	Year 2	Year 3	Year 4	Year 5
WAGES	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
	Enrollment	8.00	16.00	24.00	32.00	32.00

*NOTE: Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.

376,626 \$ 764,551 \$ 1,131,633 \$ 1,509,728 \$ 1,555,020

\$ 759,849 \$ 1,170,610 \$ 1,555,544 \$ 1,946,357 \$ 2,004,747

	WAGES										
ADMINISTRATIVE PERSONNEL WAG	Salary/Incr %		0.00%		3.00%		3.00%		3.00%		3.00%
Executive Management	\$ 175,575	\$	87,788	\$	90,421	\$	93,134	\$	95,928	\$	98,806
Instructional Management	\$ 113,304	\$	113,304	\$	116,703	\$	120,204	\$	123,810	\$	127,525
Deans, Directors & Coordinators	\$ 56,700	\$	11,340	\$	23,020	\$	29,381	\$	30,262	\$	31,170
CFO / Director of Finance	\$ 115,007	\$	57,504	\$	59,229	\$	61,005	\$	62,836	\$	64,721
Operation / Business Manager	\$ 69,375	\$	34,688	\$	35,728	\$	36,800	\$	37,904	\$	39,041
Administrative Staff	\$ 52,400	\$	78,600	\$	80,958	\$	83,387	\$	85,888	\$	88,465
TOTAL ADMINISTRATIVE STAFF		\$	383,223	\$	406,059	\$	423,911	\$	436,628	\$	449,727

Teachers - Regular	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teachers - SPED	\$ 55,000	\$ 110,000	\$ 223,300	\$ 339,999	\$ 460,199	\$ 474,005
Substitute Teachers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Assistants	\$ 32,083	\$ 128,332	\$ 260,514	\$ 396,661	\$ 536,893	\$ 553,000
Specialty Teachers	\$ 36,667	\$ 73,334	\$ 148,868	\$ 226,668	\$ 306,802	\$ 316,006
Aides		\$ -	\$ -	\$ -	\$ -	\$ -
Therapists & Counselors	\$ -	\$ -	\$ -	\$ =	\$ -	\$ -
Other	\$ 64,960	\$ 64,960	\$ 131,869	\$ 168,305	\$ 205,834	\$ 212,009

Nurse	\$ - \$	-	\$ -	\$ -	\$ -	\$ -
Librarian	\$ - \$	-	\$ -	\$ -	\$ -	\$ -
Custodian	\$ - \$	-	\$ -	\$ -	\$ -	\$ -
Security	\$ - \$	-	\$ =	\$ =	\$ -	\$ -
Other	\$ - \$	-	\$ -	\$ -	\$ -	\$ -
TOTAL NON-INSTRUCTIONAL	\$	-	\$ -	\$ -	\$ -	\$ -

*NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.

Description of Assumptions	
Executive Director (split 2 schools)	_
Head of School	_
Quality Assurance Manager	_
split 2 schools - COO title in	Τ
split 2 schools	_
Office Manager, Executive Admin. Assist	
(same split as Exec. Dir.)	
	_

Head Teachers	
Instructors	
Lead Instructors	
Clinical Supervisors	

1			

*NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.

Description of Assumptions
ime divided equally for 2 schools
ull time Head of School
taff compliance, student data
ime divided equally for 2 schools
ime divided equally for 2 schools
Office Manager, Executive Admin. Assis
same split as Exec. Dir.)

1 per classro	om
1 per classro	om
2 per classro	om
	srooms (depends on cohort in
classroom)	

NYCAUTISM CHARTER SCHOOL

TOTAL INSTRUCTIONAL

TOTAL PERSONNEL SERVICE WAGES

The staffing pattern and rationale for instructional staff at NYCACS Bronx will be modeled after the staffing pattern successfully implemented by NYCACS (East Harlem) in which experienced behavior analysts and/or special education Teachers are designated as Clinical Supervisors and provide overarching support and supervision to a cluster of two to three classrooms. Certified Special Education Teachers provide direct instruction to each class of four students. Special education teachers also direct the activities of the Instructors (certified Teacher Assistants) assigned to their classroom and serve as their immediate Supervisors. In each classroom, one Instructor may be designated Lead Instructor and provides an additional level of support to the classroom while fulfilling their regular classroom duties. The Teacher: student: Instructor staffing configurations of each classroom (4:1:3) will be consistent with the recommendation on students' IEPS and will be maintained at all times.

Non-instructional staff reporting to the leadership staff described in R-10 will include a full time Office Manager and a part time Business Manager, Special Education Compliance Specialist, and Executive Administrative Assistant.

(B) QUALIFICATIONS AND RESPONSIBILITIES

Job descriptions including criteria for selection are included below for the positions of:

Executive Director

Chief Financial Officer

Head of School

Clinical Supervisor

Teacher

Lead Instructor

Instructor

Business Manager

Office Manager

Special Education Compliance Specialist

Executive Administrative Assistant

POSITION

Executive Director

ESSENTIAL FUNCTIONS

The **Executive Director** is responsible for oversight of all NYCACS staff and facilities, and for the administration of all NYCACS programs and operations. He or She will provide training, support, and supervision to each NYCACS Head of School.



The **Executive Director** will also be responsible for overseeing the admissions and lottery processes at each school.

The **Executive Director** will collaborate with the Chief Financial Officer on the supervision of non-academic staff and administration of non-academic programs and operations.

The **Executive Director** will report directly to the Board of Trustees, and will maintain ongoing communication with the Board regarding both schools' management and operations across academic and non-academic arenas. The **Executive Director** (in conjunction with clinical administrative staff) will present to the NYCACS Board all matters regarding academic issues that require Board action (e.g., annual report information, program modifications, staffing concerns). The **Executive Director** (in conjunction with the Chief Financial Officer) will also present to the NYCACS Board all matters regarding non-academic issues that require Board action (e.g., contracts, salary/benefit policies and procedures, budget proposals) while reporting regularly on financial results versus approved school budgets. Additionally, he/she will perform other tasks assigned by the Board of Trustees.

The **Executive Director**, in collaboration with the Board of Trustees, will coordinate public relations, community outreach and government liaison initiatives.

The **Executive Director** will oversee personnel matters and, in this capacity, will hire, manage and evaluate senior administrative personnel, including both academic and non-academic staff. In addition, the **Executive Director** will oversee the scheduling and administration of professional development and information dissemination initiatives involving NYCACS clinical staff and administrators.

The **Executive Director** will oversee compliance with federal, state and local legal and regulatory requirements, including No Child Left Behind; the New York State Charter School law; local Certificate of Occupancy; Department of Health and Department of Public Safety regulations; and the regulations and requirements of the New York City Board of Education.

RESPONSIBLE TO

Board of Trustees

WORKERS SUPERVISED

CFO, Heads of School, Director of Transition and Community Outreach, Executive Administrative Assistant, and Special Education Compliance Specialist

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

At least a master's degree in an education-related field or educational administration

CHARTER SCHOOL

Response 11-3

R-11 Personnel

A minimum of five years working with schools, agencies or organizations that serve children with special needs

A minimum of three years in a supervisory capacity

Expertise in the area of ABA and the administrative and operational conditions necessary for ABA-based educational programs to be implemented effectively

Demonstrated knowledge of, or a willingness to learn about, the NY State Charter School Law, No Child Left Behind legislation and the charter school requirements of the NYC DOE

Demonstrated knowledge of, or a willingness to learn about, New York State learning standards and alternative performance indicators for special education

Demonstrated knowledge of relevant laws, regulations and requirements for special education and ability to plan, schedule, and prioritize multiple tasks

Superior written and oral communication skills

Demonstrated knowledge of learning and administrative technology, including technology to support the acquisition, maintenance, disaggregation, dissemination and use of student and school data

Demonstrated ability to conduct meetings efficiently and effectively

Demonstrated ability to train, develop, and supervise staff and outside consultants

Demonstrated ability to develop, analyze and support IEPs

Demonstrated ability to work cooperatively with Trustees, peers, teachers, parents and other stakeholders

Demonstrated ability to design and implement effective fundraising and grant development campaigns

SPECIFIC TASKS

1. Staff Development & Performance Management

- a. Develop and provide training to Heads of School
- b. Conduct weekly meetings with administrative
- c. Conduct weekly 1:1 and group meetings with Heads of School
- d. Conduct staff evaluations for supervised positions
- e. Respond to ad-hoc Head of School issues

2. Human Resources Management

- a. Review applications, interview, and hire senior level administrative staff
- b. Participate in reviewing applications, interviewing, and hiring clinical staff
- c. Provide oversight of required staff certifications

3. Board of Trustees Coordination

- a. Interface with Trustees
- b. Prepare for monthly board meetings

4. External Communications

- a. Respond to high level requests for information
- b. Interface with media



5. Parent Coordination

a. Interact at a high level with parents and Parent Associations

6. Authorizer Communication and Reporting

- a. Oversee annual report data and submission
- b. Assist Heads of School in preparation for site visits
- c. Oversee writing and submission of renewal documents
- d. Interact with NYC DOE around high level issues (e.g., per pupil reimbursement)
- e. Interact with authorizers as needed

7. Technology

- a. Oversee website development and social media efforts
- b. Oversee strategic technology plan

8. Fundraising

- a. Write/Edit content for fundraising and promotional pieces
- b. Develop fundraising capacity and oversee fundraising efforts

9. Facilities/Shared Space

- a. Oversee facilities management
- b. Interface with NYC DOE on space issues and needs

POSITION

Chief Financial Officer

ESSENTIAL FUNCTIONS

The **Chief Financial Officer** will report to the Executive Director on all non-academic program operations such as finance, records management, and human resources.

The **Chief Financial Officer** will report directly to the Executive Director (with a dotted line responsibility to the Board of Trustees) on matters related to NYCACS' financial management and, in this capacity, will:

Develop an annual budget in coordination with the Finance Committee and submit the budget for approval to the NYCACS Board

Maintain books of record including accounting records, journals, ledgers and supporting documents, including grant documents

Provide regular and on-going fiscal monitoring, review of internal controls, and forecasts and projections as needed in coordination with the Finance Committee of the NYCACS Board

Prepare for and oversee annual audits and provide input for annual tax returns

Oversee business management activities including payroll, accounts payable and receivable, and the development of all financial reports. On a monthly basis, books will be closed and reports and analysis will be provided to ED and Finance Committee including:

CHARTER SCHOOL

Response 11-5

- o Balance Sheet
- o Income Statement
- o Income Statement for each Grant
- o Budget to Actual for School Operations
- Budget to Actual for each Grant
- Schedule of Staffing Headcount by Title Budget to Actual could do this but have not in the past

Oversee purchase orders, ordering, and individual classroom budgets/spending

Review and approve all payables

Review and approve payroll

Maintain a current inventory of all assets owned or held by NYCACS

Be responsible for complying with all grant requirements including maintaining adequate records of grant monies and disbursements and providing regular monitoring of grant budget and reports to ED and Finance Committee

Provide analysis and financial reporting for restricted funds

The **Chief Financial Officer** will, in conjunction with the Executive Director, coordinate and administer fund raising and competitive grants with the goal of achieving each year's commitment stated in the annual budget.

The **Chief Financial Officer** will report to the Executive Director on compliance with federal, state and local legal and regulatory requirements; the New York State Charter School law; local Certificate of Occupancy; Department of Health and Department of Public Safety regulations; and the regulations and requirements of the New York City Department of Education. In this capacity, the **Chief Financial Officer** will:

Supervise the preparation and submission of the annual Consolidated Application and all related reports, school report cards, and all other plans and reports, as needed

Coordinate the collection of any data required for the preparation of reports to the New York City Department of Education, the New York State Education Department and other appropriate agencies

Collect and maintain data, as needed, to support internal audits and outside evaluations

The **Chief Financial Officer** will report to the Executive Director on certain NYCACS personnel issues and, in this capacity, will:

Oversee management of employee health benefits

Oversee management of flexible spending accounts and transit checks program

Oversee tracking of attendance and personal time off

Oversee maintenance of personnel files and management of employee health benefits

Create and maintain a personnel handbook and personnel policies

NYCAUTISM CHARTER SCHOOL Response 11-6 Oversee compliance with Human Resource protocols Research and provide recommendations for health benefits Implement Board of Trustee approved benefit changes

The **Chief Financial Officer**, with the oversight of the Executive Director and Board of Trustees, will be responsible for the maintenance of the charter school facility including acquisitions and modifications. As such, he/she will oversee facilities management and maintenance, and will interface with authorizers, overseers, and contractors as needed. The **Chief Financial Officer** will work closely with the Executive Director, Board of Trustees and NYCACS' attorneys and other professional advisors on an ongoing basis to negotiate and enter into contracts for facilities, security, facilities maintenance, insurance, etc.

The **Chief Financial Officer** will oversee classroom and administrative technology needs, and as such will (in conjunction with outsourced Information Technology consultants):

Create and maintain a strategic technology plan

Track and respond to technology needs, modifications, and upgrades

Coordinate maintenance and ordering of capital equipment

The **Chief Financial Officer** will be responsible for supervising the Business Manager and, as such, will conduct annual performance evaluations for him/her.

RESPONSIBLE TO

Executive Director (with dotted line to Board of Trustees)

WORKERS SUPERVISED

Business Manager, Fundraising Consultant, and IT Consultants

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

At least a B.A. with major of business administration or a related field (e.g. finance, accounting, economics, insurance)

At least two years experience working with non-profit organizations (e.g. schools, agencies) - preferably those that serve children with special needs

Demonstrated knowledge of, or a willingness to learn about, the NY State Charter School Law, No Child Left Behind legislation, requirements of the NYC Department of Education, and requirements of authorizers

Ability to plan, schedule, and prioritize multiple tasks

Superior written and oral communication skills

Demonstrated knowledge of accounting and business and administrative technology. Demonstrate interest and aptitude in learning and administrative technology, including

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technology to support the acquisition, maintenance, disaggregation, dissemination and use of student and school data

Demonstrated ability to conduct meetings efficiently and effectively

Demonstrated ability to train, develop, and supervise staff and outside consultants

Demonstrated ability to work cooperatively with Trustees, peers, teachers, parents and other stakeholders

Demonstrated knowledge of fundraising and grant writing procedures relating to non-profit fundraising. Demonstrated willingness to design and implement effective fundraising and grant development campaigns for a specialized education institution

POSITION

Head of School

ESSENTIAL FUNCTIONS

The **Head of School** is responsible for the supervision of all NYCACS staff and facilities within his/her school location, and for the administration of all programs and day-to-day operations therein. The Head of School will not be responsible for higher level administrative or finance functions, for regular communication with the Board of Trustees, or for fundraising efforts. Specific functions for the **Head of School** include:

Staff Development

The **Head of School** will oversee staff development and, in this capacity will:

Interview and select (in conjunction with the Executive Director) prospective Clinical Supervisors and office management staff

Interview and select (in conjunction with Clinical Supervisors) prospective Teachers and Instructors

Provide support and supervision to, and annual evaluation of, the Operations Manager

Organize and manage introductory didactic training for new staff

Oversee student interns

Develop (in conjunction with other Heads of School) ongoing staff training and development workshops

Conduct daily morning meetings

Provide direct supervision of Clinical Supervisors on an established schedule

Participate in developing and delivering staff evaluations

Oversee Human Rights Committee Meetings

Participate in Board Meetings

Oversee BCBA supervision meetings

Oversee school Research Committee and associated research projects

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R-11 Personnel

Student Programming

The **Head of School** will oversee daily programming for students and, in this capacity will:

Oversee the development of IEPs and attend IEP meetings when required

Oversee the development of Behavior Intervention Plans

Oversee home consultation

Ensure compliance with scheduled progress report timelines

Assist in assessing classroom needs and selecting appropriate instructional materials

Assist in conducting clinics when necessary

Respond to ad-hoc clinical/behavior issues

Respond to ad-hoc requests from Clinical Supervisors

Interface with other settings/organizations on inclusion/transition/enrichment

Interface with the Parents Association

Interact with parents around clinical issues and concerns

Oversee organization and implementation of the NYSAA

Oversee implementation of student assessments (e.g., VB-MAPP, AFLS)

Prepare for and conduct meetings with parents as needed

Interface with appropriate co-located or other school staff around inclusive programming and assist in overseeing such programming

Administrative Oversight

The **Head of School** will oversee day-to-day building operations and, in this capacity will:

Ensure adherence to charter goals and objectives

Ensure, along with the Operations Manager, that facility issues are adequately addressed

Attend required Building Council and Shared Space Committee meetings

Oversee facilitation of admissions and lottery processes

Maintain ongoing communication with the Executive Director regarding the school's management and operations in both academic and non-academic arenas

Gather annual report and accountability data

Prepare for site visits

Participate in renewal writing and submission

Interact with DOE around issues as needed

Schedule and oversee Open Houses

Regularly assess and report on technology needs

Interface with technology consultants (e.g., track issues reported by staff, prepare regular tick lists)

Attend monthly Building Council meetings

Attend 4 x per year Shared Space Committee meetings

Attend building emergency response team meetings

Address building issues that may arise



Present at conferences and for community groups

Oversee compliance with federal, state and local legal and regulatory requirements, including No Child Left Behind; the New York State Charter School law; local Certificate of Occupancy; Department of Health and Department of Public Safety regulations; and the regulations and requirements of the New York City Board of Education

RESPONSIBLE TO

Executive Director

WORKERS DIRECTLY SUPERVISED

Clinical Supervisors and Office Manager

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

At least a master's degree in an education-related field or educational administration

A minimum of five years working with schools, agencies or organizations that serve children with special needs

Extensive experience in a supervisory position

Expertise in the area of ABA and the administrative and operational conditions necessary for ABA-based educational programs to be implemented effectively

Demonstrated knowledge of, or a willingness to learn about, the NY State Charter School Law, No Child Left Behind legislation and the charter school requirements of the NYC DOE

Demonstrated knowledge of, or a willingness to learn about, New York State learning standards and alternative performance indicators for special education

Demonstrated knowledge of relevant laws, regulations and requirements for special education and ability to plan, schedule, and prioritize multiple tasks

Superior written and oral communication skills

Demonstrated knowledge of learning and administrative technology, including technology to support the acquisition, maintenance, disaggregation, dissemination and use of student and school data

Demonstrated ability to conduct meetings efficiently and effectively

Demonstrated ability to train, develop, and supervise staff and outside consultants

Demonstrated ability to develop, analyze and support IEPs

Demonstrated ability to work cooperatively with Supervisors, peers, teachers, parents and other stakeholders

POSITION

Clinical Supervisor



ESSENTIAL FUNCTIONS

The **Clinical Supervisor** will be responsible for providing support to the Head of School regarding ongoing administration, assessment, and evaluation of educational programming within the two or three classrooms under his/her supervision.

Staff Development

The **Clinical Supervisor** will assist in overseeing staff development in his/her assigned classrooms and, in this capacity will:

Participate in interviewing and selecting prospective teachers and instructors

Assist in developing and presenting staff professional development

Provide direct supervision and training of staff on an established schedule

Develop and deliver staff evaluations to relevant staff

Oversee weekly classroom meetings on an established schedule

Accept staff call-outs and requests for personal time, and schedule coverage

Participate in the provision of BCBA supervision meetings

Student Programming

The **Clinical Supervisor** will assist in overseeing daily programming for students in his/her assigned classrooms and, in this capacity will:

Respond to calls for assistance with student behavior problems

Conduct and provide recommendations at clinic meetings

Participate in the development of IEPs

Assist in ensuring compliance with scheduled progress report timelines

Oversee monthly program book audits

Oversee treatment integrity checks on behavior intervention procedures

Ensure that inter-observer agreement data are collected as scheduled

Ensure completion of annual student assessment measures (e.g., VB-MAPP, AFLS)

Organize and implement NYSAA portfolios for students as needed

Prepare for and assist in presenting behavior intervention procedures and graphs to the Human Rights Committee

Assist in assessing classroom needs and selecting appropriate instructional materials

Assist with preparing for and conducting meetings with parents as needed

Interface with others in the larger school and local community around inclusive programming and community based instruction when appropriate and assist in overseeing such programming

Administrative

Input IEP information into appropriate templates



Manage parent observation logs

Monitor and review home consultation notes according to a fixed schedule

Ensure clean and organized classroom environments

Ensure parent consents are current

RESPONSIBLE TO:

Head of School

WORKERS SUPERVISED

Instructional Staff (Head Teachers, Lead Instructors, and Instructors) within assigned classrooms

PHYSICAL REQUIREMENTS

Continuous walking, standing, sitting, twisting, bending, stooping and fine hand or finger movement. Ability to routinely perform light lifting of 10 - 20 lbs and pushing or pulling of 20 - 40 lbs, with occasional moderate lifting of 21 - 40 lbs and pushing or pulling of 41 - 60 lbs. Occasionally lifts more than 40 lbs or pushes or pulls more than 60. Individual must be able to consistently physically intervene with individuals who may display significant physical aggression. Able to regularly climb stairs.

In keeping with NYCACS's philosophy that each employee or prospective employee should be encouraged to reach his or her full potential, and in compliance with the American's with Disabilities Act (ADA), reasonable accommodations or modifications will be made for qualified applicants with disabilities to allow such individuals with disabilities to perform the essential functions of this position.

OCCUPATIONAL EXPOSURE: CATEGORY A

Category A tasks include all procedures or job related tasks that involve an inherent potential for skin or mucous membrane contact with blood or other potentially infectious materials, or the potential for spills or splashes of same. Appropriate personal protective equipment will be readily available to all personnel who engage in Category A tasks.

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

NY State teaching certificate in special education or highly qualified according to NY State guidelines

Masters degree in a relevant field such as education, psychology, or social work

Board certification in behavior analysis (BCBA) or commitment to complete all Board certification requirements within two years of assuming the Clinical Supervisor position

A minimum of three years experience working in a school setting for children with autism, the most recent year being in a supervisory capacity

Demonstrated extensive knowledge of applied behavior analysis

CHARTER SCHOOL

Response 11-12

Demonstrated ability to work effectively with students

Demonstrated ability to plan, schedule, and prioritize multiple tasks simultaneously

Superior written and oral communication skills

Ability to conduct meetings efficiently and effectively

Demonstrated ability to train and supervise teachers, instructors and, if necessary, contracted service providers

Demonstrated ability to design and develop standards-aligned curricula and IEPs

Demonstrated knowledge of New York State learning standards and alternate performance indicators for special education

Demonstrated knowledge of relevant special education laws and regulations

Demonstrated knowledge about and ability to use relevant technologies

Demonstrated knowledge about data-driven instruction and demonstrated ability to modify instructional programs and methodologies based on analysis of student data

Demonstrated ability to work cooperatively with administrators, teachers, instructors, parents and other stakeholders

POSITION

Certified Special Education Teacher (Teacher)

The **Teacher** is responsible for the planning, implementation, and continuing evaluation of individualized skill acquisition programs and behavior reduction programs for all NYCACS students within his/her classroom. The Certified Special Education Teacher will also assist in the development and implementation of home consultation programs.

ESSENTIAL FUNCTIONS

Students

Assist with development, implementation, and review of skill acquisition programs and behavior intervention plans for all assigned students

Assist in the evaluation and modification of all educational and treatment programs

Ensure that a variety of behavior analytic teaching methods are utilized with all students (e.g., incidental teaching, fluency training, discrete-trial teaching)

Ensure that parent approval is obtained for all behavior intervention procedures

Ensure that student motivational and reinforcement systems are managed correctly by all staff

Ensure that all students are provided with opportunities for communication and social interactions with staff and peers

Attend all student clinic meetings and other relevant meetings with parents or outside professionals

Ensure that clinic recommendations are implemented in a timely manner

NYCAUTISM CHARTER SCHOOL Response 11-13

R-11 Personnel

Conduct preference assessments for students in an ongoing manner

Assist with conducting Alternate Assessments when appropriate

Attend all Individualized Educational Plan (IEP) meetings for assigned students

Participate in the intake of prospective students as requested

Conduct home visits for assigned students

Staff Supervision and Paperwork:

Collect, summarize, and evaluate data on skill acquisition programs and behavior intervention plans, including written reports and visual graphic displays of data

Assist with development, implementation, and review of Individualized Educational Plans (IEPs) for all assigned students

Ensure that book reviews are completed as scheduled

Compose progress reports

Assist in the interviewing of prospective instructors as requested

Assist in the pre-service and in-service training of volunteers, research interns, and new instructors

Supervise and provide training for assigned instructors

Conduct weekly classroom meetings

Ensure that IOA data are collected on a regular basis across students

Contribute information pertinent to instructor evaluations

Provide relevant credentials (e.g., resume, finger print records) as requested by supervisors

Complete and provide records of all required tests (e.g., abuse prevention)

Provide receipts to document program purchases

Submit timesheets in a timely fashion

Environment

Manage and organize educational and teaching materials and environment

Identify and recommend appropriate and necessary teaching materials, supplies, and equipment

Contribute to the proper maintenance of NYCACS classrooms, facilities, and grounds

Home

Conduct home consultation

Plan, implement, and evaluate home based programs

Professionalism & Ethical Standards

Demonstrate professional behavior (e.g., timeliness, professional attire)

Welcome visitors to the program

Obtain informed consent for all relevant instruction and treatment goals

Maintain confidentiality about student instruction and treatment goals and progress



Maintain professional relationships with colleagues, students, parents/caregivers, and relevant community members

General

Respond to and report emergencies in accordance with NYCACS policies and procedures Write skill acquisition programs as needed

Attend and participate in all staff meetings as well as relevant pre-service, in-service, and training meetings

Perform additional duties as assigned

RESPONSIBLE TO

Clinical Supervisor

WORKERS SUPERVISED

Lead Instructors and Instructors within assigned classrooms

PHYSICAL REQUIREMENTS

Continuous walking, standing, sitting, twisting, bending, stooping and fine hand or finger movement. Ability to routinely perform light lifting of 10 - 20 lbs. and pushing or pulling of 20 - 40 lbs., with occasional moderate lifting of 21 - 40 lbs. and pushing or pulling of 41 - 60 lbs. Occasionally lifts more than 40 lbs. or pushes or pulls more than 60. Individual must be able to consistently physically intervene with individuals who may display significant physical aggression. Able to regularly climb stairs.

In keeping with NYCACS's philosophy that each employee or prospective employee should be encouraged to reach his or her full potential, and in compliance with the American's with Disabilities Act (ADA), reasonable accommodations or modifications will be made for qualified applicants with disabilities to allow such individuals with disabilities to perform the essential functions of this position.

OCCUPATIONAL EXPOSURE: CATEGORY A

Category A tasks include all procedures or job related tasks that involve an inherent potential for skin or mucous membrane contact with blood or other potentially infectious materials, or the potential for spills or splashes of same. Appropriate personal protective equipment will be readily available to all personnel who engage in Category A tasks.

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

Certification in Special Education
Prior work within settings for individuals with autism preferred
Prior knowledge of applied behavior analysis preferred



Successful completion of all NYCACS pre-service training activities

*** The above statements reflect the general duties considered necessary to describe the principle functions of the job as identified and shall not be considered as a detailed description of all the work requirements which may be inherent in the position. All other duties are assigned by Supervisors and/or School Directors.

POSITION

Lead Instructor

Each classroom of four students will be supported by one **Lead Instructor** who will be supervised and report directly to each classroom's Certified Special Education Teacher. The **Lead Instructors** are responsible for all of the duties specified for the Instructors along with additional duties to support the Certified Special Education Teacher.

ESSENTIAL FUNCTIONS

Students

Assist in monitoring the arrival and dismissal of students

Collect, summarize, and evaluate data on student programs, including written reports and visual graphic displays of student data as directed by supervising teacher

Conduct preference assessments for students in an ongoing manner as directed by supervising Teacher

Assist in developing, implementing, and reviewing skill acquisition and behavior reduction programs for all assigned students as directed by Head Teacher or Clinical Supervisor

Identify and recommend appropriate and necessary teaching materials, supplies, and equipment

Manage student motivation and reinforcement systems

Participate in student clinic meetings

Provide student opportunities for additional language and social interactions with staff and peers

Use a variety of behavior analytic teaching methods (e.g., incidental teaching, fluency training, discrete-trial teaching) as directed by supervising teacher

Use relevant computer software

Review educational and treatment plans and IEPs for all classroom students

Conduct home visits for assigned students

Work closely with certified special education teacher to evaluate classroom needs

Participate in training assigned Instructors/Interns

Participate in the intake of prospective students

Assist in alternate classrooms during staff absences or as needed

NYCAUTISM CHARTER SCHOOL Response 11-16 Perform other duties as directed by supervisors

Paperwork

Provide relevant credentials (e.g., resume, finger print records) as requested by supervisors

Complete and provide records of all required tests (e.g., abuse prevention)

Compose progress reports

Provide receipts to document program-related purchases

Submit timesheets in a timely fashion

Environment

Manage and organize educational and instructional materials and teaching environment Contribute to the proper maintenance of NYCACS classrooms, facilities, and grounds

Professionalism & Ethical Standards

Demonstrate professional behavior (e.g., timeliness, professional attire)

Welcome visitors to the program

Obtain informed consent for all relevant instruction and treatment goals

Maintain confidentiality about student instruction and treatment goals and progress

Maintain professional relationships with colleagues, students, parents/caregivers, and relevant community members

General

Respond to and report emergencies in accordance with NYCACS policies and procedures

Attend and participate in scheduled staff meetings and all pre-service and in-service training activities

Perform additional duties as assigned

RESPONSIBLE TO

Certified Special Education Teacher

WORKERS SUPERVISED

Not Applicable

PHYSICAL REQUIREMENTS

Continuous walking, standing, sitting, twisting, bending, stooping and fine hand or finger movement. Ability to routinely perform light lifting of 10 - 20 lbs and pushing or pulling of 20 - 40 lbs, with occasional moderate lifting of 21 - 40 lbs and pushing or pulling of 41 - 60 lbs. Occasionally lifts more than 40 lbs or pushes or pulls more than 60. Individual must be able to consistently physically intervene with individuals who may display significant physical aggression. Able to regularly climb stairs.



In keeping with NYCACS' philosophy that each employee or prospective employee should be encouraged to reach his or her full potential, and in compliance with the American's with Disabilities Act (ADA), reasonable accommodations or modifications will be made for qualified applicants with disabilities to allow such individuals with disabilities to perform the essential functions of this position.

OCCUPATIONAL EXPOSURE: CATEGORY A

Category A tasks include all procedures or job related tasks that involve an inherent potential for skin or mucous membrane contact with blood or other potentially infectious materials, or the potential for spills or splashes of same. Appropriate personal protective equipment will be readily available to all personnel who engage in Category A tasks.

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

Bachelor's Degree in education, psychology, or related field Teacher Assistant certification At least one year of employment as an instructor at NYCACS

*** The above statements reflect the general duties considered necessary to describe the principle functions of the job as identified and shall not be considered as a detailed description of all the work requirements which may be inherent in the position. All other duties are assigned by Supervisors and/or School Directors.

POSITION

Instructor

The Instructor is responsible for assisting with daily classroom activities and implementation of student education and intervention programs.

ESSENTIAL FUNCTIONS

Students

Assist in monitoring the arrival and dismissal of students

Collect, summarize, and evaluate data on student programs, including written reports and visual graphic displays of student data as directed by supervising teacher

Conduct preference assessments for students in an ongoing manner as directed by supervising teacher

Assist in developing, implementing, and reviewing skill acquisition and behavior reduction programs for all assigned students as directed by Head Teacher or Clinical Supervisor

Identify and recommend appropriate and necessary teaching materials, supplies, and equipment

Manage student motivation and reinforcement systems

Participate in student clinic meetings

Provide student opportunities for additional language and social interactions with staff and peers

Use a variety of behavior analytic teaching methods (e.g., incidental teaching, fluency training, discrete-trial teaching) as directed by supervising teacher

Use relevant computer software

Review educational and treatment plans and IEPs for all classroom students

Paperwork

Provide relevant credentials (e.g., resume, finger print records) as requested by supervisors

Complete and provide records of all required tests (e.g., abuse prevention)

Compose progress reports

Provide receipts to document program purchases

Submit timesheets in a timely fashion

Environment

Manage and organize educational and instructional materials and teaching environment Contribute to the proper maintenance of NYCACS classrooms, facilities, and grounds

Professionalism & Ethical Standards

Demonstrate professional behavior (e.g., timeliness, professional attire)

Welcome visitors to the program

Obtain informed consent for all relevant instruction and treatment goals

Maintain confidentiality about student instruction and treatment goals and progress

Maintain professional relationships with colleagues, students, parents/caregivers, and relevant community members

General

Respond to and report emergencies in accordance with NYCACS policies and procedures

Attend and participate in scheduled staff meetings and all pre-service and in-service tra

Attend and participate in scheduled staff meetings and all pre-service and in-service training activities

Perform additional duties as assigned

RESPONSIBLE TO

Certified Special Education Teacher

WORKERS SUPERVISED

Not Applicable



PHYSICAL REQUIREMENTS

Continuous walking, standing, sitting, twisting, bending, stooping and fine hand or finger movement.

Ability to routinely perform light lifting of 10 - 20 lbs and pushing or pulling of 20 - 40 lbs, with occasional moderate lifting of 21 - 40 lbs and pushing or pulling of 41 - 60 lbs. Occasionally lifts more

than 40 lbs or pushes or pulls more than 60. Individual must be able to consistently physically intervene

with individuals who may display significant physical aggression. Able to regularly climb stairs.

In keeping with NYCACS's philosophy that each employee or prospective employee should be

encouraged to reach his or her full potential, and in compliance with the American's with Disabilities Act

(ADA), reasonable accommodations or modifications will be made for qualified applicants with disabilities to allow such individuals with disabilities to perform the essential functions of this position.

OCCUPATIONAL EXPOSURE: CATEGORY A

Category A tasks include all procedures or job related tasks that involve an inherent potential for skin or

mucous membrane contact with blood or other potentially infectious materials, or the potential for

spills or splashes of same. Appropriate personal protective equipment will be readily available to all

personnel who engage in Category A tasks.

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

Bachelor's degree or functional equivalent at the sole discretion of the Board of Trustees

Teacher Assistant certification or willingness to complete the requirements for Teaching

Assistant certification promptly upon being hired

Experience or interest in teaching in schools or programs that serve students with special

needs

Successful completion of all NYCACS pre-service training activities

*** The above statements reflect the general duties considered necessary to describe the principle

functions of the job as identified and shall not be considered as a detailed description of all the work

requirements which may be inherent in the position. All other duties are assigned by Supervisors and/or

School Directors.

POSITION

Business Manager

ESSENTIAL FUNCTIONS

The **Business Manager** will provide administrative and clerical support to the Chief Financial Officer (CFO). The Business Manager will complete required tasks in the following areas:

Finance

Maintain all books of accounts using QuickBooks for Non-Profits

Prepare invoices for approval by CFO

Process all accounts payable

Prepare checks for signature by the Executive Director or the CFO

Enter deposits in QuickBooks as received from the CFO

Record any automatic deposits (i.e. tuition) in QuickBooks

Conduct financial record filing

Prepare monthly bank reconciliations

Prepare monthly financial reports

Maintain grant binders and class all grant revenue and expense in QuickBooks

Track funds in bank (online) and determine when funds need to be transferred between accounts; receive approval from the Executive Director or the CFO and complete the transfer online

Reconcile the fixed asset and related depreciation schedules to the

general ledger and tag all assets

Manage credit card and debit card accounts and receipts

Maintain Purchase Order system including receiving approvals for purchase orders, making sure orders are placed, received and paid, request refund for any sales taxes and follow up until refunds are received

Submit DOE invoices (6 times annually)

Support annual reconciliation with DOE for per pupil funding

Human Resources

Track and record staff time off

Prepare semi-monthly payroll spreadsheet for approval by the Executive Director or CFO; enter payroll online, distribute paychecks and enter all payroll data in QuickBooks

Maintain all PrimeFlex Flex Spending, Transit Check and dependent childcare forms; enter deductions in payroll system; enter PrimeFlex reimbursements in QuickBooks

Accept, review for accuracy, completeness and guidelines all expense forms, submit forms to the appropriate administrator, and pay expenses as expenses thru payroll system

Act as human resource contact for staff in regards to health insurance, STD Insurance, tuition reimbursement, COBRA and other benefits questions

Run benefits sessions for all new employees and follow up on finger print clearance and health insurance form submissions

Obtain necessary documentation and create new employee files

Provide onboarding and offboarding support to staff

o Provide benefit explanations and enrollment support



- o Obtain login/email account for new staff
- Provide COBRA support for departing staff
- o Ensure login/email accounts are closed for departing staff

Update the Employee Manual as needed to ensure accuracy

Support workmen's compensation claims and annual audit

RESPONSIBLE TO

Chief Financial Officer

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

Minimum of three years accounting or bookkeeping experience in a non-profit organization Associate's degree in accounting, its equivalent or better

Demonstrated proficiency in QuickBooks and Microsoft Office, particularly Excel and Word; proficiency in Access and PowerPoint are desired

Demonstrated ability to be extremely accurate, efficient and detail- oriented

Demonstrated ability to work independently and to work effectively with Trustees, administrators, teachers, students, parents and other stakeholders

Demonstrated interpersonal and communication skills

POSITION

Office Manager

ESSENTIAL FUNCTIONS

The **Office Manager** will report directly to the Head of School (with dotted line reporting to the Chief Financial Officer (CFO) for certain tasks), and will be responsible for overseeing day-to-day school operations that include the following:

Students and Families

Assist with the preparation and management of the school's lottery

Oversee coordination of school and Parent Association events

Maintain student attendance and vaccination records and schedule annual vision screenings Provide student attendance to Business Manager for NYC Department of Education (DOE)

invoicing

Interface with school nurse around student health needs and staff training (e.g., Epi Pen administration)

Maintain neat and organized student files

Serve as liaison between the Office of Pupil Transportation, individual bus companies, and the school



Manage transportation, travel arrangements, and field trips for students and staff, including related calendaring, notifications, and follow-up

Serve as primary contact for parents on ad-hoc concerns

Maintain and update family contact information, medical information, and consent form updates annually

School Compliance

Enter information into NYC DOE tracking systems (ATS, CAP, BEDS) and monitor throughout the year

Complete weekly NYC DOE lunch sheets

Maintain access to NYC DOE data systems

Facilities

Schedule and interface with cleaning service and extermination vendors

Interface with school custodial staff for routine issues – e.g. bathrooms supplies, light bulbs etc.

Complete and submit facilities extended use permit requests in conjunction with the school calendar

Interface with vendor for maintenance and repair needs for air conditioners

Monitor supply inventories and place orders with vendors as required

Process vendor orders for approved purchase orders and follow-up on delivery issues as required

Order water and interface with vendor regarding equipment issues

Interface with copy machine vendor for repairs and order supplies (toner) as needed

Co-ordinate shared space usage with clinical staff

Administrative

Answer phone calls and direct appropriately

Manage requests for school visits and tours

Ensure that visitor lists are sent to security weekly

Welcome parents, children, and guests to the school and maintain records of such visits

Maintain and update calendaring of staff time off requests

Other duties, as assigned

RESPONSIBLE TO

Head of School

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

Two years prior experience in an operations or administrative assistant position, preferably within a Charter school or other non-profit



Excellent organizational, problem-solving, and planning skills

Excellent office management skills

Excellent interpersonal and communication skills

Strong working knowledge of Word, Excel, Powerpoint, and Outlook software

Demonstrated ability to work with and relate well to children with special needs and their families

Demonstrated ability to work effectively with administrators, teachers, students, parents and other stakeholders

Working knowledge of Department of Education ATS, CAP, and BEDS systems preferred Bilingual Spanish required

POSITION

Special Education Compliance Specialist (Compliance Specialist)

ESSENTIAL FUNCTIONS

The **Compliance Specialist** as a contract employee, reports directly to the Executive Director, and will be responsible for supporting the Executive Director in the following:

Compliance and Quality Assurance

Interprets Federal, State, NYC DOE, and authorizer requirements

Assists in developing programs, policies, curricula, and systems that comply with all relevant laws, regulations, and requirements

Collects, monitors, and submits compliance data to NYC DOE, NYSED, and authorizers

Conducts, collects, and, in some cases, summarizes required surveys

Serves as liaison with the Committee on Special Education as well as authorizers

Prepares site visit documentation

Reports

Writes mid-year and end-of-year report for submission to authorizers

Reviews and contributes to compliance documents (e.g., parent manual)

Supports grant proposal development and reporting

Writes, in conjunction with the Executive Director and CFO, Charter renewal applications

Programming and Operations

Participates in the development and review of NYSAA materials

Facilitates use of SESIS

Monitors staff adherence with certification requirements



Interfaces with Board of Trustees (e.g. obtains NYC DOE approval for new Trustees, collecting annual financial disclosure forms, providing updates at Board meetings upon request)

RESPONSIBLE TO

Executive Director

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

Bachelor's degree (Master's degree preferred) in special education or education

A minimum of five years working in special education administration

Knowledge of applied behavior analysis

Demonstrated ability to work effectively with Trustees, administrators, teachers, students, parents, and other stakeholders

Experience designing and implementing training and professional development programs related to special education compliance issues

Demonstrated knowledge of legal and regulatory requirements related to special education

Demonstrated knowledge of New York State learning standards and alternative performance indicators for special education

Demonstrated knowledge of and ability to use relevant technologies

POSITION

Executive Administrative Assistant

ESSENTIAL FUNCTIONS

The **Executive Administrative Assistant** will report directly to the Executive Director, providing her with high level of administrative and clerical support. The Executive Administrative Assistant will provide such support in the following areas:

Students And Families

Prepare and manage the lottery intake process in terms of scheduling the lottery, posting ads and application materials, receiving, logging, and filing applications, ensuring that applications are sent to the CSE as scheduled, and conducting relevant components of the lottery itself Assist in coordinating school events as needed

School Compliance

Post ads at the start of the year related to Board and Parent Association meetings, as well as Open Houses

Collect data required for the preparation of reports to the chartering entity and other appropriate bodies in advance of mid-year and end-of-year reports

CHARTER SCHOOL

Response 11-25

Assist with formatting, assembly, and distribution of annual report and renewal documents Maintain and update Board and staff contact information

Administrative

Review and manage all telephone, e-mail and mail communications as specified by the Executive Director

Schedule and prepare for meetings and events throughout the year, ensuring that all relevant staff, parents, and Trustees are provided with calendar invitations and reminders prior to each event

Set up for Board and Committee meetings

Record minutes at Board and Committee meetings

Develop annual school-wide calendars as well as specific calendars for access by key personnel Arrange conference registration, travel, and accommodations for clinical staff

Other duties, as assigned

RESPONSIBLE TO

Executive Director

MINIMUM REQUISITE EDUCATION, KNOWLEDGE, AND SKILLS

Two years prior experience in an administrative assistant position, preferably within a Charter school or other non-profit

Demonstrated organizational skills

Demonstrated office management skills

Demonstrated interpersonal and communication skills

Strong working knowledge of Word, Excel, Powerpoint, and Outlook software

Demonstrated ability to work with and relate well to children with special needs and their families

Demonstrated ability to work effectively with Trustees, administrators, teachers, students, parents and other stakeholders

(C) STAFF RECRUITMENT AND RETENTION

The school's employee policies are clearly articulated in the school's Board-approved Personnel Manual (see R-11d Personnel Policies) and are consistent with requirements of applicable laws and regulations. The school complies with all applicable employment laws and regulations, and does not discriminate on the basis of race, color, religion, gender, gender expression, age, national origin, marital status, sexual orientation or military status in any of its activities or operations. Staff recruitment, most commonly for the entry-level position of instructor, will include postings on selected websites (e.g., NYCACS (East Harlem), the NYC Charter School Center); advertisements in newspapers, and educational journals; relationships with colleges and graduate schools of education; and phone and email networks. NYCACS

NYCAUTISM CHARTER SCHOOL

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Bronx will also reach out to NYCACS (East Harlem) as a talent pool of instructors, lead instructors, teachers, and clinical supervisors already trained in teaching methodologies for students with autism and seeking promotion opportunities. College level interns trained by NYCACS (East Harlem) represent another strong pool of candidates to fill entry-level positions.

NYCACS Bronx's primary approach to staff retention will be a systemic one that builds on the school's close supervisory relationships, individually tailored professional development, and collegial environment. Additionally, retention is strengthened via a strong internal career ladder and a generous advanced study reimbursement policy that will further support staff seeking to obtain teacher or board certified behavior analyst (BCBA) credentials.

(D) PERSONNEL POLICIES

NYCACS Bronx's hiring policies and procedures apply equally to Teachers, Administrators and other school employees. The school recognizes that people are the school's most valuable resource. The School's personnel policies are clearly articulated in its Personnel Manual.

Please see Attachment R-11d - Personnel Policies

R-11D PERSONNEL POLICIES



Dear Employee:

It is with great pleasure that I welcome you to the NYC Autism Charter School team! Together, we will work to maintain a high level of educational excellence for all of our students and families. Within the context of an ABA model, we will continue to utilize strategies and pioneer innovative approaches that can help better educate students with Autism in our school and beyond.

In fulfilling our commitment to enhance the educational experience for students with Autism, we realize that well-trained, highly motivated and satisfied employees do superior work. We value your input, welcome your feedback, and firmly believe that you are the key component to our educational model.

Please feel free to discuss your ideas or concerns directly with me at any time.

Sincerely,

Julie Fisher

Executive Director

PERSONNEL POLICIES MANUAL

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INTRODUCTION

MISSION

The mission of the New York Center for Autism ("NYC AUTISM") Charter School (the "School") is to provide individualized, scientifically based educational services to children with Autism Spectrum Disorder. The NYC Autism Charter School educational program promotes the achievement of high educational standards and encourages each student to reach his or her intellectual, social, physical and emotional potential. The NYC Autism Charter School extends educational programming beyond the school's walls through training and support for students' families. The NYC Autism Charter School also offers ongoing professional development opportunities to NYC Autism Charter School staff as well as educators in New York City and the surrounding area.

PROGRAM DESCRIPTION

The NYC Autism Charter School provides children, adolescents, and young adults diagnosed with Autism Spectrum Disorder with year-round educational services based on the principles of Applied Behavior Analysis ("ABA"). Certified teachers and supervised assistants provide direct instruction on-site and in the community, concentrating on the acquisition and development of functional skills that include social, language and communication, self care, leisure, academic, prevocational vocational and adaptive life skills. A professional staff (including board certified behavior analysts), designs, monitors, and evaluates individualized instructional programs, including home-based programming aimed at helping families and caregivers extend educational interventions to home and community settings.

Serving as a model to public and private educational programs in and beyond New York City, NYC Autism Charter School offers training to educators and practitioners on the principles and strategies of applied behavior analysis in an effort to increase the number of qualified teachers for children with Autism. NYC Autism Charter School is committed to cultivating the finest practitioners and to ensuring the highest quality treatment for students both within and beyond its own classrooms.

DISCLAIMER

This Personnel Policies Manual (the "Handbook" or "Manual") replaces all prior NYC Autism Charter School employee manuals, and supersedes all prior oral descriptions, written policies and other written materials or memoranda that may have been distributed in the nature of a summary or employee manual. NYC Autism Charter School reserves the right to modify, revoke, suspend or change, any or all such plans, policies or procedures, in whole or in part, at any time, with or without advance notice. The resolution of any questions, interpretations or applications

of the policies will be the sole prerogative of NYC Autism Charter School, and its Board of Trustees ("Board"). This Handbook is not an employment contract and does not create legally enforceable obligations for the School or the Board.

EMPLOYMENT AT WILL

The information, policies and benefits described in this Handbook are provided for general information purposes only and do not create a contract of employment nor contractual rights between any staff member and the School. The Handbook is subject to change with or without notice, at the sole discretion of the NYC Autism Charter School. The handbook as currently stated or as modified, does not provide staff members with any legal counsel or recommendations.

Employment with the NYC Autism Charter School is on an at-will basis. This employment relationship means that either the staff member or the NYC Autism Charter School may end the employment relationship at any time, for any reason or no reason, with or without notice. Employment is for no specific period of time, unless set forth in writing and signed by the Board, any statement inconsistent with this policy is unauthorized. Nothing in this Handbook, or in any other document or oral statement, can change a staff member's employment-at-will status, except a specific written contract signed by the staff member and the Executive Director of the NYC Autism Charter School, and approved by the Board.

EMPLOYMENT ADMINISTRATION

I. Equal Opportunity Employer

The NYC Autism Charter School is an Equal Opportunity Employer. Our policy is to treat applicants and staff members without regard to race, creed, sex, age, color, national origin, religion, disability, sexual orientation, gender identity and expression, marital status, military service status or other legally protected status. All personnel decisions affecting terms and conditions of employment are based on merit and the needs of the NYC Autism Charter School without regard to any legally protected status. Personnel decisions include, but are not limited to, recruiting, hiring, training, assignments, advancement, demotion, compensation, benefits, discipline and termination. Each staff member is responsible for helping the NYC Autism Charter School maintain a climate that provides equal opportunity for all.

II. Hiring

All employees must be fingerprinted and receive clearance through the Fingerprinting Unit of the New York City Department of Education. Fingerprints are then submitted to the New York State Department of Education for criminal history and background check. Any employee who does not receive clearance by the first day of employment must have an emergency conditional employment form signed by the Executive Director and Board President. Under a conditional appointment, measures will be taken to ensure that the employee is supervised on a regular basis to ensure the safety of students. Employees must also verify employment eligibility in the United States (Form I-9).

Employees must submit copies of teaching certification (when applicable) and copies of all relevant diplomas or transcripts. Employment qualifications or related information as stated by an employee or prospective employee on an employment application may be verified, and falsification of such information may jeopardize an employee's standing with the NYC Autism Charter School or a prospective employee's likelihood of being hired.

Certified Special Education Teachers must submit copies of their teaching certificates prior to their first day of employment. Any teacher without a certificate must submit copies of the completed certificate application, proof of completing the required tests, verification from an accredited program stating that certification requirements have been fulfilled, and proof of completing the Child Abuse and Violence Prevention workshops.

Classroom Instructors must submit copies of their teacher assistant certificates prior to their first day of employment. Any instructor without a certificate must submit copies of the completed certificate application, proof of completing or registering for the required test, copy of college diploma or transcript, and proof of completing the Child Abuse and Violence

Prevention workshops.

It shall be the obligation of each employee to obtain and maintain certifications, licenses, and other credentials necessary for the position for which he or she was hired. It shall be in the sole discretion of the School to determine from time to time whether any staff member's certificates, licenses, credentials and qualifications are sufficient or appropriate for any position at the NYC Autism Charter School. All staff members are required to notify the Executive Director if they have any reason to believe that their certification or license(s) may be insufficient in any manner.

At the discretion of the Head of School, an employee may begin working without the appropriate certification. Such employee will be placed on a one-month probationary period at the end of which all certificate application requirements must be submitted. Any previously certified employee who loses his or her certification while employed by NYC Autism Charter School will also be placed on a one-month probationary period at the end of which all certificate application requirements must be submitted. An employee who goes more than one month without appropriate certification and who is working in a position that requires certification is subject to suspension or immediate termination at the discretion of the Head of School.

III. Regular Full-Time, Part-Time and Temporary Employment

At the NYC Autism Charter School there may be full-time, part-time and temporary employment positions. The distinctions between the positions are found in the time required to fulfill the obligations of the positions. All full-time employees are required to be present during all hours of the five-day workweek during the school year and at all other determined non-school days. Full time employees are placed on the school's payroll and may be eligible for benefits as described in this Manual. Full time employees are eligible to accrue leave as further described in this Manual.

The School also may hire part-time employees. Part-time employees are those who are employed for less than 40 hours per workweek. Part-time employees are not eligible for benefits or leave accruals as stated in this Manual, unless provided by law or specially agreed to in writing by the Executive Director. For part-time employees working twenty or more hours per week, paid vacation time will be pro-rated based on the average number of hours worked per week. Those part-time employees who work only on an "as-needed" basis are not eligible for any paid vacation.

The Executive Director or his or her designee may grant time off work without pay for part-time employees. Temporary employees are those hired to complete a defined task, specific assignment, or for a limited period of time. Such employees shall not be eligible for any benefits except those required by law.



The NYC Autism Charter School will abide by the Fair Labor Standards Act ("FLSA") in determining whether an employee is exempt or non-exempt. Employees classified as non-exempt are eligible to receive overtime pay as set forth in the FLSA.

IV. Adjustments To Employee Status

The Executive Director may at any time, upon written notice to affected employees, adjust the salary, benefits (excluding any benefits required by law to be provided), leave accruals, titles, privileges, or other personnel policies for any employee either upwards or downwards, within parameters established by the Board of Trustees. Adjustments to employee status may be based upon, but in no way restricted to, promotions, demotions, changes in job duties, disciplinary actions, and performance adjustments.

V. Phasing-Out And Elimination Of Positions

From time-to-time, it may be necessary to phase-out or eliminate certain positions previously established within the School. The School will establish an orderly process to guide such phase-out or elimination of positions if necessary.

Anyone whose employment with the school is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused leave as eligible and described in the chapter of this Manual entitled "Time and Attendance."

VI. Unauthorized Absence

An employee who is absent for a period of at least three days without notifying the Head of School or Executive Director will be considered to have resigned without giving the required two-week notice (see Section VII below), with such resignation effective on the initial date of absence. The Head of School or Executive Director will make the determination of unauthorized absence and will send the employee a letter with this decision.

If an employee's absence is unauthorized as described above, that employee will forfeit compensation for any unused accrued vacation leave as described in the chapter of this manual entitled "Time and Attendance," unless an exception is made by the Director. Such an employee will remain eligible for any salary due.

VII. If You Must Leave Us

Resignation



Because the staff's work at the School is so highly valued and critical to the success of the school, if an employee chooses to terminate employment, it must be handled in an appropriate manner in order to alleviate additional stress placed on the school. Failure to give what is considered acceptable notice could jeopardize employee being considered in good standing with the organization.

An employee who wishes to resign is requested to give to the Head of School (clinical staff) or Executive Director (administrative staff), in writing, a minimum of four weeks' notice prior to the desired resignation date, unless the Head of School or Executive Director makes an exception. It is also preferable for resignations of clinical staff to take effect on the last day of summer session in August or the last day of fall session in December (resignation letters requested by July 1 and November 1 accordingly). This timing allows for the NYC Autism Charter School to maintain continuity for students and their families.

Regular full-time employees who resign in accordance with the provisions of this section are considered to be in good standing and may be provided with compensation for accrued and unused leave as described in the chapter of this manual entitled "Time and Attendance."

If an employee fails to give a minimum of four weeks notice prior to the desired resignation date or leaves mid-session, that employee shall forfeit his or her annual bonus (see Employee Bonus Pool section) and compensation for any unused accrued vacation leave he or she may have, unless the Head of School or Executive Director makes an exception. Such an employee may not be eligible for rehire with the NYC Autism Charter School, but remains eligible for any salary due.

Termination

All employees are considered at-will and as such serve at the will of the Executive Director, and the authority to terminate an employee is vested with the Executive Director or his or her designee, and may include but is in no way limited to a decision based upon a violation of any of the policies, procedures, regulations, or restrictions set forth in this Manual.

Terminated regular full-time employees eligible to accrue vacation leave may be provided compensation for accrued vacation leave as described in the chapter of this Manual entitled "Benefits: Paid Leave."

TIME AND ATTENDANCE

I. Work Days and Work Week

Unless otherwise provided for or as approved by the Executive Director, all full time employees are required to work a minimum of 8 hours each day, Monday through Friday, and a minimum total of 40 hours each week. Unless otherwise provided for by the Director, all employees are expected to work at least from 8:00 a.m. to 4:15 p.m. each workday. Additionally, classroom instructional staff is expected to work hours that ensure the timely start of the school day, an orderly process for ending the school day, and sufficient interaction with other instructional staff and administrators to help support the educational mission of the school.

Each employee may take a 15-minute non-working break combined with a 15-minute paid break each day for a total of 30 consecutive minutes (meal break), around which the minimum daily work hour requirement must be met.

No time used for any personal endeavor within the workday is to be counted toward the daily or weekly minimum work hour requirements. Further, any employee wishing to engage in such personal activities must receive the prior approval of the Head of School or her designee (clinical staff) or the Executive Director or her designee (administrative staff).

II. Pay Periods

Pay periods are semi-monthly. Paychecks are issued on the 15th and last day of each month, unless that day falls on a weekend or a holiday in which case paychecks are issued on the last working day.

III. Procedures for Instructional Staff Arrival/Departure

General

The workday for instructional staff begins at 8:00 AM and ends at 4:15 PM, with a 30-minute lunch break to be scheduled by the Head Teacher on an individual classroom basis. For school policies regarding workday, vacation and personal time, please refer to relevant sections of the Employee Handbook.

Arrival

Morning Meeting

A brief school-wide meeting will be conducted at 8:05 AM in a designated classroom each morning to distribute scheduling changes and make announcements.

Staff attendance at the morning meeting is mandatory. Staff lateness will be documented by the Head of School or her designee at the end of the meeting.

Absence

If a clinical staff member will be absent unexpectedly, he/she must contact the Head of School AND relevant classroom staff (phone or text) by 7:00 AM.

If an administrative staff member will be absent unexpectedly, he/she must contact his/her direct and the Executive Director (phone or text) by 7:00AM.

Lateness

Staff members who do not attend morning meeting will be considered late. If a staff member will be late, he/she should contact the Head of School and relevant classroom staff.

- Anyone more than one hour late any day during a given week may not leave early if the directors announce early staff dismissal on any day of that same week.
- o Anyone late more than 3 times in a month will be considered to have unacceptable attendance.
- Anyone with more than 3 months of unacceptable attendance will see such indicated on his/her written performance evaluation AND will not qualify for the highest level of year-end bonus.

Departure

Leaving Early

Requests to leave early should be made verbally to the Head of School (clinical staff) or the Executive Director (administrative staff); upon making such requests, the Head of School or Executive Director should be supplied with a plan to make up the time.

Unless it is an emergency, requests to leave early should be made at least one day in advance.

Classroom staff should also be informed in advance of early departures.

Leaving Early – Recurring

Requests to leave early on a recurring basis shall be granted on a limited basis and only at the discretion of the Head of School (clinical staff) or Executive Director (administrative staff).

Requests to leave early on a recurring basis should:



Be discussed with the Head of School or Executive Director one month prior

o Include a plan to make up the time

Specify the start and end date of the schedule

BENEFITS: PAID LEAVE

I. Vacation Leave

Administrative Staff: Accrual

Unless otherwise provided for or as approved by the Executive Director, Vacation Leave for regular full-time administrative employees – where "Administrative employees" includes all

non-instructional staff – shall be accrued as follows:

Each employee is granted ten days (two weeks for exempt employees) of paid Vacation Leave per year. After completing two years of employment, an employee will be granted an additional five days of paid Vacation Leave per year (for a total of fifteen days or three weeks for exempt employees). Vacation leave shall be granted

as determined by the Executive Director.

To be eligible for vacation pay, the employee must be actively employed during the period of shutdown. At the beginning of each year, the Director will determine when administrative employees will take vacation time, taking into consideration employee

requests.

No accrual of Vacation Leave will occur for a new employee before that employee has completed three full calendar months of employment, at which time such employee will be granted five days of Vacation Leave, and then will begin the stated pattern of

accrual.

Unused vacation leave may be rolled-over from year to year, with a maximum

accumulation of twenty days.

Administrative Staff: Use

Unless otherwise provided for or as approved by the Executive Director, Vacation Leave is to be used by regular full-time administrative employees in accordance with the following provisions:

Vacation Leave may be used for any purpose of an employee's choosing. Vacation Leave is time off of work with pay.

Unless an exception is made by the Executive Director, all employees must request of the Executive Director the use of accrued Vacation Leave, and the granting of such leave is conditional upon the approval of the Executive Director or his or her designee in advance of the

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requested vacation. Denial of a leave request is at the sole discretion of the Executive Director and may or may not consist of the fact that school is in session for the time period requested.

Vacation Leave is to be used in increments of one-half workday.

Instructional Staff

Vacation Leave for regular full-time instructional employees – where "instructional employees" includes all classroom teaching staff – shall be provided only when classes are not in session, and is time off work with pay. The Executive Director will annually prepare the school session calendar, noting which days instructional staff members are not expected to report. At a minimum, vacation will be provided to instructional employees for Christmas Recess, Spring Recess consistent with the NYCDOE calendar and the first week only of the two-week break in August.

II. Holiday Leave

In addition to Vacation Leave provided, the School shall observe official government holidays, during which school will be closed and all staff will not be expected to report to work (see annual school calendar). The School will be closed and staff members' pay shall be continued during such time.

III. Weather Days and Other Closures

The school may be closed due to inclement weather or other situations. The NYC Autism Charter School will follow any NYC Department of Education publicly posted plans for unscheduled shutdown. At the discretion of the Executive Director, any classroom days lost to closure due to inclement weather or other situations may be made up by adding an equal number of days to what was scheduled as the end of the school year.

IV. Personal Time Off

Accrual

Unless otherwise provided for or as approved by the Executive Director, Personal Time Off ("PTO") for regular full-time employees shall be accrued as follows:

Each employee receives two (2) days of PTO on September 1, two (2) days on December 1, two (2) days on March 1, and one (1) day on June 1 for an annual total of seven (7) regular days of PTO per school year.

Employees hired mid-year receive a pro rata portion of the days of Personal Time Off

for that quarter immediately upon the first day of employment, rounded up to the next highest ½-day increment.

Unused Personal Time Off may be rolled-over from quarter to quarter. However, at the end of the school year, August 31st, an employee may roll over only a maximum of five (5) days into the next school year. Any accumulated days, not used over five (5) days will be forfeited.

Length of Service

During an employee's second year of employment, he/she will receive seven (7) regular days of PTO (Personal Time Off) and one (1) additional day of PTO on June 1 for an annual total of eight (8) days of PTO.

During an employee's third year of employment, he/she will receive eight (8) regular days of PTO and one (1) additional day of PTO on the employee's anniversary date for an annual total of nine (9) days of PTO.

During an employee's fourth year of employment, he/she will receive eight (8) regular days of PTO and three (3) additional days of PTO on the employee's anniversary date for an annual total of eleven (11) days of PTO.

During an employee's fifth year of employment, he/she will receive eight (8) regular days of PTO and five (5) additional days of PTO on the employee's anniversary date for an annual total of thirteen (13) days of PTO.

Use

Unless otherwise provided for or as approved by the Executive Director, Personal Time Off is to be used by regular full-time employees in accordance with the following provisions:

Personal Time Off may be used for purposes determined by the employee (appointments, illness, etc.).

It is preferred that requests for Personal Time Off be submitted to the Head of School (clinical staff) or Executive Director (administrative staff) at least one week in advance using the designated Time Off Request form. The granting of such leave is conditional upon the approval of the Head of School or her designee, or the Executive Director or her designee.

Personal Time Off is to be used in increments of one-half workday.

In the case of extended illness or justifiable depletion of available accrued sick leave, additional sick time without pay may be granted at the discretion of the Executive Director. The Executive Director retains the right to require the use of other accumulated leave or the enactment of Medical Leave prior to the granting of additional sick leave (see also "Extended Absence Due to Illness" and "Medical Leave"

sections).

Notice of absence from work due to illness should be provided to the Head of School (clinical staff) or the Executive Director (administrative staff) by 7:00 a.m. on the day of illness, if possible, or as soon thereafter as is reasonable (see Procedures for Instructional Staff Arrival/Departure section above).

Employees must provide notice of their absence from work due to illness <u>each day</u> of their absences.

Personal Time Off for more than two consecutive days due to illness must be substantiated by a doctor's note verifying the illness and its beginning and end dates.

V. Overtime Pay

Exempt Employees

With the exceptions listed below, exempt employees will receive their full salary for every week during which they perform any work without regard to the quality or quantity of work performed, or the number of days or hours worked. The School will not make deductions from salaries for absences occasioned by the School or the operating requirements of the School. If an exempt employee is ready, willing and able to work, deductions will not be made for time when work is not available.

The following deductions may be made:

Deductions for absence from work for one or more full days for personal reasons other than sickness or disability;

Deductions for absences of one or more full days due to sickness or disability if the deduction is made in accordance with a policy of providing compensation for salary lost due to illness or disability;

Deductions to offset amounts employees receive as jury or witness fees or military pay;

Deductions for penalties imposed for infractions of safety rules of major significance; Deductions for unpaid disciplinary suspensions of one or more full days for violations of workplace conduct rules;

Deductions for weeks in which unpaid leave is taken under the Family and Medical Leave Act;

Deductions during the initial or terminal weeks of employment where the employee works less than a full week.

Employees who believe that an inappropriate deduction has been made from their pay should immediately contact the Executive Director. The Executive Director will investigate all



complaints and reimburse the employee if it is determined that an improper deduction has been made.

Non-Exempt Employees

Non-Exempt Employees, as defined by the FLSA or other applicable law, are eligible to earn overtime pay. "Overtime" is defined as all hours worked over forty hours in a workweek under the FLSA. Non-Exempt Employees may not work Overtime unless they receive the express prior approval of the Executive Director. Failure to get prior approval may result in disciplinary action.

For each half hour of approved overtime worked in a given week, Non-Exempt Employees will be compensated for any time worked at a rate of time-and-a-half, earning one and one-half hours of available time off for each hour of approved overtime worked.

VI. Extended Absence Due to Illness

The purpose of this policy is to provide employees with partial pay during an extended absence due to illness.

Employees must have completed at least ninety (90) days of continuous employment with the school to be eligible. Employees are required to use all accrued Personal Time Off with pay before becoming eligible for salary continuation as follows:

Employees who are out sick for an extended period (more than two days) may receive half-day pay for the third, fourth and fifth consecutive days of absence after they have utilized all of their accrued Personal Time Off with pay.

Employees who are out sick for eight consecutive calendar days shall be entitled to file for benefits under the NYC Autism Charter School disability insurance policy.

At the discretion of the Executive Director, a doctor's note may be required for absences of more than two days due to illness. If such documentation is requested but not provided, the employee may be deemed ineligible to receive benefits under this policy.

VII. Medical Leave of Absence

Employees who have completed at least ninety (90) days of continuous employment with the school are eligible for an unpaid Medical Leave of Absence due to illness, injury, or pregnancy-related disability. Employees may request a Medical Leave of Absence by providing the Executive Director or his or her designee with a written notice of their disability, including a doctor's certificate stating the nature of the disability, the date until which the employee will be able to work, and the expected date of return to work.



Medical Leaves of Absence will be granted for a period of up to one month, but may be extended with the approval of the Executive Director on a month-to-month basis for a maximum of three months. An employee wishing an extension of a Medical Leave of Absence must submit to the Executive Director a written request prior to the beginning of each month with proof of continued disability from an attending health care provider.

The school will continue to provide health insurance coverage for any employee on an authorized Medical Leave of Absence through the first full calendar month from the date that the Leave began. After that period, employees may elect to continue health insurance coverage by making arrangements with the school for payment of the full monthly premium.

Employees on Medical Leaves of Absence should provide the school with at least one week's written notice of their intended return to work. Included in this notice should be a doctor's certification stating the ability to return to work. The school reserves the right to require a medical examination by a physician of the school's choosing regarding the need for the leave or prior to an employee's resumption of duties.

The school will make a reasonable effort to return an employee on a Medical Leave of Absence to the same or similar job as held prior to the Leave upon his or her return to work, subject to staffing needs and school needs that may exist.

An employee's continued absence from work beyond the Medical Leave of Absence granted, without other arrangement made with and approved by the Executive Director, will be deemed a voluntary resignation from employment.

To the extent required by law, some extensions to the Medical Leave of Absence policy may be granted when the leave is necessitated by disability as defined by the Americans with Disability Act and/or applicable state or federal laws.

VIII. Family Leave Policy

The School understands that employees may require time off to attend to a family member's serious health condition or to care for a child after birth or placement for adoption or foster care. Although we are not required to follow the Family and Medical Leave Act, we offer employees one month unpaid personal leave to attend to such issues whenever feasible. The leave may be extended on a month-to-month basis for a maximum of three months. An employee wishing to extend such a leave must make the request in writing to the Executive Director prior to the end of the month with proof of a continued need. It will be at the Executive Director's discretion to grant such a leave, by one-month increments, to a maximum of three months.



An employee must provide the School with a doctor's certification or evidence of need for leave (e.g., adoption documents). When the leave is foreseeable, advance notice of at least 30 days is requested. To be eligible for leave under this policy, an employee must have worked for at least one year, and for at least 1,250 hours during that year.

The School will continue to provide health insurance coverage for an employee on an authorized Family Leave through the first full calendar month from the date that the leave began. After that period, employees may elect to continue health insurance coverage by making arrangements with the School for payment of the full monthly premium.

Family member is defined as spouse, partner, child, or parent. The FMLA's definition of a serious health condition will be used for this policy.

At the conclusion of the Leave, the School will make the best effort to restore employees to their position, although the availability of a position cannot be guaranteed.

IX. Bereavement

Bereavement leave is available as follows: If an employee has been employed by the NYC Autism Charter School continuously for ninety days or more and suffers the loss of an immediate family member, he/she will be entitled to bereavement pay for up to three consecutive days. The employee may be granted additional time without pay or may use earned unused personal days for additional bereavement leave. The employee should notify his/her supervisor as soon as possible for the reason for and expected length of absence. As used in this paragraph "immediate family member" means a spouse, domestic partner, father, mother, child, step child, brother, sister, grandparent, grandchild, mother and father in-law, parent of domestic partner, child of domestic partner, or someone living in the same household as the employee.

X. American's with Disabilities Act (ADA)

In 1990, Congress passed a civil rights law prohibiting discrimination on the basis of disability in the private and public sectors. The Americans with Disabilities Act gives civil rights protection to individuals with disabilities similar to those provided to individuals on the basis of race, color, sex, national origin, age, and religion. It guarantees equal opportunity for individuals with disabilities.

Subject to applicable law, the NYC Autism Charter School will comply with the requirement to provide a reasonable accommodation to any qualified employee or applicant with a qualified disability unless it would impose an undue hardship on the NYC Autism Charter School.



Individuals who believe they need an accommodation to perform their jobs should submit a written request to the Executive Director. The request should include appropriate medical documentation to support their request, describing the activities that can and cannot be performed. Consideration of a request for an accommodation may be delayed or denied if the appropriate documentation is not provided in a timely manner. Employees requesting an accommodation may be required to provide medical certification from the employee's healthcare provider that includes:

- 1. identification of the healthcare provider
- 2. the healthcare provider's diagnosis of the disabling condition
- 3. specific limitations and/or suggested restrictions and their relation to the disability
- 4. suggested accommodations.

In accordance with applicable law, the Executive Director will make the final decision regarding any accommodation.

XI. Military Leave

NYC Autism Charter School complies with all relevant provisions of Pursuant to the Uniformed Services Employment and Reemployment Rights Act of 1994 ("USERRA"). If an employee leaves NYC Autism Charter School to serve in the United States military, he/she may elect to continue your existing health benefits provided by the School for up to twenty-four months while in the military, but will be required to pay the cost of the premiums. If the employee does not elect to continue under the School's health benefits, he/she may be reinstated in the health plan with a minimal waiting period, except for service-related illnesses or injuries. If an employee serves in the military, he/she is required to give the School advance notice of service as soon as practicable and must apply for reemployment in a timely manner in order to be eligible for reinstatement. The employee will be required to provide a copy of the documentation obtained from the U.S. Armed Forces. An employee must contact the Executive Director as soon as he/she receives notice that he/she is being activated. Employees subject to military duty obligations will be granted unpaid leave and possible reemployment in accordance with the requirements of the New York State Military Law. NYC Autism Charter School does not discriminate in hiring or employment of employees subject to military duty obligations. NYC Autism Charter School will not retaliate or tolerate retaliation against an employee for requesting or taking military leave.

XII. Military Spouse Leave

An employee who is the spouse of a member of the United States armed forces, national guard or reserves who has been deployed during a period of military conflict (to a combat zone of operations or a combat theater) may be allowed up to ten days unpaid leave to be used when



the employee's spouse is on leave. An employee who seeks leave under this section may be required to provide documentation to support their request for leave. For purposes of this policy, "period of military conflict" means a period of war declared by the U.S. Congress or in which a member of a reserve component of the armed forces is ordered to active duty. NYC Autism Charter School will not retaliate or tolerate retaliation against an employee for requesting or taking military spouse leave.

XIII. General Leave With Or Without Pay

General Leave with or without pay may be granted at the discretion of the Executive Director according to an orderly process established for such purpose.

XIV. Executive Director

Leave policies for the Executive Director differ from that offered to other employees, subject to a determination by the Board of Trustees and applicable laws.

XV. Jury Duty

The School understands that employees must fulfill their civic responsibilities by serving jury duty when required. The employee is expected to request a deferral of jury duty if their absence would create serious operational difficulties at any time. Employees must show the summons to the Executive Director as soon as possible so that arrangements can be made to accommodate the employee's absence. Employees who are excused from jury duty for any day or half day are expected to report for work.

Full-time employees who are called to serve on a jury panel will be eligible for paid leave for the first three days of jury duty. Thereafter, for the extent of the jury duty, employees will be granted unpaid leave. Subject to the approval of the Executive Director or her designee, an employee may request the use of accrued leave instead of or in combination with the leave provisions noted in this section.

Any employee called to jury duty should complete and submit the designated Time Off Request form (with an estimated date of return if unknown) to the Executive Director along with a copy of his or her jury duty papers. Upon completion of jury service, the employee must submit to the Executive Director official proof of the dates of such service. The employee must also submit to him or her all fees paid by the court for those days for which the employee received his or her regular pay.

XVI. Bone Marrow Donation Leave



Employees will be granted leaves of absence if they seek to undergo a medical procedure to donate bone marrow. Such leave is not required to be paid. Only employees who work for NYC Autism Charter School for an average of twenty or more hours per week are eligible for leave under this policy. The total length of the leave for each employee will be determined by the physician, but may not be longer than 24 work hours without School approval. An employee who seeks leave under this section must provide verification from a physician of the purpose and length of the leave. The School will not retaliate or tolerate retaliation against an employee for requesting or taking bone marrow donation leave.

XVII. Blood Donation Leave

Employees will be provided with up to three hours of leave time in each calendar year to donate blood. Employees seeking leave to donate blood must give reasonable notice to their supervisors of at least three working days prior to taking leave for blood donation. Non-exempt employees will receive paid leave to donate blood if the donation occurs at a blood drive at the School or at a school-sponsored blood drive. Leave to donate blood will be unpaid, however, if the non-exempt employee's donation occurs at a blood drive or facility that is not sponsored or otherwise connected with the School. As required by the Fair Labor Standards Act, exempt employees taking leave to donate blood under this policy will do so without a loss or reduction in pay. All employees taking leave to donate blood through a non-school-sponsored blood drive or at a blood drive away from the school may be required to provide proof of their blood donation. The School will not retaliate or tolerate retaliation against an employee for requesting or taking blood donation leave.

XVIII. Leave To Appear As Victim Or Witness In A Criminal Proceeding

An eligible employee may take time off from work, without pay, for any of the following reasons:

To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney)

To give a statement at a sentencing proceeding

To give a victim impact statement at a pre-sentencing proceeding

To give a statement at a parole board hearing

Leave Eligibility

An employee is eligible for time off under this policy if he or she is:

The victim of the crime at issue in the proceedings The victim's next of kin



The victim's representative, if the victim is deceased as a result of the offense A "Good Samaritan"

Pursuing an application or the enforcement of an order of protection, as provided under relevant law

For purpose of this policy, a "Good Samaritan" is someone who acts in good faith to apprehend a person who has committed a crime in his or her presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest. A victim's representative is a person who represents or stands in the place of another person, including, but not limited to, an agent, attorney, guardian, conservator, executor, heir or parent of a minor.

Notice and Certification

An employee must notify the Executive Director of the need to take a leave under this policy no later than the day before the absence. In addition, the employee must provide the supervisor with verification of his or her service upon request. The School will not retaliate or tolerate retaliation against any employee who seeks or obtains leave under this policy.

XIX. Court Witness Pay

Unless otherwise provided by law, full-time regular employees shall receive up to two paid days leave per year for absences due to time spent testifying as a witness in response to a court order or subpoena. The employee must submit a copy of the court order or subpoena as proof of the specific days and time spent testifying to the Executive Director. This paid leave is only applicable for cases in which the employee is a witness, not a participant.

XX. Nursing Mothers

Nursing employees will be permitted, during regular paid break or mealtime or unpaid break time, to express breast milk for their nursing child for up to three years after the birth of the child. The School will make reasonable efforts to provide nursing employees with a room or other location in close proximity to the nursing employee's work area where they may express breast milk in privacy. An employee wishing to express milk in the workplace should give the Executive Director advance notice of this desire, preferably prior to the employee's return to work following the birth of her child in order to allow the School the opportunity to establish an appropriate location for this purpose. The School will not discriminate in any way or tolerate discrimination against nursing employees who choose to express breast milk in the workplace.

XXI. Special Education Student Teaching



NYC Autism Charter School encourages instructional staff to pursue their Masters in Special Education for two reasons: 1) in order to increase the pool of skilled teachers who are able to effectively work with children on the autism spectrum, and 2) in order to retain and promote staff within the NYC Autism Charter School when Head Teacher positions become available.

Requirements for completion of a Masters degree program in Special Education include student teaching hours – some of which must be conducted outside of the NYC Autism Charter School.

In order to allow a staff member to complete student teaching hours while still maintaining his/her position at the NYC Autism Charter School, the following are expected:

The staff member must be in good standing as determined by their annual performance evaluation and Clinical Supervisor feedback.

The staff member must give his/her Clinical Supervisor information about anticipated student teaching requirements at least 6 months in advance.

The staff member must make every effort to complete as many hours of student teaching as possible on-site at the NYC Autism Charter School. Allowances may be made for temporary work in alternate classrooms in order to fulfill student age/grade level requirements.

If placed elsewhere, the staff member must make every effort to secure a placement in close proximity to the NYC Autism Charter School.

While it is understood that school days will be missed during the time that staff are engaged in student teaching at another location, it is expected that staff will, to the greatest extent possible, return to the NYC Autism Charter School each day after student teaching hours have been completed, and fulfill paperwork responsibilities.

If student teaching hours must be completed outside the NYC Autism Charter School, a formal request, including all relevant details, must be made to the Head of School. If approved, a designated Time Off Request form must also be submitted.

PTO can be used toward student teaching days and staff will be allowed to roll over unused PTO in anticipation of a period of student teaching to be used toward that end. Because staff are still expected to spend 1.5 hours after student teaching to complete NYC Autism Charter School responsibilities, they will be given ½ day of PTO for every two days of student teaching. Staff members and Clinical Supervisors will be expected to track this time and provide regular attendance reports to the Business Manager.

NYC Autism Charter School reserves the right to limit access to these accommodations. Given that the school cannot grant such accommodations to a large number of staff at the same time, access will be granted on a first come, first served basis.

XXII. Statement Of Leave Status



The Executive Director or her designee may provide statements of the status of each employee's accrual and use of leave periodically to that employee. Any employee may request of the Executive Director a status report on his or her leave use to date, available leave accruals, or similar information, at any time.

XXIII. Other Leave

The Executive Director retains the right to at any time declare a "School Holiday," whereby classes shall be cancelled and employees will be granted a day off work with pay without charge to any leave accruals. The Executive Director shall communicate any declarations of a "School Holiday" to employees, students, and parents.

XXIV. Unused Leave Accruals

Unless otherwise provided for or as approved by the Executive Director, no payment will be made as compensation for unused Personal Time Off remaining at the time of an employee's resignation or termination, or if an employee is dismissed because he or she holds a position that is phased-out or eliminated. For instructional employees, no payment will be made as compensation for Vacation periods falling after the date of resignation or termination.

Administrative employees who resign, are terminated, or are in positions that have been eliminated or phased-out and are dismissed are eligible to be compensated for a maximum amount of accrued but unused Vacation Leave, as determined by the Executive Director.

XXV. <u>Employee Bonus Pool Policy</u>

Awarding bonuses is at the discretion of the Board of Trustees and Executive Director (in conjunction with the Head of School for clinical staff) and is not considered guaranteed wages.

Distribution of the merit-based bonus pool will be decided by the end of the fiscal year (June 30), and will vest on the last day of the summer session. An employee must be employed by the NYC Autism Charter School on the last day of summer session to be eligible to receive a bonus. Eligible employees who resign before the last day of summer session will forfeit their eligibility to receive a bonus. NYC Autism Charter School will also factor in an employee's attendance and lateness history over the past year as criteria for a bonus. All bonuses are considered taxable income.

This relates only to instructional staff, Executive Administrative Assistant, Business Manager, and Office Manager. To be eligible for the bonus pool, an employee must have:



- 1. Received a positive performance review at his/her last formal evaluation, AND
- 2. Been employed at NYC Autism Charter School for at least six months* on June 30.

*Those employees who began working mid-year may receive a pro-rated bonus amount at the discretion of the Executive Director.

The Heads of School and Executive Director will ensure that each staff member has received a formal evaluation for the current school year by June 30. Employees will be notified of their eligibility for a bonus after July 30.

Staff members, regardless of position, may receive a bonus based on the total percent score of their most recent evaluation. Bonuses will be administered based upon the Board of Trustees approved bonus pool as recommended by the Executive Director.

BENEFITS: INSURANCE

I. Medical Insurance

The Executive Director and CFO will select a medical insurance plan, which may include more than one option of provider or provider networks that the school will provide to each full-time regular employee. The plan will be submitted for approval to the NYC Autism Charter School Board of Trustees annually. Employee co-payment for health care coverage will be required, and will vary depending upon the level of coverage selected by the employee (individual; individual plus spouse; family; etc.). Employee contributions for health care coverage will be automatically withheld from employee paychecks as pre-tax deductions in an amount in accordance with a schedule maintained by the Executive Director or his or her designee. An employee becomes eligible for health insurance coverage the first of the month after completing one complete calendar month of employment.

II. Workers' Compensation Insurance

Injuries resulting from accidents that occur while performing official duties on behalf of this school are covered by NYC Autism Charter School's workers' compensation insurance. Any employee who suffers an injury as a result of such an accident must file a report with the Director or his or her designee as soon as possible. No matter how minor an on-the-job injury may appear, it is important that it be reported immediately. This will enable an employee to apply for coverage as quickly as possible. Such employee is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

III. Declination of Medical Insurance Benefits

Any employee who wishes not to accept medical insurance benefits offered by the school is required to complete and sign the "Declination of Insurance Benefits Form" and submit to the Executive Director or his or her designee.

IV. <u>Disability Insurance</u>

The School carries short-term disability insurance. Such insurance allows payment in the event of certain injuries, illnesses, disabilities occurring outside of the workplace, or pregnancy, which prevent an employee from performing essential job functions. Any employee wishing to claim disability pay must file appropriate reports and forms with the Executive Director or his or her designee. Such employee is also responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

V. Additional Disability Insurance

The school carries additional short-term disability insurance to be used in addition to the primary short-term disability policy and long-term disability insurance. The cost of these insurance policies is completely paid for by the school and employees are eligible for the coverage the first of the month coincident with or next following 30 days of continuous active employment.

Short-term insurance allows payment in the event of certain injuries, illnesses or other disabilities occurring outside of the workplace, including pregnancy, which prevents an employee from performing essential job functions. Maximum period of payment is 13 weeks. Any employee wishing to claim disability pay must file appropriate reports and forms with the Executive Director or his or her designee. Such employee also is responsible for filing any other necessary forms, applications, or other information as required by applicable government policies.

Long-term disability insurance provides financial protection for you by paying a portion of your income while you are disabled. The amount you receive is based on the amount you earned before your disability began.

VI. Group Life and Accidental Death and Dismemberment Insurance

The school carries group life and accidental death and dismemberment insurance for all employees. The school pays the entire cost of this policy. An employee is eligible the first of the month coincident with or next following 30 days of continuous active employment.

The life insurance plan provides financial protection for employee beneficiary(ies) by paying a benefit in the event of employee death. The life insurance benefit is annual earnings rounded to the next higher multiple of \$1,000 if not already an exact multiple thereof. Maximum benefit of life insurance is \$150,000.

The accidental death and dismemberment insurance plan provides financial protections for employee beneficiary(ies) by paying a benefit in the event of employee death or for the employee in the event of any other covered loss. The AD&D insurance benefit is annual earnings rounded to the next higher multiple of \$1,000 if not already an exact multiple thereof. Maximum benefit of AD&D insurance is \$150,000.

BENEFITS: OTHER

I. <u>Unemployment Compensation</u>

This school contributes to an unemployment compensation plan that may provide coverage in the event that an employee becomes unemployed.

II. Educational Assistance Program

NYC Autism Charter School provides additional supports to those employees who wish to pursue higher education. Employees in good standing as of their last performance review are eligible to receive educational assistance for classes and coursework related to the activities of the NYC Autism Charter School. Educational assistance is limited to tuition expenses and does not include additional expenses such as books or materials. An employee must complete his/her first three months of employment and receive a satisfactory 90-day performance review to be eligible.

Employees must submit a written request to the Executive Director including clear course descriptions and tuition costs. Employees cannot receive educational assistance for previously taken classes.

An employee is eligible for up to \$1,500 per semester, and cannot receive more than \$3,000 within one calendar year. Educational assistance is non-taxable. An employee must submit a grade report demonstrating a minimum grade of "B" in the class for which he/she was reimbursed. If the employee does not submit a grade report or does not receive a "B" or better, he/she may not be eligible for educational assistance in the future. If the employee drops out of or does not complete the course, he/she must reimburse the NYC Autism Charter School the full amount.

The final decision on whether to provide educational assistance to an employee for tuition

expenses is vested with the Executive Director or his or her designee.

III. Flexible Spending Accounts

The School, at the discretion of the Board of Trustees, will provide all full time employees with an annual contribution towards a Flex Spending Account to be used in accordance with current IRS regulations governing such accounts. In addition, an employee may elect to contribute through a pre-tax payroll election, towards his/her Flex Spending Account (FSA). The employee's contribution cannot be greater than the school's contribution and should be used in accordance with current IRS regulations governing FSA accounts. An employee is eligible to participate in an FSA the first of the month following the completion of an entire calendar month of employment.

IV. Health Reimbursement Accounts

The School currently provides a Health Reimbursement Account (HRA) to cover large eligible hospitalization/surgical deductibles or co-insurance costs an employee may incur while covered under the School's medical insurance plan. An employee can participate in an HRA only if he/she is enrolled in the School's health insurance plan. An HRA is not available to an employee's covered dependent. An employee becomes eligible to participate in an HRA when he/she becomes eligible to enroll in the School's health insurance plan as defined by the medical insurance plan.

V. 401K

A 401K plan is available to all full time employees after one year of employment. A matching contribution for 401K participants may be voted by the Board of Directors. On an annual basis, the School will inform employees what, if any, the matching 401K contribution is for a particular year. Employee contributions are made through pre-tax payroll deductions.

VI. Reservation of Rights

This school reserves the right to alter the benefits package made available to employees at any time, with or without notice, consistent with all applicable laws.

REIMBURSEMENTS

I. Travel

Employees are eligible for reimbursement from the school for expenses incurred while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted in advance by the Executive Director or his or her

designee. All requests for travel reimbursement must appear on a form provided by the Business Manager or his or her designee for such purpose. Unless otherwise provided for by the Executive Director, all employees traveling on approved business are required to abide by the following guidelines:

Transportation

The most reasonable mode and class of travel -- considering factors such as cost, time efficiency, and convenience -- should be selected by each employee at all times. All such expenses must be listed on a form provided by the Business Manager for such purposes in advance.

Lodging

Reasonable charges for lodging while in approved travel status will be paid by the school, subject to the approval of the Executive Director. The school also may pay other reasonable related lodging expenses, such as business telephone call charges. An attempt to acquire the most reasonable rates for appropriate lodging-related expenses should be made by such employees, and all such expenses must be listed on a form provided by the Business Manager for such purposes in advance.

Meals

To be eligible for reimbursement for the cost of meals, an employee must be in approved travel status and is subject to any restrictions established by the Director.

II. Mileage

Business Use of Personal Vehicle

Employees are eligible for reimbursement from the school for business use of their personal vehicle while in travel status on official business for the school. To be eligible for travel expense reimbursement, travel status must be approved and granted by the Executive Director or his or her designee. Regular commuting time and mileage is not to be reimbursed. Reimbursement for approved and authorized travel shall be at the IRS and/or state rate as determined by the Executive Director. All requests for travel reimbursement must be listed on a form provided for such purpose, unless the Executive Director makes an exception.

III. Personal Telephone Calls

Employees shall not charge personal long-distance telephone calls to the school, unless the Executive Director makes an exception. Employees are liable for the costs of any personal phone

calls he or she may make which are billed to the school.

IV. Other Reimbursements

Employees are eligible for reimbursement from the school for business expenses paid with their personal funds. School-related expenses up to \$50 on any given day will be reimbursed with receipts. The Executive Director or his or her designee must approve all expenses above \$50. Requested reimbursement for such expenses must be specified in writing to the Executive Director or his or her designee. Such requests must list each expense, and receipts (or copies of receipts) for each item must be attached to the request.

The final decision on whether to reimburse an employee for any such expenses is vested with the Executive Director or his or her designee.

V. School Credit Cards

Any employee who is authorized to use a school credit card is not allowed to charge personal expenses of any kind on the card. Each employee charging any purchases to the school credit card is required to provide to the Executive Director or his or her designee timely accounting of such charges, including all necessary receipts and justification for such expenditures.

PROHIBITION OF DISCRIMINATION AND UNLAWFUL HARASSMENT

The NYC Autism Charter School provides a working environment free from any form of discrimination and unlawful harassment. Each individual has the right to work in an environment, which promotes equal opportunities and prohibits discriminatory practices, including sexual and other forms of harassment.

For the purposes of this policy, discrimination and unlawful harassment shall be any discrimination or harassment based on sex, race, color, religion, national origin, age, disability, sexual orientation, marital status or veteran status. Discrimination, sexual harassment and other forms of unlawful harassment are unacceptable, whether in the NYC Autism Charter School or in other work-related settings, and will not be tolerated.

Definition and Examples of Sexual Harassment

For the purpose of this policy, the term "sexual harassment" includes any unwelcome or unwanted sexual attention, sexual advances, requests for sexual favors, and other verbal, visual, or physical conduct of a sexual nature or other offensive behavior directed toward an employee because of or on account of his or her gender, whether by a person of the opposite or same gender, when:



- 1. Submission to or rejection of such conduct by an individual is used as a basis or factor in decisions affecting the terms or conditions of employment of any individual; **or**
- 2. Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment; **or**
- 3. Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance **and** such conduct creates an intimidating, hostile or offensive work environment.

Examples of the types of conduct that are unacceptable include, but are not limited to: threatening adverse employment actions if sexual favors are not granted; unwanted and unnecessary physical contact; demands for sexual favors in exchange for favorable treatment or continued employment; display of pornographic material; excessively offensive remarks, including unwelcome graphic or suggestive comments about an individual's body, appearance or dress, obscene jokes or other inappropriate use of sexually explicit or offensive language; the display in the workplace of sexually suggestive objects or pictures which create an intimidating or hostile work environment; unwelcome sexual advances, perceived condoned explicitly or implicitly, by the School; and other unwelcome and unwanted conduct of a sexual nature, such as leering, name calling and sexual innuendos.

I. Coverage

This policy covers all employees without exception. All who work at the NYC Autism Charter School are responsible for ensuring that the workplace is free from all forms of discrimination and unlawful harassment. The NYC Autism Charter School will not tolerate, condone or allow discrimination or unlawful harassment, whether engaged in by fellow employees, supervisors, managers, parents, vendors or other non-employees who conduct business with the NYC Autism Charter School. We encourage the reporting of all incidents of harassment, regardless of who the offender may be.

II. Open-Door Complaint Procedure

While the NYC Autism Charter School encourages individuals who are being discriminated against or unlawfully harassed to firmly and promptly notify the offender that his or her behavior is unwelcome, the NYC Autism Charter School also recognizes that power and status disparities between an alleged discriminator or harasser and a target may make such confrontation extremely difficult. In the event that such informal, direct communication between individuals is either ineffective or too difficult, the following steps should be followed in reporting discrimination or an unlawful harassment complaint.

If you have been subjected to sexual harassment or experience any other job-related harassment based on your race, color, religion, national origin, age, disability, sexual orientation,



marital status or veteran status, or believe you have been treated in an unlawful, discriminatory manner, or have been retaliated against for making a report of harassment or discrimination or for providing information concerning an act of harassment or discrimination, whether by a coworker, superior, parent or vendor of the NYC Autism Charter School or other non-employee who conducts business with the NYC Autism Charter School, promptly report the incident, either verbally or in writing, to the Executive Director. In the event you feel uncomfortable for any reason discussing such matter with the Executive Director, or in the event you are not satisfied after bringing the matter to the attention of the Executive Director, promptly report it to the Board of Trustees.

All reports of discrimination or unlawful harassment will be reduced to writing by the person receiving the complaint and signed by the complainant. The full and complete cooperation of the complainant is vitally necessary for the prompt and effective investigation and remediation of all harassment, discrimination or retaliation complaints.

The NYC Autism Charter School, under the direction of the Executive Director will investigate all allegations of discrimination or unlawful harassment in as thorough, prompt, and confidential a manner as is reasonably possible. The NYC Autism Charter School will undertake all investigations with due regard to the privacy of all parties involved consistent with a thorough and appropriate investigation. Where necessary, the NYC Autism Charter School will engage a lawyer or consultant to investigate the complaint and provide guidance in handling the matter.

III. Resolving the Complaint

Upon completing the investigation of a discrimination or unlawful harassment complaint, the NYC Autism Charter School will communicate its findings and intended action to the complainant and alleged discriminator or harasser. If the NYC Autism Charter School determines that an employee is guilty of discriminating against or harassing another individual, appropriate disciplinary action will be taken, up to and including termination of employment. Disciplinary action may include one or more of the following: a verbal and written reprimand; referral to counseling; withholding of a promotion; reassignment; temporary suspension without pay; financial penalties; and termination.

Although the NYC Autism Charter School's ability to discipline a non-employee harasser is limited by the degree of control, if any, that the NYC Autism Charter School has over the alleged discriminator or harasser, any employee who has been subjected to work-related discrimination or unlawful harassment by a non-employee should file a complaint and be assured that appropriate action will be taken.

IV. Prohibition of Retaliation



The NYC Autism Charter School will not in any way retaliate against an individual who makes a report of harassment or discrimination or provides information concerning an act of harassment or discrimination, or permit any other employee to do so. Retaliation is a **serious** violation of this policy and should be reported immediately. Any person found to have retaliated against another individual for reporting harassment will be subject to appropriate sanctions, including all of the same disciplinary actions noted above. If you believe you have been subject to any acts of retaliation or threatened with retaliation, you should promptly report the same pursuant to the open-door complaint procedure outlined in this Policy.

V. Diversity Policy

The NYC Autism Charter School is committed to encouraging diversity and eliminating discrimination in both its role as an employer and as a provider of services. NYC Autism Charter School aims to create a culture that respects and values each others' differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximize their true potential. We are committed wherever practicable to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

The purpose of this policy is to provide equality and fairness for all in our employment and provision of services, and not to discriminate on the grounds of gender, sex, marital status, race, ethnicity, color, nationality, national origin, disability, sexual orientation, religion or age. NYC Autism Charter School opposes all forms of unlawful discrimination. All employees, trustees and volunteers, whether part-time, full-time or temporary, will be treated fairly and with respect. Selection for employment, promotion, training, volunteering or any other benefit will be on the basis of skills and ability.

VI. Minority and Women Owned Vendor Policy

The NYC Autism Charter School will consider, wherever possible, the awarding of contracts to minority and women owned businesses. NYC Autism Charter School will support New York State's initiatives aimed at supporting business opportunities for the Minority and Women Owned Business community.

The term "minority", as is used in this document, means any group of individuals that are recognized, by State or Federal law, as being a socially disadvantaged or economically disadvantaged group.

A minority/woman owned business enterprise means any business concern which:

1. Is more than fifty percent owned by one or more women or minority citizens



- 2. In the case of a corporation, is owned by minority or women citizens, who hold more than fifty prevent of all classes of voting stock of the corporation
- 3. In the case of a partnership, is owned by minority or women citizens, who hold more than fifty percent of the partnership interests. Such individuals must be involved in the daily management and operations of the business concerned

PROCEDURES FOR REPORTING CHILD ABUSE

I. Child Abuse or Maltreatment Pursuant to §411 et. seq. of the Social Services Law.

Pursuant to §413 of the Social Services Law, school officials are required to report instances of suspected child abuse or maltreatment to the State Central Register of Child Abuse and Maltreatment ("SCR"). A hotline has been established for reporting by mandated reporters, which include school officials. The hotline is 1-800-342-3720.

Child "abuse" occurs when a parent or other person legally responsible for the child inflicts serious physical injury upon the child, creates a substantial risk of serious physical injury, or commits a sex offense against the child. In addition, the definition includes instances where the parent (or personal legally responsible) knowingly allowed another to inflict such harm.

Child "maltreatment" (which includes neglect) occurs when a child's physical, mental, or emotional condition has been impaired, or is in imminent danger of impairment, by the parent's (or other person legally responsible for the child) failure to exercise a minimum degree of care by (1) failing to provide sufficient food, clothing, shelter or education; (2) failing to provide proper supervision, guardianship, or medical care; or (3) inflicting excessive corporal punishment, abandoning the child, or misusing alcohol or other drugs and, in doing so, cause the child to be placed in imminent danger.

As mandated reporters, school officials are required to report suspected child abuse or maltreatment when they have <u>reasonable cause</u> to suspect either has occurred. "Reasonable cause" to suspect child abuse or maltreatment means that, based on a school official's rational observations, professional training, and experience, the official suspects that the parent or other person legally responsible for the child has harmed the child or placed the child in imminent danger of harm.

The following procedures should be followed in reporting instances of child abuse and maltreatment:

1. If a school employee learns of or suspects a situation of abuse or maltreatment of a student by his or her parent or person legally responsible for the student's care, the employee must report the situation to the Head of School or Executive Director

immediately.

- 2. If, based on the employee's report, the Head of School or Executive Director reasonably believes that abuse or maltreatment has occurred, they must <u>immediately</u> call the SCR hotline at **1-800-342-3720** and make a verbal report.
 - a. The Head of School/Executive Director should ask the SCR representative his or her name and the "Call I.D."
 - b. Within 24 hours of the Head of School/Executive Director's verbal report to the SCR hotline, he or she must complete and submit to SCR mandated reporter form "LDSS-2221A". Form LDSS-2221A may be obtained from the New York State Office of Children and Family Services website at: www.ocfs.ny.gov/main/forms/cps or by calling (518) 473-0971.
- 3. If a school official is uncertain about whether a situation rises to the level of abuse or maltreatment, the official should contact the hotline to discuss the matter with a trained SCR specialist.
- 4. The Head of School or Executive Director shall document for his or her confidential file the events, conversations, and facts associated with an allegation of child abuse or neglect, whether or not those circumstances rise to the level of reasonable suspicion that cause him or her to make a report to SCR.
- 5. All information relating to reports of child abuse or maltreatment shall be strictly confidential.

II. Child Abuse in the Educational Setting Pursuant to Education Law Article 23-B.

Pursuant to New York Education Law §1126, and the regulations of the Commissioner of Education (8 N.Y.C.R.R. 100.2hh), any oral or written allegation to a teacher, school nurse, guidance counselor, psychologist, social worker, administrator, board member, or other school personnel required to hold a teacher or administrator license or certificate, that a child has been subjected to child abuse by an employee or volunteer in an educational setting, shall promptly make a report, on a form provided by the Commissioner of Education, consisting of the following:

- 1. The name of the child's parent.
- 2. The name of the person who reported the abuse and their relationship to the child.
- 3. The name of the employee or volunteer against whom the allegation is made.
- 4. A listing of the specific allegations.

The report must be given to the Executive Director immediately. The report and all other written materials, photographs, and/or videos concerning the allegation and report are strictly



confidential and may only be disclosed to law enforcement authorities involved in the investigation of the alleged child abuse, or as expressly authorized by law or pursuant to a court-ordered subpoena. Willful disclosure of a confidential record to an unauthorized person is a Class A misdemeanor.

The duties of administrators upon receipt of a written report alleging child abuse in an educational setting, where the administrator has a reasonable suspicion that an act of child abuse has occurred, shall be as follows:

- 1. If the alleged child-victim made the report, promptly notify the parent of the allegation and provide the parent with a written statement pursuant to §100.2(hh) of the Commissioner's Regulations setting forth the duties of employees and administrators upon receipt of the allegation, additional duties of superintendents, notification by the district attorney pursuant to Education Law §1130, and actions to be taken upon criminal conviction of a licensed or certified school employee pursuant to Education Law §1131.
- 2. If the parent made the allegation, promptly provide the parent with the abovereferenced written statement.
- 3. If someone other than the child-victim or parent made the report, ascertain from the reporting person the source and basis of the allegation, promptly notify the parent and provide the parent with the requisite written statement.
- 4. If a public school administrator received the written report alleging abuse, the administrator must promptly provide the superintendent with a copy of the report as well
- 5. A report of child abuse in an educational setting must be promptly forwarded to the appropriate law enforcement agencies.
- The school shall forward the report of child abuse to the Commissioner of Education if the accused employee or volunteer holds a license or certification issued by the New York State Education Department.
- 7. Any child abuse report that does not, after investigation, result in criminal conviction shall be expunged after five years or at such earlier time that the school determines.

If the alleged abuse was by an employee or volunteer of a school other than one within the school district of the child's attendance, the report must be forwarded promptly to the superintendent of the other district.

Moreover, at least annually, the school shall provide training to all new teachers, school nurses, guidance counselors, psychologists, social workers, administrators, board members, and other school personnel required to hold a teacher or administrator license or certificate regarding requirements of reporting of child abuse in an educational setting.



EVALUATIONS AND PROBLEM-SOLVING PROCEDURES

I. <u>Employee Evaluations</u>

Written evaluations of employees will be performed annually, on or about an employee's anniversary date or on or about a fixed annual date, subject to a determination by the Executive Director. Supervisors for each staffing level will be responsible for conducting evaluations. These evaluations will be maintained in the personnel file for each employee.

The Executive Director, in conjunction with Heads of School, will determine the format of the evaluation. Such evaluation may include: the date of the evaluation, the time period covered by the evaluation, and an assessment of the employee's work performance during that time period. The employee will be notified of any changes in salary, whether up or down, that are warranted based on this evaluation and the needs of the School.

Written evaluations as described above need not be performed for officers of the school upon a determination of the Board.

II. Problem-Solving Procedures

Any employee wishing to formally complain about a procedure, action, or directive of another employee or supervisor should notify the Executive Director at the employee's discretion, as soon as possible after such procedure, action, or directive has occurred. The Executive Director or his or her designee shall be the investigator and final arbiter of all such grievances.

In the event that the complaint involves a procedure, action, or directive of the Executive Director, an employee may file a written complaint with the President of the Board of Trustees. In such instances, the President of the Board of Trustees or his or her designee will be the investigator and final arbiter of the complaint.

III. Whistleblower Policy

General

The NYC Autism Charter School expects those who work on its behalf to observe the highest standards of business and personal ethics. As directors, officers and employees of the NYC Autism Charter School, we represent the institution and therefore must, in fulfilling our responsibilities, practice honesty and integrity as well as comply with all applicable laws, regulations and policies. Our individual actions affect the reputation and integrity of the NYC Autism Charter School, including how it is perceived by governmental authorities, parents and others. This Policy is intended to encourage and enable directors, officers, employees and others to raise concerns about possible violations of the law, NYC Autism

Charter School policy or other questionable ethical practices. Questions, concerns, suggestions or complaints regarding this Policy should be addressed directly to the Chair of the Finance Committee.

Reporting Responsibility

It is the responsibility of all directors, officers and employees to report in good faith violations or suspected violations of the law, ethical standards and/or our policies in accordance with this Policy. The procedures set forth herein are in addition to other currently available reporting avenues, including, but not limited to, speaking to a supervisor or as otherwise set forth in the Personnel Policies Manual.

Reporting Procedures

Any person who suspects wrongful, illegal, improper or questionable conduct is expected to immediately report such conduct in accordance with these Procedures in the following manner:

1. Directly to the Chair of the Finance Committee as follows: **Hugh O'Rourke**,

To the Compliance Specialist as follows: Dr. Susan Michaelson,
 Any such correspondence should be clearly marked as an urgent, confidential matter for consideration.

The NYC Autism Charter School takes seriously its responsibilities to enforce this Policy and therefore encourages any director, officer or employee making a submission to provide as much information as they can, including a description of the questionable practice or behavior, the names and titles of the individuals involved, and any other details.

Promptly upon receipt of a submission or complaint, the Compliance Specialist and the Chair of the Finance Committee shall discuss the matter. The Chair of the Finance Committee will evaluate the complaint and determine whether an investigation is required. In determining whether to conduct an investigation, the Chair may consider such matters as the nature, severity and scope of the alleged wrongdoing, the credibility of the allegations made, and any other factors that are appropriate under the circumstances.

The Compliance Specialist will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days, to the extent the sender's identity is disclosed or a return address is provided.

Handling of Complaints

The parameters of any investigation will be determined by the Chair of the Finance Committee

(in consultation with the other members of the Committee, as necessary). All investigations will be conducted in a confidential manner, with information disclosed only as needed to facilitate the investigation or as otherwise required by law. The Finance Committee, or its designee, will be free in its discretion to engage outside auditors, counsel or other experts to assist in the investigation and the NYC Autism Charter School will pay all fees of such persons. The Chair, or its designee, may, if they deem it reasonably necessary, require the assistance of any other director, officer or employee in investigating any complaint. The NYC Autism Charter School and its employees will cooperate as requested.

Ordinarily, the practice of the Chair will be for the complaint to be forwarded to the Compliance Specialist for investigation. In the event a complaint involves or implicates the Compliance Specialist or any member of the Finance Committee, the Chair will promptly recuse that person from the matter, and, if it entails the Finance Committee, immediately notify the President of the Board of Trustees, who thereafter shall be responsible for overseeing the investigation.

The person conducting the investigation will promptly investigate the matter and report to the Finance Committee. The report shall describe the complaint, the steps taken in the investigation, any factual findings, and recommendations for corrective action, if any. The Chair, in its discretion, may require that the investigation report be in writing.

The Finance Committee shall review the report of the investigation and have the authority to direct that the appropriate corrective action be taken in response to any particular complaint. The Finance Committee may, in its discretion, consult with any director, officer or employee of the NYC Autism Charter School who may have appropriate expertise to assist in the evaluation of resolving any complaint and can engage professional assistance if needed to assist in the evaluation of any results of, or courses of action in response to, an investigation. The NYC Autism Charter School will pay all fees of such professionals.

The Finance Committee will ensure that a written docket of all complaints and submissions made under this Policy be maintained, which shall include a description of the complaint, the date of its receipt, the current status of any investigation and the final resolution.

Protection of Whistleblowers

Consistent with NYC Autism Charter School policy, directors, officers or employees will not retaliate or attempt to retaliate, nor tolerate any retaliation, attempted retaliation or any form of reprisals by any other person or group, directly or indirectly, against anyone who, in good faith, makes a submission under this Policy or provides assistance or information to the Finance Committee, the Compliance Specialist or any other person or group (including any governmental, regulatory or law enforcement body) investigating or otherwise helping to resolve a complaint. Any director, officer or employee who retaliates against another employee



or a witness as described above will be subject to discipline, up to and including discharge. Employees who believe they are subject to retaliation because they have made a report or participated in an investigation should report such suspected retaliation to the Finance Committee in the manner described above.

Confidentiality

Directors, officers and employees are authorized to submit complaints on an anonymous basis and may also request that their complaint be treated in a confidential manner. Complaints and any reports of investigation will be kept confidential to the extent reasonable and practicable under the circumstances consistent with the Finance Committee's obligation to conduct an appropriate investigation and to correct unlawful or unethical practices, and subject to any applicable requirements of law.

Records

The Finance Committee will retain on a strictly confidential basis for a period of seven years (or otherwise as required under the NYC Autism Charter School record retention policies in effect from time to time) all records relating to any complaint and to the investigation and resolution thereof. All such records shall be confidential to the NYC Autism Charter School and, as appropriate, protected by the attorney-client privilege and/or the attorney work product doctrine. The Chair, in its discretion, may waive the attorney-client privilege if in the best interests of the NYC Autism Charter School.

Publication of Procedures

The Chair of the Finance Committee, or his or her designee, will cause these procedures to be communicated to all directors, officers and employees.

UNIVERSAL PRECAUTIONS AND INFECTION CONTROL

Universal Precautions are based on the Office of Safety and Health Administration (OSHA) requirements and New York City Department of Health hygiene regulations.

"Universal precautions," as defined by the Center for Disease Control, are a set of precautions designed to prevent transmission of human immunodeficiency virus (HIV), hepatitis B virus (HBV), and other blood borne pathogens when providing first aid or health care. Under universal precautions, blood and certain body fluids of all patients are considered potentially infectious for HIV, HBV and other blood borne pathogens.

Universal precautions apply to blood, other body fluids containing visible blood, semen, and vaginal secretions. Universal precautions also apply to tissues and to the following fluids:



cerebrospinal, synovial, pleural, peritoneal, pericardial, and amniotic fluids. Universal precautions do not apply to feces, nasal secretions, sputum, sweat, tears, urine, and vomitus unless they contain visible blood. Universal precautions do not apply to saliva except when visibly contaminated with blood or in the dental setting where blood contamination of saliva is predictable.

All employees should routinely use appropriate barrier precautions to prevent skin and mucous membrane exposure during contact with any student's blood or body fluids that require universal precautions.

Gloves should be worn:

For touching blood and body fluids requiring universal precautions, mucous membranes, or non-intact skin of all students, and

For handling items or surfaces soiled with blood or body fluids to which universal precautions apply.

Gloves should be changed after contact with each student. Hands and other skin surfaces should be washed immediately or as soon as student safety permits if contaminated with blood or body fluids requiring universal precautions. Hands should be washed immediately after gloves are removed.

Antiseptic hand cleaner in conjunction with clean cloth/paper towels or antiseptic towelettes are examples of acceptable alternatives to running water. However, when these types of alternatives are used, employees must wash their hands (or other affected areas) with soap and running water as soon as feasible. This alternative would only be acceptable at worksites where soap and running water are not feasible.

Other proactive measures include: cleaning soiled areas using gloves and appropriate cleaning aids, storing cleaning supplies in an appropriate closet or cabinet, washing hands (before and after eating and after toileting), wearing safety glasses, wearing bandages, and using biohazard bags and containers for all clothing or other material contaminated with urine, blood, or other body fluids.

Pregnant health care workers are not known to be at greater risk of contracting HIV infection than are health care workers who are not pregnant; however, if a health care worker develops HIV infection during pregnancy, the infant is at risk of infection resulting from perinatal transmission. Because of this risk, pregnant health care workers should be especially familiar with, and strictly adhere to, precautions to minimize the risk of HIV transmission.

EMPLOYEE CONDUCT

I. Confidentiality

Employees of this school shall not, in any way, release any information about this school, its students or families, its activities, or the activities of its personnel (including images) except as normally required by their duties, expressly permitted by the Head of School, and in conformity with the requirements of applicable Freedom of Information laws and the Family and Educational Rights and Privacy Act ("FERPA"). Furthermore, employees may not send, post, or share images of students captured with personal devices (e.g., iPhones).

No employee shall publish, disclose, or use, or authorize anyone else to publish, disclose, or use, or in any way cause to be published, disclosed, or used, any private or proprietary information which such employee may in any way acquire, learn, develop, or create by reason of employment with this school, unless otherwise provided by the Executive Director. Any document or other material containing such information is required to be returned to the Executive Director upon an employee's termination or resignation.

II. Personnel Inquiries

No one in this school other than the Board of Trustees, Executive Director, or a designee is authorized to respond either verbally or in writing to personnel inquiries of any type about any employee of this school.

III. Return Of School Materials

An employee who is terminated or who resigns must return all keys, identification, security cards and codes, and office materials and supplies in such employee's possession to the Executive Director. No information or copies of information, including but in no way limited to files, memos, computer-stored items, lists, or other similar information, may be taken by such employee without the express permission of the Executive Director.

IV. Ban On Acceptance Of Gifts

The Executive Director and other school employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars (\$50.00) — including but not limited to money, goods, food, entertainment, or services — directly or indirectly from: (a) individuals, schools, or companies serving as vendors or potential vendors for this school; (b) elected officials or their representatives; (c) candidates for public office or their representatives; (d) political party officials or their representatives; or e) parents of students attending the school. The Executive Director may make exceptions in such instances where gifts are intended for and will be used by the school. Offers of such gifts in excess of \$50.00, even when refused, must be communicated immediately by the employee receiving such an offer to the Executive Director.



V. Change Of Personnel Status

Employees are required to notify as soon as possible the Executive Director and any other person designated by the Executive Director of any change in name, family status, address, telephone number, or other information affecting personnel data held or used by this school.

VI. Personnel Files

Personnel files are the sole property of the NYC Autism Charter School and access to the information is restricted. NYC Autism Charter School will provide access and disclose such information to the extent required by law.

The School is committed to the laws and general principles of employee confidentiality as set forth in the Health Insurance Portability and Accountability Act (HIPAA) with regard to the dissemination of private health information (PHI) of Agency employees. In order to comply with all rules and regulations, including the ADA, NYC Autism Charter School will keep all medical records and all other necessary documents in a separate file. If an employee has any questions about the Agency's privacy practices under HIPAA, he/she should see the Executive Director further information.

If an employee requests that the NYC Autism Charter School release information to an outside party, that request must be put in writing to the Executive Director. It is at the sole discretion of the Executive Director, unless mandated by applicable laws and regulations, if the information is released or not.

Each personnel file may contain, but is not limited to the following items:

- 1. Signed application & any documents submitted by the employee during the application process (e.g., resume and cover letter).
- 2. Signed job description and signed offer letter stating base rate of pay.
- 3. Letters indicating change of status (if applicable).
- 4. Form W-4 for tax withholding.
- 5. Health insurance coverage acceptance/declination form and health insurance application (if applicable).
- 6. Tuition assistance program application (if applicable).
- 7. Personal time off request forms.
- 8. Fingerprint clearance forms.
- 9. Teacher certification documents.
- 10. Performance evaluations.
- 11. New York Wage Theft Prevention Act Notice



VII. Copyrights & Intellectual Property

It is the policy of the School that the entire right, title, and interest of any and all writings and other creations that staff members prepare, create, write or initiate or otherwise develop as part of their own efforts to perform their job duties while employed by the NYC Autism Charter School belongs to the NYC Autism Charter School. This includes, but is not limited to any development of curriculum. All work is the sole and exclusive property of the respective school.

Copyrights, payments and/or royalties that occur as a result of a project of any employee or employees of this school remain the property of the school. The Executive Director may assign copyrights, royalties, or other payments to the author or authors or project participants.

VIII. Dress Code

The properly groomed and attired employee helps to create a favorable image for the NYC Autism Charter School. If an employee reports to work improperly dressed or groomed, the employee's supervisor, at his or her discretion, may instruct the employee to return home to change clothes. The employee will be docked for time spent in transit.

Spaghetti-strap tops, shoes with high heels, open toes or heels are prohibited during hours that school is in session for students; tee-shirts with writing or slogans, and articles of clothing that expose excessive flesh (e.g., midriff, chest, or any part of legs above the knees) are deemed inappropriate forms of dress during normal business hours, as are clothing items with rips, tears, or stains. Heavily scented colognes, perfumes or other after-shave lotions may be offensive to others or cause allergic reactions and are not acceptable. Employees are also strongly encouraged not to wear piercings (other than ears), large, dangling jewelry, or jewelry of value. The NYC Autism Charter School will not provide reimbursement or be responsible for replacement of these items if damaged on the job. Shorts may be worn during summer session (Memorial Day to Labor Day); the length of shorts must extend to the same length of the employees fingertips when placed at his/her sides.

For the purpose of this policy, "jeans" may be worn if they meet ALL of the following criteria: (1) They aren't ripped or disheveled in appearance, (2) they have a uniform color, preferably dark, and 3) they fit properly (i.e., not too tight or too baggy and do not expose skin around the waist area).

Employees are asked to exercise some level of discretion with the dress code, understanding that our goal is to allow for staff comfort while projecting a professional image with our families, potential employees, and community visitors. The dress code still applies during community based instruction, field trips, and community outings.



Other general guidelines:

Clothing should not fit so tightly that objects protrude from the pockets.

No low-rise or "skinny" pants.

No sweatpants or workout clothes.

No clothing with excessive zippers, pockets, buttons, rivets, or stitching.

Clothing that works well for yard/house work, bars/clubs, or exercise/workouts is not appropriate for a professional appearance at work.

IX. Personal Cell Phones

To maintain a student-centered approach at all times, employees are prohibited from using personal cell phones during working hours or in work areas unless approved for a specific reason by the Head of School. Personal cell phones may be used during scheduled breaks, but not in designated work areas.

X. Computer Usage

School computers are only to be used for school-related activities. Employees are prohibited from using school computers for personal reasons, including (but not limited to) email, Internet searches, and word-processing. Employees are expected to use proper care when using the School's computer and equipment. School property, including computers, may not be removed from the premises without the proper authorization from the Head of School or Executive Director. All printing on the School's printer should be solely for school use.

XI. Communicating with Families

A key component to the NYC Autism Charter School program is supporting families. Employees may be assigned to provide home consultation, family training, or other types of family support. Employees may also be asked to write daily/weekly notes to families, subject to the Executive Director or designee's approval. In an effort to maintain professional relationships between staff and families, instructors are prohibited from giving personal contact information (e.g., cell phone number or personal email) to families. Directors, Heads of School, Clinical Supervisors, Head Teachers and Lead Instructors may give personal cell phone numbers for emergencies and special situations (e.g., reporting related to behavior issues at home). In addition, employees may not initiate contact with families outside of regular school correspondence (e.g., requesting supplies, scheduling home visits) unless explicitly approved by the Head of School.

All communications with families and students must be appropriate in tone, language, and subject matter, and must be consistent with the teacher-to-student relationship.



XII. Staff Working Outside of NYC Autism Charter School

Full-time Teachers, Instructors, and Administrative staff may not provide services outside of the NYC Autism Charter School for any family whose child attends the NYC Autism Charter School, is accepted into the NYC Autism Charter School or for any family of a Board member of the NYC Autism Charter School.

This policy shall not apply to employees who are regularly scheduled to work 10 hours or less per week at the NYC Autism Charter School.

No employee of the NYC Autism Charter School shall provide any referral to any individual or group practice for services. Any information disseminated to families regarding services outside of the NYC Autism Charter School will be done only with approval from the Executive Director and with the stipulation that the NYC Autism Charter School is not in any way recommending such services or responsible for the quality of such services.

XIII. Videotaping, Photographing, and Audio Taping

The NYC Autism Charter School reserves the right to videotape, audiotape, and or photograph teaching sessions and team meetings for teaching and research purposes. This may include, but is not limited to, children, parents, and teachers.

The NYC Autism Charter School may videotape, photograph, and/or audiotape employees at any time deemed reasonable by the Executive Director or designee, while performing job responsibilities. These recordings may be used for staff training, research, press coverage/releases, and/or fundraising events only.

The School will not install or maintain a viewing device for the purpose of surreptitiously recording visual images of the workplace, such as restrooms, bathrooms, or washrooms.

XIV. Alcohol, Smoking, and Drug Policies

In keeping with NYC Autism Charter School's policy of ensuring a safe and healthy work environment, smoking or having or using alcohol or drugs is prohibited throughout the workplace. State Law prohibits smoking in all school buildings, including buses. State Law also prohibits school employees from selling, distributing, attempting to sell or distribute, or being under the influence of alcohol or any controlled substance while on school property. This policy applies equally to all employees, students, and visitors.

If an employee believes that he or she has knowledge of an incident involving smoking, alcohol, or drug use that occurred on School property that employee should immediately notify the



Head of School or any other managing personnel with whom that employee feels comfortable.

All reports of an incident involving smoking, alcohol, or drug use that occurred on school property will be promptly investigated by the Head of School, or his or her designee who is not involved in the alleged incident. The School will treat the matter as confidentially as practical, consistent with the School's obligations to conduct a thorough investigation. If an investigation confirms that an incident has occurred, the Executive Director will take appropriate corrective action, which may, upon a determination by the Executive Director, include, but not be limited to, an official memorandum in an employee's personnel file or the termination of the offending employee. Documentation of the event, the investigation, and the remediation will be kept for at least three years.

Additionally, employees are asked not to use any tobacco products anywhere off of school grounds that are visible from school grounds or anywhere that the employee could be reasonably expected to encounter students during the school day.

NYC Autism Charter School retains the right to search or test to maintain the safety, security, productivity, or quality of the School and their community members; or if it will aid in an investigation of workplace accidents, but only if there is a valid reason to search or test. The School will comply with applicable laws and regulations for searching and testing. All drug testing will be done fairly and the school will administer tests that conform to the scientific requirements of the New York Drug Testing Act. All results of testing and searching will be kept confidential.

XV. Property Searches

All school property belongs to the schools including, but not limited to, lockers, desks, chairs, bookcases, computers, phones, and file cabinets. No person, including any staff member, has any right to privacy with respect to these items or locations. School equipment and instructional materials should not be used for any personal business without prior approval from the Executive Director.

Employees have no reasonable expectation of privacy with respect to these places and School officials retain complete control over them. Staff lockers, desks and other school storage places may be subject to search at any time by school officials, without prior notice and without the staff member's consent. No person, including any staff member, has any right to privacy with respect to these items or locations.

Employees also have no expectation of privacy with respect to all communications, including but not limited to telephone, voicemail, e-mail, and Internet use.

NYC Autism Charter School at all times retains the right, without notice, to search all directories,



indices, data storage devices, files, databases, e-mail messages, voicemail messages, Internet access logs and any other electronic transmissions contained in or used in conjunction with NYC Autism Charter School's computer, e-mail, voicemail and Internet access systems and equipment. Deleted or erased computer, e-mail and voicemail messages may remain stored in the School's computer server or telephone system. By placing information on the School's computer system, employees give the School the right to edit, delete, copy, republish and distribute such information.

NYC Autism Charter School is not responsible for loss or damage of any employee's personal property, even if the damage or loss occurs on school grounds.

XVI. Social Media Policy

NYC Autism Charter School recognizes that social networking (such as personal websites, blogs, Facebook, Instagram, MySpace, Twitter, video or wiki posting, online group discussions, message boards, chat rooms, etc.) can be used by employees for personal reasons as well as legitimate business purposes. The schools also understand how the use of the internet social networking sites and blogs can shape the way that the public views it.

The School respects the right of any employee to maintain a blog or post a comment on social networking sites. However, the School is also committed to ensuring that the use of such communications serves its needs by maintaining the school's identity, integrity and reputation in a manner consistent with its values and policies. Therefore, NYC Autism Charter School has established the following policy for communicating School-related information via social networking forums, whether used in or outside the workplace.

Employees should not use personal websites, blogs, web pages or social networking sites to present information about themselves, colleagues or students that may undercut the reputation of the Schools or that may open anyone associated with the School to criticism. Pictures or descriptions of conduct that would subject a teacher to school discipline could be detrimental to that teacher's status as an educator and could impact negatively on the academic process. It is important to remember that communications to the public that undermine confidence in individual School employees may make it more difficult to manage and motivate students.

Employees should also consider carefully the impact on NYC Autism Charter School of information presented on a personal blog, website, or social networking site. Although maintaining the blog/website is private conduct, information connecting the writer with NYC Autism Charter School may impact on the writer's own status among colleagues, may be hurtful to colleagues, may be misconstrued by parents, and may become a subject of gossip among students. To the extent that such "blogging" or use of a web site or social networking site

impairs a staff member's ability to command respect among students and parents it interferes with either school's educational mission and must be avoided. Violation of any of these guidelines may result in disciplinary action, including instant termination of employment.

Any employee engaging in social networking or blogging for legitimate business purposes (<u>i.e.</u>, on a School-sponsored blog or media site) must get express approval of all content prior to posting. Employees engaged in such School-authorized social networking or blogging are responsible for complying with all School policies.

The goal of authorized social networking and blogging is to become a part of the industry conversation and to promote web-based sharing of ideas and exchange of information. Authorized social networking and blogging is used to convey information about the School, communicate with employees and discuss school activities and events.

Any employee who mentions the NYC Autism Charter School or writes about any school-related activities or expresses an opinion regarding either on a personal blog or social networking site must include a disclaimer that specifically states that the perceptions, opinions, beliefs and attitudes expressed are those of the employee alone and are not necessarily aligned with the views of the school. The employee must make it clear that he or she is speaking for himself or herself and not on behalf of the School.

In addition, if an employee posts something favorable about the services of the School using any type of social media (<u>i.e.</u>, a blog or an online message board), the employee must disclose that he or she is employed by the School. Failure to do so can result in monetary penalties for NYC Autism Charter School.

XVII. Personal Relationships Between Staff

NYC Autism Charter School recognizes that employees may develop personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, disputes, misunderstandings and/or potential sexual harassment claims, employees are not permitted to date or engage in sexual relationships with subordinate employees. In the event that a dating or sexual relationship does develop between a supervisor and a subordinate, then the supervisor must promptly report the relationship to the Executive Director. One of the parties may be required to transfer, if a position is available, or they may be required to choose which of them will resign. Violation of this policy may result in disciplinary action, up to and including termination of employment. Furthermore, co-workers are strongly discouraged from dating or pursuing romantic or sexual relationships with each other.

XVIII. Relationships with Students



NYC Autism Charter School employees are strictly prohibited from engaging in personal relationships with students, which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the scope of a professional adult/student relationship. This prohibition applies both on and off School grounds. Employees who violate this policy may be subject to disciplinary action, up to and including immediate termination, in the sole discretion of the School. Employees who violate this policy may also be subject to being reported to law enforcement authorities, if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report will be made to law enforcement and/or a child abuse report will be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by the School.

XIX. Policy Against Violence in the Workplace

NYC Autism Charter School is committed to preventing workplace violence. NYC Autism Charter School has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises. This policy is intended to bring the School into compliance with existing legal provisions requiring employers to provide a safe workplace. It is not intended to create any obligations beyond those required by existing law.

All employees should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, rowdy behavior, or other conduct that may be dangerous to others. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances onto the premises of the NYC Autism Charter School.

The School will not tolerate conduct that threatens, intimidates, or coerces another employee, a student, parent, visitor, guest, or candidate for employment. This prohibition includes all acts of harassment, including harassment that is based on an individual's race, color, religion, creed, sex, gender, sexual orientation, ethnicity, national origin, ancestry, age, disability (including AIDS), marital status, military status, citizenship status, predisposing genetic characteristics, or any other characteristic protected by local, state, or federal law. Employees are required to immediately report violence or threats of violence, both direct and indirect, to a supervisor. This includes threats by employees, students, or visitors. Reports should be as specific and detailed as possible.

NYC Autism Charter School will promptly and thoroughly investigate all reports of violence or threats of violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, the NYC Autism Charter School may suspend employees, either with or without pay, pending investigation.



Anyone determined to be responsible for acts or threats of violence or other conduct in violation of these guidelines will be subject to disciplinary action, up to and including termination of employment, and may face criminal charges.

NYC Autism Charter School encourages employees to bring their disputes or differences with other employees to the attention of their supervisors.

PARKING

The NYC Autism Charter School typically receives a small number of parking permits from the Department of Education. The number of parking permits available each year may vary. When permits are received by the school, a lottery will be conducted for staff members who meet all of the following criteria:

- 1. Staff member drives to work every day.
- 2. Staff member lives outside of the Borough in which the school is located.
- 3. Staff member has been working at the NYC Autism Charter School for at least one year.

Those randomly selected will receive a parking permit.

MEDICAL POLICIES

Employees must make every reasonable attempt to ensure that prescription and non-prescription medications are kept out of sight and reach of students.

In the event of a medical emergency requiring immediate attention, the school will call 911 and attempt to contact the individual(s) identified on the employee's emergency contact sheet.

EMERGENCY CONTACT INFORMATION SHEET

In the event of a medical emergency, the **NYC Autism Charter School** will attempt to contact the individual or individuals designated on this form. Please provide the following information, which may be updated at any time:

Staff name:
Staff cell phone number:
Staff home phone number:
Staff home address:
Staff DOB:
Staff e-mail address:
Allergies (optional):
Individual(s) to be contacted in case of emergency
Name:
Relationship:
Cell phone number:
Home/Business phone number:
Home address:
Business address:
Other contact information, e.g., mobile phone:
Name:
Relationship:
Cell phone number:
Home/Business phone number:
Home address:
Business address:
Other contact information, e.g., mobile phone:
If you need to go home at any time during the school day and you are unable to transpor
yourself, please list someone we can contact.
Name:
Relationship:
Cell phone number:
Home/Business phone number:
Home address:
Business address:
Other contact information, e.g., mobile phone:

Receipt for Personnel Policies

I received the New York Center for Autism Charter School (the "School") Personnel Policies Manual (the "Manual"). I understand that the NYC Autism Charter School reserves the right to revise, add, remove, or otherwise change the personnel policies as deemed appropriate, with or without notice.

I understand that the information, policies and benefits described in this Manual are provided for general information purposes only and do not create a contract of employment. The Manual is subject to change with or without notice, at the sole discretion of the School. The Manual as currently stated or as modified, does not provide staff members with any legal rights.

I understand that employment with the NYC Autism Charter School is on an at-will basis. This employment relationship means that either the staff member or the NYC Autism Charter School may end the employment relationship at any time, for any reason or no reason, with or without notice. Nothing in this Manual, or in any other document or oral statement, can change a staff member's employment-at-will status, except a specific written contract signed by the staff member and the Executive Director of the NYC Autism Charter School.

I understand that neither the Manual's policies nor any representations made by a management representative, at the time of hire or subsequently, are to be interpreted as a contract between the school and any of its employees. I further understand that my employment is voluntarily entered into, that I am free to resign at any time and that the NYC Autism Charter School may terminate the employment relationship whenever it determines that it is in its best interest to do so. Finally, I understand that it is my responsibility to notify the NYC Autism Charter School in writing of any changes, additions, or deletions to the information I have provided for personnel record-keeping purposes.

Employee's Signature	Date	
Reviewer's Signature	Date	

R-12 PARTNER ORGANIZATION

(A) PARTNER INFORMATION

DESCRIPTION OF PARTNER ORGANIZATION

NYCACS Bronx will not contract with a Charter Management Organization. It will work closely with the NYC DOE Chancellor authorized NYCACS (East Harlem), the school after which it is modeled. NYCACS Bronx will share the mission of NYCACS (East Harlem) and will replicate its model. It will duplicate key design elements of NYCACS (East Harlem) while also creating a culture that responds to and is shaped by the local community. The NYCACS (East Harlem) Board of Trustees President is one of the Lead Applicants of NYCACS Bronx, and it is anticipated that the two schools will share Board Trustees. NYCACS Bronx will provide start up funding as well as ongoing administrative oversight.

(B) PARTNER COMMITMENT

Please see R-12b - Partner Commitment



January 12, 2016

Ms. Susan Miller Barker Executive Director Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, NY 12207

Re: Letter of Financial Commitment

Dear Ms. Barker,

In connection with the application submitted by the New York City Autism Charter School Bronx ("NYCACS Bronx"), the Board of Trustees of the New York City Autism Charter School ("NYCACS"), is thrilled to provide this letter of financial commitment. NYCACS and NYCACS Bronx share the same mission: to provide individualized, scientifically based educational services to children with autism and other pervasive developmental disorders. In support of this mission, and to help NYCACS Bronx achieve financial stability and viability during its first charter term, the Board of Trustees of NYCACS voted unanimously on January 12, 2016, to provide the following financial support to NYCACS Bronx upon the granting of its charter:

- NYCACS shall provide a no-interest loan (the "Loan") to NYCACS Bronx totaling up to \$880,000.00 (Eight Hundred and Eighty Thousand Dollars) during its first charter term.
- The Loan shall be payable in accordance with the following schedule and shall be completely forgiven with no penalty by NYCACS at the end of NYCACS Bronx's initial charter term which is projected to end in 2022:
 - \$350,000.00 (Three Hundred and Fifty Thousand Dollars), plus a 10% contingency, shall be provided in Fiscal Year 2018;
 - \$300,000.00 (Three Hundred Thousand Dollars), plus a 10% contingency, shall be provided in Fiscal Year 2019; and
 - \$150,000.00 (One Hundred and Fifty Thousand Dollars), plus a 10% contingency, shall be provided in Fiscal Year 2020.

Please note NYCACS has carefully considered this Loan. NYCACS is fortunate to have financial reserves which allow the school to provide this Loan without impacting the financial stability of NYCACS. Even after this Loan, NYCACS will still have remaining reserves in excess of 1,100,000.00 (1 Million and One Hundred Thousand Dollars).

Creating Possibilities.

It is without hesitation and with great pride that the Board of Trustees of NYCACS pledges this financial support.

Best

Ms. Carol Santiago

Board Chair, Board of Trustees for NYCACS

R-13 GOVERNANCE

(A) EDUCATION CORPORATION BOARD ROLES AND RESPONSIBILITIES

The Education Corporation's Board of Trustees is the body with legal responsibility to direct the affairs of NYCACS Bronx. The NYCACS Bronx Board of Trustees is responsible for the development of policy, and the execution of these policies is the function of the Executive Director and NYCACS Bronx Head of School. This relationship allows the Board to devote its time to policymaking and other related functions and provides freedom for the Head of School to manage NYCACS Bronx. The Head of School is responsible for the professional leadership necessary to translate Board policy into administrative action. The Executive Director is charged with overseeing this process across both schools.

SELECTING SCHOOL LEADER

The Board, in conjunction with the Executive Director, is responsible for selecting the Head of School. The Board assures that the Head of School will be professionally qualified, possessing outstanding qualities of leadership, vision, administrative skill, instructional skills and that he/she will implement all policies of the Board in good faith. It is understood that the Head of School will have his/her own unique approach to implementing policy decisions, and that he/she will be given the latitude to do so, assuming that outcomes as approved by the Board are, in fact, reached. The Head of School will administer NYCACS Bronx in conformity with the adopted policies of the Board, charter law and other applicable state and federal laws, and administrative rules and regulations.

MONITORING SCHOOL PERFORMANCE

The Board of Trustees, through the Executive Director, will hold the Head of School responsible for the administration of policy, the execution of Board decisions, the operation of NYCACS Bronx, and for keeping the Executive Director regularly informed about the operation of the school and other functions. The Head of School must ensure the efficient operation of NYCACS Bronx. As such, he/she will bring recommendations for adjustments to procedures and/or development of new protocols or processes to the Executive Director. The Executive Director and the Board President prepare the final agenda for each Board meeting, with input and information from the Head of School. The Executive Director and Head of School attend all Board meetings and participate in all deliberations except when his/her individual contract is under discussion. When appropriate, the Head of School will create presentations for the Board

to highlight specific areas and inform discussion. He/she may also, in conjunction with the Executive Director, offer proposals for Board vote.

EVALUATING SCHOOL LEADERS

The Board is responsible for evaluating the performance of the Executive Director. The Finance Committee, along with the Executive Director, is responsible for evaluating the performance of the Chief Financial Officer. The Executive Director is responsible for evaluating the performance of the Head of School. The Board Operations Committee will work with the Executive Director to develop and implement an Annual Performance Evaluation, as detailed in R-10.

(B) EDUCATION CORPORATION BOARD DESIGN

NUMBER OF TRUSTEES

The NYCACS Bronx Board of Directors Bylaws stipulate a minimum of 5 Trustees and a maximum of 18. One seat on the Board will be reserved for a parent of a registered NYCACS Bronx student. This rule does not preclude additional parents from membership on the Board of Trustees. No more than 40% of the trustees may be affiliated with any other single entity, other than another charter school education corporation. The NYCACS Board Officers are the President, Vice President, Secretary and Treasurer.

EX-OFFICIO MEMBERS

Former Trustees or other professionals with demonstrated commitment to NYCACS Bronx may be designated at Ex-officio, non-voting members of the Board of Trustees.

STANDING COMMITTEES

Standing Committees of the Board of Trustees will include the Executive, Finance, Operations, and Governance Committees.

DELEGATION OF AUTHORITY

The powers of the Board of Trustees are clearly articulated in the Board Bylaws. The Board may delegate the management of the activities of the Corporation to others, including the Head of

School, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

INFORMATION TO BE RECEIVED FROM THE CMO, LEADERSHIP, STAFF OR CONTRACTORS

The Executive Director will provide the Board with fiscal, and operations reports at regularly scheduled Board meetings. The Head of School will report on programmatic issues and updates as to the status of Charter Goals biannually.

FREQUENCY OF BOARD AND COMMITTEE MEETINGS

The NYCACS Bronx Board calendar will provide for a minimum of twelve (12) meetings per year. Additional meetings may be called on an as-needed basis. Board Finance Committee meetings will be scheduled monthly. The Executive, Operations and Governance Committee meetings will be scheduled as needed.

OPEN MEETINGS

Notice of all NYCACS Bronx Board meetings will be given to the public in a manner consistent with the Open Meetings Law.

TRUSTEE RECRUITMENT AND SELECTION PROCESS

The NYCACS Bronx Board of Trustees will seek prospective Trustees that represent diverse backgrounds and bring a broad range of skills to the task of developing and sustaining NYCACS Bronx. In particular, their collective expertise will encompass autism education, community development and outreach, special and regular education administration, law, strategic planning, accounting, marketing, finance, nonprofit management, and knowledge of charter schools. Trustee recruitment strategies will include utilizing NYCACS' considerable networks, engaging in community outreach, and relying on other charter entities, including the NYC Charter Center, among others.

NEW TRUSTEE ORIENTATION

New Trustee Orientation will be the responsibility of the Board Governance Committee.

NYCACS Bronx will provide new Trustees with a thorough orientation coupled with mentorship from a seasoned Trustee. The New Trustee Orientation includes the following topics:

CHARTER APPLICATION

What is a Charter School?

NYCACS Bronx mission

NYCACS Bronx Performance Objectives
School Model

Teacher Qualifications

Admissions Lottery

Governance Structure

ROLE OF THE TRUSTEE

Job Description
Meeting Calendar
Committee Descriptions
Legal Responsibilities

OVERVIEW OF AUTISM AND APPLIED BEHAVIOR ANALYSIS

Education Program Components Instructional Model

STRATEGIC PLANNING EFFORTS

Charter Renewal Public Outreach Fundraising

FINANCIAL REPORTS AND BUDGETS

Trustees will be invited to serve on one or more committees, through which their understanding of NYCACS deepens.

BOARD/TRUSTEE TRAINING AND DEVELOPMENT

In addition to the new Trustee orientation, NYCACS Bronx will use the strategic planning process and the annual Board/Staff retreat to identify needs and build the Board's capacity for meeting those needs. The Board members will also be encouraged to participate in workshops offered by the NYC Charter Center and other non-profit leadership organizations on an as needed or interested basis. The Board will also conduct an annual self-evaluation via survey,

and will use the results of this survey to increase Board efficiency and productivity, and to enhance Board service for its Trustees.

(C) STAKEHOLDER PARTICIPATION

Stakeholder participation in the governance of NYCACS Bronx will be accomplished by way of several avenues. One voting member of the Board of Trustees will be reserved for a parent of an enrolled student. The school will seek to establish an active Parents' Association modeled after that of NYCACS (East Harlem). The Head of School/Principal will participate in Board meetings in a non-voting capacity. Leadership and/or project staff will offer Board presentations on an as needed basis. The Board may convene a task force for specific research and planning purposes, membership consisting of both Trustees and staff. Finally, the school will partner with community organizations and business establishments to offer community instruction and work readiness opportunities for its students.

(D) BY-LAWS

Please see R-13d - By-Laws

(E) CODE OF ETHICS

Please see R-13e - Code of Ethics

(F) COMPLAINT POLICY

Please see R-13f - Complaint Policy

In addition, the school will maintain a "whistle blower" policy to protect the rights of the complainant from any retaliation or discrimination as a result of issuing a formal complaint. See R-11d - Personnel Policies p. 38.

R-13D BY-LAWS OF THE NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX

ARTICLE I

NAME

The name of the Corporation is the New York Center for Autism Charter School Bronx (hereinafter "NYCACS" or the "Corporation").

ARTICLE II

MISSION OF THE NEW YORK CENTER FOR AUTISM CHARTER SCHOOL BRONX

The mission of NYCACS is to provide individualized, scientifically based educational services to children with autism and other pervasive developmental disorders. The NYCACS educational program promotes the achievement of high educational standards and the full intellectual, social, physical and emotional potential of each student. NYCACS extends educational programming beyond the school's walls through organized outreach, training, consultation and support for students' families, and offers ongoing professional development opportunities to NYCACS staff and educators.

ARTICLE III

MEMBERSHIP

The Corporation has no members. The rights, which would otherwise vest in the members, vest in the Trustees of the Corporation (hereinafter the "Trustees") of the School. Actions, which would otherwise require approval by a majority of all members or approval by the members, require only approval of a majority of all Trustees.

ARTICLE IV

BOARD OF TRUSTEES

A. <u>Powers</u>. The Board of Trustees (hereinafter the "Board") shall conduct or direct the affairs of the Corporation and exercise its powers, subject to the limitations of applicable law, including the Education Law, Not-for-Profit Corporation Law, the General Municipal Law, the Corporation's Charter and these Bylaws. The Board may delegate the management of the activities of the Corporation to others, so long as the affairs of the Corporation are managed, and its powers are exercised, under the Board's ultimate jurisdiction.

Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:

To elect and remove Trustees;

- 2. To select and remove Officers, agents and employees of the Corporation; to prescribe powers and duties for them; and to fix their compensation;
- 3. To conduct, manage and control the affairs and activities of the Corporation, and to make rules and regulations;
- 4. To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in obtaining the purposes of promoting the interests of the Corporation;
- 5. To carry on the business of operating a charter school and apply any surplus that results from the business activity to any activity in which the Corporation may engage;
- 6. To act as Trustee under any trust incidental to the Corporation's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
- 7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
- 8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities;
- 9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the provisions of the New York Not-for-Profit Corporation Law and the limitations noted in these Bylaws.
- B. <u>Number of Trustees</u>. The number of Trustees of the Corporation shall be not less than 5 or more than 18. The Board may fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws. Any reduction in the number of trustees made pursuant to this paragraph shall be made in accordance with the requirements of Education Law 226(1).

C. <u>Election of Trustees.</u>

- 1. <u>Election.</u> The Board shall elect the Trustees by the vote of a majority of the Trustees then in office, whether or not the number of Trustees in office is sufficient to constitute a quorum, or by the sole remaining Trustee.
- 2. <u>Eligibility</u>. The Board may elect any person who in its discretion it believes will serve the interests of the Corporation faithfully and effectively.
- 3. <u>Parent Representation</u>. One Board seat shall be reserved for a parent of a student currently enrolled in the School. The parent representative will be elected pursuant to the procedure that applies to the election of all Trustees (Art.4 C.1.) except for the first parent Trustee, who shall be elected when two-thirds of the first year students are enrolled in the school.

4. Term of Office.

- a. The Trustees elected or appointed shall be divided into three classes for the purpose of staggering their terms of office. All classes shall be as nearly equal in number as possible.
- b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting.



Following the expiration of these designated terms, the term of each Trustee shall continue for three (3) years, except the term of any Trustee who is a parent of a child enrolled in the charter school shall be one (1) year.

- c. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues:
 - i. for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or
 - ii. for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
- d. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the charter, or the Bylaws, or other Board action.
- e. A Trustee's term of office shall not be extended beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.
- 5. <u>Time of Elections</u>. The Board shall elect Trustees whose terms begin in June of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.
- D. <u>Removal of Trustees</u>. The Board may remove a Trustee from office on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty, provided, that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee. (Education Law 226(8))
- E. Resignation by Trustee. A Trustee may resign by giving written notice to the Board President or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board President or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. Any Trustee that shall fail to attend three consecutive meetings without an excuse accepted as satisfactory by the Trustees shall be deemed to have resigned, and that vacancy shall be filled.
- F. <u>Vacancies</u>. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.
- G. <u>Compensation of Trustees</u>. Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting Corporation business.

<u>ARTICLE V</u>

PRINCIPAL OFFICE

The Corporation's principal office shall be at the following address: New York Center for Autism Charter School Bronx, location TBD, or at such other place within the State of New York as the Board may select by resolution or amendment of the Bylaws. The Secretary shall note any change in office on the copy of the Bylaws maintained by the Secretary.

ARTICLE VI

MEETINGS OF THE BOARD

- A. <u>Place of Meetings</u>. Board Meetings shall be held at the Corporation's principal office, NYCACS Bronx, location TBD, or at such other location designated by the Board. The location of any Board meeting shall comply with the requirements of the Open Meetings Law.
- B. <u>Annual Meetings</u>. An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.
- C. <u>Regular Meetings</u>. Regular Meetings shall be held at least one time per month (12 times per year) and other times as the Board determines.
- D. <u>Special Meetings</u>. A Special Meeting shall be held at any time called by the President, or by any Trustee upon written demand of not less than one-fifth of the entire Board.
- E. <u>Adjournment</u>. A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.
- F. Notices of Board Meetings shall be given as follows:
 - 1. <u>Annual Meetings and Regular Meetings</u> may be held without notice to the Board Members if the Bylaws or the Board fix the time and place of such meetings.
 - 2. Special Meetings Notice of all meetings of the Board of Trustees shall be mailed to all Trustees at least five (5) days but not more than ten (10) days prior to the date set for such meeting to the usual address of every Trustee. Notice thereof shall state the time and place of the meeting and, in the case of a special meeting, the purpose or purposes for holding such meeting and the Trustee(s) who called for the special meeting. In accordance with the Open Meetings Law, if a Board of Trustees' meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations at least 72 hours before the meeting. If a meeting is scheduled less than one week in advance, notice of the time and place of the meeting shall be given to the news media, to the extent practicable, and shall be conspicuously posted in one or more public locations at a reasonable time before the meeting.

- 3. <u>Notice of all Board Meetings</u>, including annual, regular and special meetings, shall be given to the public in a manner consistent with the Open Meetings Law. To the extent there are any conflicts between any provision of these bylaws and the Open Meetings Law, the Open Meetings Law will control.
- G. <u>Waiver of Notice</u>. Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

ARTICLE VII

ACTION BY THE BOARD

A. Quorum. A majority of the whole Board shall constitute a quorum for the transaction of any business.

B. Action by the Board.

- 1. <u>Actions Taken at Board Meetings</u>. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
- 2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the charter school. Trustees participating by means of video-conferencing may be counted toward achieving a quorum. Trustees participating by means of video-conferencing shall do so from a site, at which the public may attend, listen and observe. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person and live video-conferencing shall not vote. (i.e., Trustees who attend a Board meeting by telephone). (see Chapter 289 of the Laws of 2000; Gen. Const. Law Sections 102, 103, and 104.)

C. Committees.

- Appointment of Committees. The Board may create committees for any purpose, and the
 President of the Board shall appoint members to and designate the chairs of such Boards. A
 Board Standing Committee will consist of not fewer than three Trustees, who shall serve at the
 pleasure of the President of the Board. An Executive Committee shall consist of not fewer than
 five members who shall serve at the pleasure of the President of the Board.
- 2. <u>Authority of Board Committees</u>. The President of the Board may delegate to a Board committee any of the authority of the Board, except with respect to:

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- a. The election of Trustees;
- b. Filling vacancies on the Board or any committee, which has the authority of the Board;
- c. The fixing of Trustee compensation for serving on the Board or on any committee;
- d. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
- e. The appointment of other committees of the Board, or the members of the committees.
- 3. <u>Procedures of Committees</u>. The Board may prescribe the manner in which the proceedings of any Board Committee are to be conducted. In the absence of such prescription, a Board Committee may prescribe the manner of conducting its proceedings, except that the regular and special meetings of the Committee are governed by the provisions of these Bylaws with respect to the calling of meetings, and in accordance with the state Open Meetings Law.
- 4. <u>Standing Committees of the Board</u>. The standing committees of the Board will include the following:
 - a. An Executive Committee responsible for setting Board direction;
 - b. A Finance Committee that presents monthly and annual financial statements to the Board, that proposes the annual budget for Board approval, and that reviews and approves the annual audited financial statements;
 - c. An Operations Committee that: 1) monitors the academic achievement of NYCACS students based on data from the school's comprehensive assessment program, 2) monitors the progress of the school's overall educational program in relation to the goals and objectives stated in the school's charter application, and 3) conducts the annual performance evaluation of the school's Executive Director and negotiates the terms of his/her contract; and
 - d. A Governance Committee that is responsible for evaluating the Board's effectiveness and nominating new Trustees.
- 5. <u>Ad hoc committees.</u> Other ad hoc committees may be convened as necessitated by circumstances (e.g., a Charter Renewal Committee).

D. Standard of Care.

- Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Board Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.
- 2. <u>Reliance on Others</u>. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
 - a. One or more Officers or employees of the Corporation whom the Trustee believes to be reliable and competent in the matters presented;
 - b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
 - c. A Board Committee on which the Trustee does not serve, duly designated in accordance with a provision of the Corporation's Charter or Bylaws, as to matters within its designated

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- authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
- 3. <u>Investments</u>. In investing and dealing with all assets held by the Corporation for investment, the Board shall exercise the standard of care described above in Paragraph D.1. and shall consider among other relevant considerations the long and short term needs of the Corporation in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board. Nothing herein shall authorize the Board, or those acting on its behalf, to invest the corporation's money, assets, or funds in any manner proscribed by the New York State Constitution and/or any other law.
- E. <u>Rights of Inspection</u>. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.
- F. <u>Participation in Discussions and Voting</u>. To the extent permitted by General Municipal Law and in accordance with the disclosure requirements in Article XII below, every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Board Committee, except that any Trustee shall recuse him or herself from the discussion and vote on any matter involving such Trustee relating to:
 - 1. a self-dealing transaction;
 - 2. a conflict of interest,
 - 3. indemnification of that Trustee uniquely; or
 - 4. any other matter at the discretion of a majority of the Trustees then present.
- G. <u>Duty to Maintain Board Confidences</u>. Every Trustee has a duty to maintain the confidentiality of all Board actions, which are not required by law to be open to the public, including discussions and votes, which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VIII

OFFICERS

A. Officers. The Officers of the Corporation consist of a President, Vice President, a Secretary and a Chief Financial Officer (hereinafter "Treasurer"). The Corporation also may have such other officers, as the Board deems advisable.

- 1. <u>President</u>. Subject to Board control, the President presides over meetings and has such other powers and duties as the Board may prescribe.
- 2. <u>Vice President</u>. If the President is absent or disabled, the Vice President shall perform all the President's duties and, when so acting, shall have all the President's powers and be subject to the same restrictions. The Vice President shall have other such powers and perform such other duties as the Board may prescribe.

3. Secretary. The Secretary shall:

- a. keep or cause to be kept, at the Corporation's principal office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Board Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
- b. keep or cause to be kept a copy of the Corporation's Charter and Bylaws, with amendments;
- c. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and
- d. have such other powers and perform such other duties as the Board may prescribe.

4. Treasurer. The Treasurer shall:

- a. keep or cause to be kept adequate and correct accounts of the Corporation's properties, receipts and disbursements;
- b. make the books of account available at all times for inspection by any Trustee;
- c. deposit or cause to be deposited the Corporation's monies and other valuables in the Corporation's name and to its credit, with the depositories the Board designates;
- d. disburse or cause to be disbursed the Corporation's funds as the Board directs;
- e. render or cause to be rendered to the President and the Board, as requested but no less frequently than once every fiscal year, an account of the Corporation's financial transactions and financial condition;
- f. prepare or cause to be prepared any reports on financial issues required by an agreement on loans; and
- g. have such other powers and perform such other duties as the Board may prescribe.

B. Election, Eligibility and Term of Office.

- 1. <u>Election</u>. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur.
- 2. <u>Eligibility</u>. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the President.
- 3. <u>Term of Office</u>. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

- C. <u>Removal and Resignation</u>. The Board may, by majority vote of the Trustees then in office, remove any Officer, either with or without cause, at any time. Any Officer may resign at any time by giving written notice to the Corporation, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.
- D. <u>Amendments to the Bylaws</u>. The Board of Trustees may amend the bylaws when necessary. All changes to the bylaws and any other section of the charter are subject to approval by the charter entity, the Chancellor of the city school district of the City of New York, and the New York State Board of Regents.

ARTICLE IX

NON-LIABILITY OF TRUSTEES

The Trustees shall not be personally liable for the Corporation's debts, liabilities or other obligations.

ARTICLE X

INDEMNIFICATION OF CORPORATE AGENTS

The School may, to the fullest extent now or hereafter permitted by and in accordance with standards and procedures provided by Sections 721 through 726 of the Not-for-Profit Corporation Law and any amendments thereto, indemnify any person made, or threatened to be made, a party to any action or proceeding by reason of the fact that he, his testate or in testate was a Trustee, Officer, employee or agent of the Corporation, against judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

ARTICLE XI

SELF-DEALING TRANSACTIONS

The Corporation shall not engage in any self-dealing transactions, except as allowed by General Municipal Law and approved by the Board. "Self-dealing transaction" means a transaction to which the Corporation is a party and in which one or more of the Trustees has a material financial interest ("interested Trustee(s)"). Notwithstanding this definition, the following transaction is not a self-dealing transaction, and is subject to the Board's general standard of care:

A transaction which is part of a public or charitable program of the Corporation, if the transaction

- 1. is approved or authorized by the Board in good faith and without unjustified favoritism,
- 2. results in a benefit to one or more Trustees or their families because they are in a class of persons intended to be benefited by the program, and
- 3. does not conflict with Article XIIE below

ARTICLE XII

OTHER PROVISIONS

- A. Fiscal Year. The fiscal year of the Corporation begins on July 1 of each year and ends June 30.
- B. <u>Execution of Instruments</u>. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the Corporation to enter into any contract or execute and deliver any instrument in the name of or on behalf of the Corporation. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the Corporation by any contract or engagement, to pledge the Corporation's credit, or to render it liable monetarily for any purpose or any amount.
- C. <u>Checks and Notes</u>. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the Corporation may be signed by the Chief Financial Officer (CFO) or Executive Director (ED). Payments in excess of \$1,000 must have two signatures including either the Board President or Treasurer, or the CFO or ED if written permission from the Board President or Treasurer has been granted.
- D. <u>Construction and Definitions</u>. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the Not-for-Profit Corporation Law and the Education Law shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word "person" includes both a corporation and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.
- E. <u>Conflict of Interest</u>. The General Municipal Law defines prohibited conflicts of interest for NYCACS Trustees, officers and employees. Under the General Municipal Law, no NYCACS Trustee, officer, or employee may have an interest, direct or indirect, in any contract with the School, when such Trustee, officer or employee, individually or as a member of the Board, has the power or duty to
 - 1. negotiate, prepare, authorize or approve the contract, or authorize or approve payment under the contract,
 - 2. audit bills or claims under the contract, or
 - 3. appoint an officer or employee who has any of the powers or duties set forth above.

The NYCACS Treasurer may not have an interest, direct or indirect, in a bank or trust company designated as a depository or paying agent or for investment of funds of NYCACS. This, however, does not preclude payment of lawful compensation and necessary expenses of a school employee in one or more public offices or positions of employment, the holding of which is not prohibited by law.

In accordance with the General Municipal Law, its prohibitions on conflict of interest do NOT apply to:



- The designation of a bank or trust company as a depository, paying agent, registration agent
 or for investment of NYCACS funds except when the chief fiscal officer, treasurer, or his/her
 deputy or employee, has an interest in such bank or trust company; provided, however, that
 where designation of a bank or trust company outside the municipality would be required
 because of the foregoing restriction, a bank or trust company within the municipality may
 nevertheless be so designated;
- 2. A contract with a person, firm, corporation or association in which a NYCACS officer or employee has an interest which is prohibited solely by reason of employment as an officer or employee thereof, if the remuneration of such employment will not be directly affected as a result of such contract and the duties of such employment do not directly involve the procurement, preparation or performance of any part of such contract;
- 3. The designation of a newspaper, including but not limited to an official newspaper, for the publication of any notice, resolution, ordinance or other proceeding where such publication is required or authorized by law;
- The purchase by NYCACS of real property or an interest therein, provided the purchase and the consideration therefore is approved by order of the supreme court upon petition of the governing board;
- 5. The acquisition of real property or an interest therein, through condemnation proceedings according to law;
- 6. A contract with a membership corporation or other voluntary non-profit corporation or association;
- 7. The sale of lands and notes pursuant to Section 60.10 of the local finance law;
- 8. A contract in which an officer or employee has an interest if such contract was entered into prior to the time he/she was elected or appointed as such officer or employee, but this does not authorize a renewal of any such contract;
- 9. Employment of a licensed physician as school physician for a school upon authorization by a two-thirds vote of the board of trustees;
- 10. A contract with a corporation in which an officer or employee has an interest by reason of stockholdings when less than five percent of the outstanding stock of the corporation is owned or controlled directly or indirectly by such officer or employee;
- 11. A contract for the furnishing of public utility services when the rates or charges therefore are fixed or regulated by the public service commission;
- 12. A contract for the payment of a reasonable rental of a room or rooms owned or leased by an officer or employee when the same are used in the performance of his/her official duties and are so designated as an office;
- 13. A contract for the payment of a portion of the compensation of a private employee of an officer when such employee performs part-time service in the official duties of the office;
- 14. A contract in which a school officer or employee has an interest if the total consideration payable thereunder, when added to the aggregate amount of all consideration payable under contracts in which such person had an interest during the fiscal year, does not exceed the sum of seven hundred and fifty dollars;



15. A contract with a member of private industry council established in accordance with the federal job training partnership act or any firm, corporation or association in which such member holds an interest, provided the member discloses such interest to the council and the member does not vote on the contract.

In addition, an NYCACS trustee, officer or employee may not:

- Directly or indirectly, solicit any gift, or accept or receive any gift having a value of \$75 or more, whether in the form of money, service, loan, travel, entertainment, hospitality, thing, or promise, or in any other form, under circumstances in which it could reasonably by inferred that the gift was intended to or could reasonably be expected to influence him/her in the performance of his/her official duties, or was intended as a reward for any official action on his/her part;
- 2. Disclose confidential information acquired in the course of his/her official duties or use such information to further his/her personal interests;
- 3. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board; or
- 4. Receive, or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the Board whereby the compensation is to be dependent or contingent upon any action by the agency. This does not prohibit the fixing of fees based upon the reasonable value of services rendered.

Any contract willfully entered into by or with NYCACS in which there is a prohibited interest is void and unenforceable. In addition, any trustee, officer or employee who willfully and knowingly violates the foregoing provisions shall be guilty of a misdemeanor.

NYCACS acknowledges that competitive bidding does not cure the prohibition against having any interest in a contract when the Trustee, officer or the employee has the power to approve the contract.

In addition to any other penalty imposed, any person who knowingly and intentionally violates the above may be fined, suspended, or removed from office or employment in the manner provided by law.

Any Trustee, officer or employee who has, will have, or later acquires an interest in any actual or proposed contract with the Board must publicly disclose the nature and extent of such interest in writing to the Board as soon as he/she has knowledge of it.

Although certain interests may not be expressly prohibited by law, they are still subject to disclosure requirements. Legal counsel shall be sought concerning any question regarding disclosure of specific items.

Written disclosure shall be made part of and set forth in the minutes of the Board. Once made, no further disclosures with respect to additional contracts with the same party during the remainder of the fiscal year need be made.

F. <u>Interpretation of Charter</u>. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XIII

AMENDMENT

A majority of the Trustees may provisionally adopt, amend or repeal these Bylaws, subject to the provisions of Section VIII(D).

Certificate of Secretary

The undersigned does hereby certify that the undersigned is the Secretary of the New York Center for Autism Charter School, an education Corporation duly organized and existing under the laws of the State of New York; that the foregoing Bylaws of the Corporation were duly and regularly adopted as such by the Board of Trustees of said Corporation; and that the above and foregoing Bylaves are now in full force and effect.

Signed:

Ashley Garzett, Secretary of the New York Center for Autism Charter School Board of Trustees

R-13E CODE OF ETHICS

The New York Center for Autism Charter School Bronx (hereby referred to as "NYCACS") Board of Trustees recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees.

Therefore, every officer and employee of NYCACS, whether paid or unpaid, including Board Trustees, shall adhere to the following code of conduct:

1. Gifts: An officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer or employee accept or receive any single gift having a value of \$75 or more, or gifts from the same source having a cumulative value of \$75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part.

However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

- 2. Confidential information: An officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.
- 3. Representation before the Board: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.
- 4. Representation before the Board for a contingent fee: An officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided

NYCAUTISM Response 13e-1 that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

- 5. Disclosure of interest in matters before the Board: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term "interest" means a pecuniary or material benefit accruing to an officer or employee.
- 6. Investments in conflict with official duties: An officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.
- 7. Private employment: An officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.
- 8. Future employment: An officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

R-13e Code of Ethics

R-13F COMPLAINT POLICY AND PROCESS

Except as described below, any individual or group may bring a complaint to the School's attention. A complaint should include a detailed written statement of the nature of the complaint including the names of the individuals involved and the time, date, and place the incidents and/or actions at issue occurred; an allegation referring to the specific term of the charter or provision of law that the School has violated, what response, if any, was received from the School thus far, what relief the complainant is seeking, and the name, address, and phone number of the complainant.

If a complaint is made regarding a staff member at NYCACS Bronx, it will first be the responsibility of the Executive Director to address the complaint to the satisfaction of the Board and the complainant. The Board will serve as the appeals body for any complaints not satisfactorily resolved or that involve the Executive Director directly in the complaint. Complaints must be submitted to the Board at least one week prior to the next Board meeting. Complaints submitted less than one week before the next Board meeting will be addressed at the subsequent meeting of the Board. Emergency issues will be dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board will act on the complaint and provide a final response to the complaint within thirty (30) days of receiving the formal written complaint or by the next regularly scheduled meeting of the Board unless extenuating circumstances outlined in the complaint require an expedited review. The Board shall render a determination in writing if appropriate or required.

The complaint process is guided by Education Law Section 2855(4)(2)(d). An individual or group (a complainant) may bring a complaint alleging a violation of the school's charter, the New York Charter Schools Act of 1998 (Charter Schools Act), or other applicable law relating to the management or operation of the charter school to the school's Board.

Consistent with Section 2855(4) of the Charter Schools Act, if the complainant is alleging a violation of law or of the School's charter and determines that the Board has not adequately addressed the complaint, the complainant has the right to present the complaint to the school's authorizing entity, the State University of New York Charter Schools Institute, which will review the complaint and investigate as appropriate. If after bringing the complaint to the authorizing entity, the complainant determines the authorizing entity has not adequately addressed the complaint, and the complaint alleges a violation of the law or of the School's charter, the complainant may present the complaint to the State Board of Regents, which will review the complaint and investigate as appropriate. The determination of the Board of Regents shall be final.

R-14 DISTRICT AND SCHOOL RELATIONS

STRATEGIES FOR ESTABLISHING AND MAINTAINING AN ONGOING RELATIONSHIP WITH THE LOCAL SCHOOL DISTRICT

Both Superintendents from target school districts have been sent an email informing them of NYCACS' plans to replicate the East Harlem program in the South Bronx. They were also invited to visit NYCACS (East Harlem). The Superintendent from District 7 had two scheduled visits, both of which she had to reschedule due to last minute emergencies. During a phone conversation, she expressed enthusiasm and interest in learning more about the school and its plans for the Bronx. It is hoped that both she and the Superintendent from District 9 will visit in the coming months.

Additionally, a recent visit by Regent Betty Rosa and Michael Kohlhagen (Vice President, Center for Educational Innovation) opened up additional avenues for accessing the Superintendents, as well as other educational personnel within Districts 7 and 9.

LOW PERFORMING SCHOOLS IN THE AREA OF PROPOSED LOCATION AND STRATEGIES FOR SHARING BEST PRACTICES AND INNOVATIONS

NYCACS (East Harlem) has a long history of Outreach to other schools and organizations in an effort to increase awareness about autism spectrum disorder and to share practices that can benefit others working with this population. NYCACS Bronx will replicate and build on the accomplishments described below.

NYCACS (East Harlem) has developed a comprehensive and sought-after internship program, allowing graduate students in special education to immerse themselves in hands-on learning within the school's classrooms, leading to an increased pool of professionals with training tailored to the autism population.

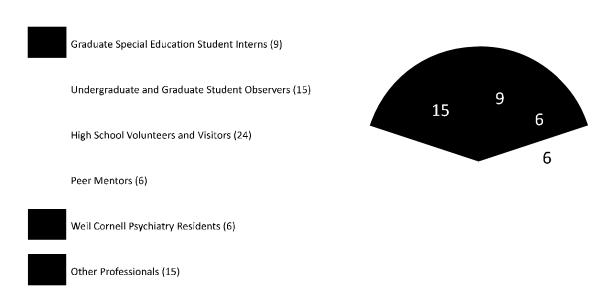
In 2013, NYCACS (East Harlem) was awarded a NY State dissemination grant that allowed it to work directly with staff (teachers, paraprofessionals, and Assistant Principals) at three District 75 schools - PS12X in the Bronx, PSK369 in Brooklyn, and PS811M in East Harlem. Over a two year period, the grant's project manager and assistants spent 1-2 days each week engaged in targeted training with specific personnel (identified in advance with each school's AP) and provided specific recommendations related to student programming and classroom structures. This support was well received by all involved (see support letters from the three school administrators as well as the District 75 Administrative Assistant Superintendent). It is our intention that NYCACS Bronx will engage in similar Outreach efforts to schools and organizations within the community in which the school is ultimately located, as well as the greater Bronx autism community. School leaders at NYCACS Bronx will follow the successful processes that NYCACS (East Harlem) has established to cultivate such relationships, and will utilize previously created training tools as part of such efforts.

NYCACS (East Harlem) has relied on its co-location to support rich, innovative programming for all students within the building. Students who are eventually able to benefit from a less restrictive environment begin by spending time in such a classroom within one of the other building schools (while still supported by NYCACS staff). NYCACS Bronx will seek to secure co-located space within an existing public school in Districts 7 or 9, allowing its students to benefit from similar opportunities.

Additionally, NYCACS East Harlem's nationally recognized Peer Mentoring program has offered a community service learning opportunity to students from its co-located schools – teaching them about autism, allowing them to observe in classrooms, and giving them a chance to work directly with NYCACS students. These experiences have been life changing for students involved from all schools, and have become an important part of the school's identity and program model. It is hoped that similar opportunities could be offered to students at NYCACS Bronx.

The following charts summarize some of NYCACS' Outreach efforts during the 2014-2015 school year:

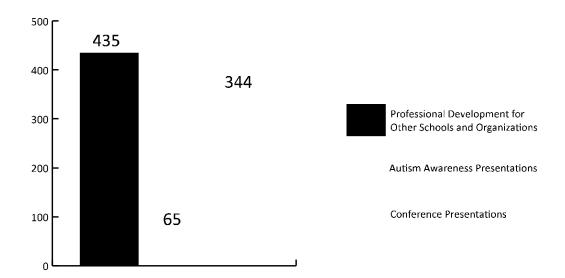
VISITORS 2014-2015



R-14 District Relations

PEOPLE REACHED

2014-2015



R-15 STUDENT DEMAND, COMMUNITY SUPPORT, RECRUITMENT AND RETENTION

(A) GENERAL STUDENT POPULATION

This request is not applicable. NYCACS Bronx will only serve a special education population, students with severe to moderate autism.

(B) TARGET POPULATION ENROLLMENT

ENROLLMENT AND RETENTION TARGETS

R-15b Target Population Enrollment And Retention*

	Free/Reduced Public Lunch	Limited English Proficient	Students With Disabilities
District 7 Enrollment Target	88%	15%	12%
District 7 Retention Target	70%	49%	43%
District 9 Enrollment Target	88%	22%	10%
District 9 Retention Target	68%	53%	35%

^{*}Note: The above targets are based on full enrollment (32 students), which will be reached in year 4 of the proposed charter. Given the small enrollment, the above targets should be interpreted with caution.

RECRUITMENT STRATEGIES TO ATTRACT TARGET POPULATION

NYCACS Bronx recognizes its responsibility to employ best efforts to meet specialized students needs within its available programs and resources. NYCACS Bronx will build on the ongoing community outreach efforts begun in September 2015, including the following: meetings with community leaders, politicians, and local members of the autism community; presentations at autism-focused workshops; creation of an online/social media presence within the NYCACS website and Facebook page; and distribution of surveys and flyers in Spanish and English to members of the community, social service agencies, and faith based organizations.

By definition of the population to be served (students with ASD), NYCACS Bronx will surpass the enrollment target for Students with Disabilities (12.4% District 7; 9.8% District 9), filling all seats (100%) with students with autism.

Given that NYCACS Bronx, like NYCAS (East Harlem) will be serving students who are on the severe to moderate end of the autism spectrum, it is expected that the majority of those students will be severely language impaired (many completely non-verbal), at least at the time of admission. As discussed in section R-07c - Special Populations-English Language Learner of this document, the process for identifying Limited English Proficient students is considered by the student's CSE at the time of referral and evaluation for special education services and will typically be handled by the CPSE or CSE prior to the student's participation in the NYCACS Bronx lottery. In NYCACS's 10 year experience with the lottery process, applicants are likely to be determined not testable by the CSE using the New York State Identification Test for English Language Learners (NYSITELL), are unlikely to be designated as English Language Learners (ELL), and will consequently not be recommended for an ELL instructional program. Given the necessity of making a differential diagnosis between autism and limited English proficiency, it becomes extremely difficult to meaningfully compare our student population with Limited English Proficient enrollment numbers from the surrounding community (15.1% District 7; 22.2% District 9). That being said, NYCACS Bronx will make a good faith effort to recruit linguistically diverse lottery applicants. Outreach activities at NYCACS Bronx will be patterned on those successfully in use at NYCACS (East Harlem). The school will reach Spanish speaking families of students with autism by conducting outreach activities in Spanish and English, by providing surveys and flyers in Spanish and English, and by actively recruiting from the surrounding community, which includes a significant percentage of families where English is not the primary language. Lottery materials will be provided in Spanish and English. Interpretation services will be offered for other languages as needed.

NYCACS Bronx will make a good faith effort to meet or surpass the enrollment target of Free- and Reduced-Price Lunch eligible students (88.4% District 7; 87.8% District 9). The school's founding team has made connections with many local social service agencies and faith based organizations during the community engagement efforts conducted thus far (see R-03(c) Community Outreach. NYCACS's Director of Transition and Community Outreach will continue to work closely with those organizations to ensure that local residents are made aware of NYCACS Bronx and are encouraged to apply. Agencies such as Cardinal McCloskey Community Services, the Department of Youth and Community Development's Cornerstone Program located in NYC Housing Authority (NYCHA) buildings, and the Police Athletic League (PAL) programs - connections to which have already been made - will be enlisted to assist. Additionally, NYCACS Bronx will host Application Workshops (in English and Spanish, in the evening and on weekends) to ensure that the school's unique application requirements for preference eligibility are clearly understood by families interested in applying.

ADMISSIONS PREFERENCES

The NYCACS Bronx lottery will give preference to applicants with a confirmed diagnosis of Autism Spectrum Disorder and/or a confirmed autism classification, to enrolled students' siblings who also have an autism diagnosis, and to residents of the local community (District 7 or 9), in that order. Each of these will increase the likelihood of enrolling targeted students.

RETENTION OF TARGETED STUDENTS

NYCACS Bronx recognizes its responsibility to employ best efforts to retain students with specialized needs within its available programs and resources and is committed to meeting relevant student retention targets. It is expected that the majority of students will remain at NYCACS Bronx until they reach the maximum age for which the program is approved. In most cases, students will transition out of NYCACS Bronx upon the recommendation of the CSE, made in conjunction with the parent, should the student:

be ready for a less restrictive placement, or be in need of a more restrictive (e.g., 24 hour residential) placement, or move out of New York City.

NYCACS Bronx will build on the successful student retention practices at NYCACS (East Harlem), where only 1 student in the school's 10 years of operation has transitioned out for reasons other than the above. In addition, to further support family stability, assistance will be provided to help navigate complex bureaucratic systems and ensure that families are receiving all of the benefits to which they are entitled (e.g., Medicaid, FRPL). Organizations such as the Mott Haven Community Partnership (MHCP) will be a rich resource in this arena. MHCP is part of the Community Partnership Initiative, a citywide network of community-based partnerships between Administration for Children's Services (ACS) and local community groups, faith-based institutions, not-for-profits, and individuals, that provides supportive services and resources for children and families.

ADDRESSING SUB-GROUPS

NYCACS will address the needs of each subgroup through the highly individualized instruction and program model fully described in section R-05 – Curriculum and Instruction of this document.

(C) EVIDENCE OF STUDENT DEMAND

The proposal for the NYCACS Bronx is intended to directly impact an increased number of children on the autism spectrum and their families. It is in response to several factors, including:

The ever-increasing numbers of children diagnosed with autism (the latest incidence rate from the CDC is 1 in 68 children)

The number of children on the NYC Autism Charter School's lottery waitlist every year (between 57 and 84 each year, despite the fact that there may be very few to no openings in a given year)

The fact that a large percentage of applicants live in communities other than East Harlem – many in boroughs other than Manhattan



There are over 13,000 children with autism in the New York City public school system. In addition to increased numbers, the demand is also for increased quality of services offered. The needs of this population, particularly those on the more profoundly affected end of the spectrum, are very unique. Effective and meaningful education for this group of students requires: 1) proficiency and autism-specific knowledge on the part of educators (as well as access to expertise and support), 2) intensive and individualized instruction for students, 3) extensive opportunities for parent involvement and training, and 4) accountability that allows for thoughtful problem-solving and curriculum adjustments. Many of these elements are lacking in traditional public school classrooms for children with autism. They are precisely the qualities embedded in the program to be provided by NYCACS Bronx.

NYCACS created and distributed a survey within target CSDs 7 and 9. It was designed to assess interest and gather feedback from stakeholders as to what they deem necessary and meaningful in designing a school for children with autism and their families. The survey was distributed at autism specific support groups and to representatives of community-based organizations at community partnership meetings. Flyers with a link to a website address to complete the survey were posted at local libraries, community based organizations, community and recreation centers, faith based organizations and arts and cultural organizations. The link to the survey was also posted on the NYCACS website and Facebook page.

155 survey responses have been gathered to date, with 84% of respondents residing in the Bronx. 48% of those who completed the survey identified themselves as the parent of a child or children with autism. One question asked "Would you submit an application for your child to attend the NYC Autism Charter School South Bronx?" and 75% of those that responded indicated that they would submit an application. Of the remaining, 20% were not parents of children with autism, and 5% indicated that they would not submit an application. See also R-03c for parent comments. See R-03g Outreach Evidence for tabulation of survey responses.

(D) COMMUNITY SUPPORT

As described in R-03c of this proposal, extensive community outreach efforts were and continue to be conducted to determine the demand and support for the proposed school. Overall, the degree of interest, helpfulness, and support was high, with the surveys referenced above clearly indicating an extremely positive response to the proposed NYCACS Bronx. 99% felt that a school like NYC Autism Charter School would be valuable for children with autism in their community (1% had no opinion), and 98% felt that such a school would be valuable for the community in general (1% had no opinion and 1% felt that it would not).

(E) EVIDENCE OF COMMUNITY SUPPORT

Please see Attachment R-15e Evidence of Support

(F) ADMISSIONS POLICY

CHARTER SCHOOL

Response 15-4

Please see Attachment R-15f – Admissions Policy

R-15E EVIDENCE OF SUPPORT

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December 3, 2015

To Whom It May Concern:

I am pleased to write this letter in support of the NYC Autism Charter School (NYCACS) as they apply to open a second charter school in the South Bronx. If approved, this school will expand opportunities, access and options for services for families of children with autism in the South Bronx community.

The NYC Autism Charter School has ten years of experience providing science-based, high quality, individualized instruction to children and families impacted by autism. In addition, NYCACS' outreach efforts are extensive and aimed at advocating, educating, informing and inspiring! NYC Autism Charter School staff members have disseminated autism education best practices to teachers, led workshop presentations at local, national and international conferences, sat as experts on panel discussions, and have provided autism awareness trainings for students, parents, early intervention workers and the surrounding community.

The Department of Pediatrics at Bronx- Lebanon Hospital follows many children with autism for medical management in our primary care and specialty clinics. In addition, we facilitate a monthly support/education group for parents and significant others involved with children with autism. These experiences have made us particularly aware of the needs of these groups, and of the importance of available educational resources. NYCACS has established itself as a leader in the specialized field of autism education. We anticipate that their plan to expand their services to an additional site will be well-received by families in need. We look forward to continuing and expanding our work with NYCACS should they receive approval for this project.

Cincoraly

Diane Strom, LCSWR Senior Project Manager

Bronx-Lebanon Hospital Center

Diane Strom, LCSWR | Senior Project Manager | Department of Pediatrics

Bronx, NY 10457

Doctor to the Community / "Doctor de la Comunidad"



D3 Sports & Recreation, Inc.

741A Saint Anns Avenue Bronx, New York 10456 (347) 236.1820

Board of Directors

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November 30th, 2015

To Whom It May Concern:

I am Lizette Hernandez, the mother of an amazing 9 year old with Autism. I am also the founder of D3 Sports & Recreation, Inc., an organization to provide sports and recreation services to young people between the ages of 4-18. I am a current resident and a native of the Bronx. The Bronx is one of the most underserved boroughs of New York, especially programs and services for individuals with special needs. I am writing because I am extremely excited about the prospect of the NYC Autism Charter School opening up a chapter in the Bronx. I truly believe that it is absolutely needed and will be an amazing asset to the borough of the Bronx.

I thank you for your time and consideration. I really hope that the Bronx chapter will become a reality; it will be another major accomplishment that will benefit so many families. Should you like to discuss further, please do not hesitate to contact me at your earliest convenience.

Sincerely,

Lizette Hernandez Founder & CEO

FOR MORE INFORMATIONC CONTACT

WEBSITE: http://d3sportsandrec.org/



December 18, 2015

To whom it may concern:

I am writing express my support for the NYC Autism Charter School (NYCACS) as it applies to open a second charter school in the South Bronx. If approved, this school will allow families of children with autism more opportunities, better access and greater choices in the South Bronx community. As the Children's Aid Society Deputy Director of Family Services and the Children's Aid Society Early Childhood Psychologist I am well aware of the need for such a school.

The NYC Autism Charter School has a proven track record with 10 years of experience impacting students, their families and the community at large. The school provides science based, high quality individualized instruction to students and their families. In addition, NYCACS' outreach efforts are wide ranged and aimed at advocating, educating and informing other community based organizations. For the past two years NYCACS has provided a comprehensive educational workshop on autism for the Children's Aid Society early childhood family advocates. The training was personal and interactive with discussion about the most up to date information on autism. We, at children's Aid are indebted to the professional staff at NYCACS for their dedication and insistence on providing the highest quality programming to children and families.

NYCACS has established itself as a leader in the field of autism education. I urge you to support their expansion efforts and I know that the South Bronx community will greatly benefit from their expertise.

Sincerely.

Andrew Seltzer, Ed.D.

The Children's Aid Society Deputy Director of Family Services





Division of Students with Disabilities & English Language Learners

December 23, 2015

To Whom It May Concern;

RE: New York Center for Autism Charter School 433 East 100th St. New York, N.Y. 10029

I would like to offer my support to the New York Center for Autism's application to open a Charter School for Autism in Districts 7 & 9 in the Bronx.

I have been acquainted with the organization and their good work for several years. I have observed their instructional program which serves students with severe behaviors, utilizing an ABA approach. District 75 also has ABA classes and we are very familiar with this methodology. Over the years the Autism Charter School has worked collaboratively with three of our schools and provided them with meaningful support.

With the growing number of students on the autism spectrum there is a continued need for educational programs that meet their academic, social and behavioral needs. The Autism Charter School is committed to serving and providing quality programming to the most disabled students and we encourage and support their efforts.

Thank you for consideration of this grant request.

Sincerely,

Helen D. Kaufman

Helen D. Kaufman

District 75 * Helen D. Kanfman * Administrative Assistant Superintendent for Clinical & Support Services New York, New York, 10010





December 15, 2015

To Whom It May Concern:

I am writing to express my support for the NYC Autism Charter School (NYCACS) as it applies to open a second charter school in the South Bronx. If approved this school will allow families of children with autism more opportunities, better access, and greater choices in the South Bronx community.

The NYC Autism Charter School has a proven track record with 10 years experience impacting students, their families and the community at large. The school provides science based, high quality individualized instruction to students and their families. In addition, NYCACS' outreach efforts are wide ranged and aimed at advocating, educating, informing and inspiring! Staff from the NYC Autism Charter School have disseminated autism education best practices to teachers, led workshop presentations at local, national and international conferences, sat as experts on panel discussions, and have provided autism awareness trainings for students, parents, and early intervention workers.

Harlem RBI has been providing inner-city youth with opportunities to play, learn and grow for more than 25 years. In 2008, Harlem RBI responded to the need for better access to education within the community and opened DREAM Charter School. DREAM's mission is to prepare students for high-performing high schools, colleges and beyond through a rigorous academic program that develops critical thinkers who demonstrate a love of learning, strong character, and a commitment to wellness and active citizenship. DREAM Charter School inspires all students to recognize their potential and realize their dreams.

Both Harlem RBI and DREAM Charter School have benefitted greatly from partnering with the NYCACS, and are incredibly supportive of the school's expansion into the South Bronx community where even more scholars and families will be able to benefit from their incredible services.

Given NYCACS's position as a leader in the specialized field of autism education, I urge you to support them in their expansion efforts. I see this being a huge benefit to children, families and the entire community of the South Bronx.

Sincerely,

Emily Parkey

Director of Family and Community Engagement

Harlem RBI and DREAM Charter School

include nyc

NEW YORK, NY 10003

December 15, 2015

Board of Directors Ellen Miller-Wachtel Chair Shon E. Glusky Vice Chair Owen P.J. King Treasurer Secretary

Laurie Abramowitz Michael B. Exstein Richard Hofstetter Jamie H. Klein John McGuire, Jr. Fredda Roson

Executive Director

To Whom It May Concern,

I am writing to express my support for the NYC Autism Charter School (NYCACS) as it applies to open a second charter school in the South Bronx. If approved, this school will allow families of children with autism more opportunities, better access, and greater choices in the South Bronx community.

The NYC Autism Charter School has a proven track record with 10 years of experience impacting students, their families, and the community at large. The school provides science based, high quality individualized instruction to students and their families. In addition, NYCACS' outreach efforts are wide ranged and aimed at advocating, educating, informing, and inspiring. Staff from the NYC Autism Charter School have disseminated autism education best practices to teachers, led workshop presentations at local, national, and international conferences, sat as experts on panel discussions, and provided autism awareness trainings for students, parents, and early intervention workers.

For over 31 years, INCLUDEnyc has worked on behalf of young people with disabilities and their families to create opportunity for full participation in New York City schools, workforce, and cultural life. Founded by three parents of children with disabilities, INCLUDEnyc is New York City's only independent nonprofit organization that works for families and young people with all disabilities to develop their full potential.

NYCACS has established itself as a leader in the specialized field of autism education. I encourage you to support them in their expansion efforts. I believe this will be a huge benefit to children, families and the entire community of the South Bronx.

Sincerely,

Barbara A. Glassman Executive Director

weakan

INCLUDEnyc





December 29, 2015

To Whom It May Concern:

I am writing to express my support for the NYC Autism Charter School (NYCACS) and its application to open a second charter school in the South Bronx. If approved, this school will allow families of children with autism more opportunities, better access, and greater educational choices in the South Bronx community.

The NYC Autism Charter School has a proven track record with 10 years experience impacting students, their families and the community at large. The school provides science based, high quality individualized instruction to students and their families. In addition, NYCACS' outreach efforts are wide ranged and aimed at advocating, educating, informing and inspiring! Staff from the NYC Autism Charter School have disseminated autism education best practices to teachers, led workshop presentations at local, national and international conferences, sat as experts on panel discussions, and have provided autism awareness trainings for students, parents, and early intervention workers.

The Rose K. Kennedy Center is a comprehensive services program for children and youth with Austin Spectrum Disorders and Neurodevelopmental Disabilities. We have more than a 50 year history of excellence serving the Bronx community, its schools, foster care programs, physicians, hospitals, residential and day programs and have treated more than 125,000 individuals during our existence. We are an affiliate of the Albert Einstein College of Medicine, and also affiliated with two major hospital systems, Jacobi Hospital and the Montefiore Medical Center, thereby enabling us to ensure comprehensive primary and tertiary care to the special needs population we serve.

NYCACS has established itself as a leader in the specialized field of autism education, I urge you to support them in their expansion efforts. I see this being a huge benefit to children, families and the entire community of the South Bronx.

Sincerely,
Thisdan Kuth wo. Ms.
Director

Albert Einstein College of Medicine

Theodore A. Kastner, MD Director, RFK Children's Evaluation and Rehabilitation Center Ruth L. Gottesman Chair of Developmental Chief, Division of Developmental Medicine, Department of Pediatrics



January 8, 2016

To Whom It May Concern:

I am writing to express my support for the NYC Autism Charter School (NYCACS) as it applies to opening a second charter school in the South Bronx. If approved this school will allow families of children with autism more opportunities, better access, and greater choices in the South Bronx community.

The NYC Autism Charter School has a proven track record with 10 years' experience impacting students, their families and the community at large. The school provides science based, high quality individualized instruction to students and their families. In addition, NYCACS' outreach efforts are wide ranged and aimed at advocating, educating, informing and inspiring! Staff from the NYC Autism Charter School have disseminated autism education best practices to teachers, led workshop presentations at local, national and international conferences, sat as experts on panel discussions, and have provided autism awareness trainings for students, parents, and early intervention workers.

Cardinal McCloskey Community Services (CMCS) is a not-for-profit, social service agency that provides services to over 2,000 children in our foster care programs, preschool education to over 4,000 three and four year-olds from low income families, and helping over 200 developmentally disabled adults lead more fulfilling and independent lives. We are non-sectarian, providing help to all in need.

NYCACS has established itself as a leader in the specialized field of autism education, I urge you to support them in their expansion efforts. CMCS sees this being a huge benefit to children, families and the entire community of the South Bronx.

Sincerely,

Beth Finnerty President & CEO

Cardinal McCloskey Community Services

Administrative Office: Valhalla, NY 10595



NYC Department of Education

P369@ P5K 820 Hancock Street Brooklyn, New York 11233 (718)443-5696

Rudy E. Giuliani, Principal

Elizabeth Rueda-Mattock Jason Albin Assistant Principal Assistant Principal

Janine Nardone Assistant Principal Dorothy Collins Assistant Principal Susie Gournelos Assistant Principal

December 21, 2015

To whom it may concern:

I am writing to express my support for the NYC Autism Charter School as it applies for a second charter in the Bronx. The school has proven that it is able to provide a high quality education that has a strong impact on student achievement to students with autism.

P369K@P5K and NYC Autism Charter School has partnered for the past three years and has created a successful collaboration between charter and district schools. This collaboration has created a wonderful partnership between both schools that have allowed us to disseminate successful activities and ideas which ultimately improve educational opportunities for all students. The NYC Autism Charter School has provided families of P369K children with more opportunities to engage in activities inside and outside of school. The NYCACA staff has provided professional development to teachers, and training to parents. P369K has benefited greatly from partnering with NYCACS.

P369K supports NYC Autism Charter School's expansion to the Bronx. We urge you to award NYCACS their second charter which will subsequently have an enormous impact on student achievement.

Elizabeth Rueda-Mattock

Sincerely,

Elizabeth Rueda-Mattock

Assistant Principal



P811M @ 101-The Mickey Mantle School

141 East 111th Street New York, N.Y. 10029 Phone (212) 348-9886 Fax (212) 369-8163 Email 75M811@ schools.nyc.gov



Barry Daub, Principal Assistant Principals Vilma Melendez John McCormick James Kijowski

December 17, 2015

To Whom It May Concern:

I am writing this letter to express my support of the NYC Autism Charter School's plans to open a second location in the Bronx. I have been familiar with NYCACS from visiting the school in its first year to actively partnering with them through a collaborative dissemination grant during the 2013-14 and 2014-15 school years, and I have seen firsthand the great work they do for their students and families.

The NYC Autism Charter School employs a staff of highly trained, dedicated professionals who implement individualized curricula driven by the research-based Applied Behavior Analysis discipline and other pedagogical best practices identified for working with children diagnosed with autism spectrum disorders. They provide impressive support to their students' families, and partner with community schools and local businesses to offer students opportunities for integration with their neurotypical peers and to prepare them for their post-school lives.

Through the two-year dissemination grant, behavioral therapists from NYCACS worked closely with selected staff and students at P811M @ 101, as well as three other New York City District 75 schools. This grant provided mutual benefits through the sharing of resources and support, solidifying a partnership between NYCACS and these District 75 Schools. Staff, students, and families from the P811M @ 101 community saw a significant, positive impact through this program.

I can only imagine positive effects to expanding the NYC Autism Charter School and allowing it to positively impact even more students and families in a new community.

Kindly,

Jamie Kijowski Assistant Principal



Lewis and Clark School P12X 2555 Tratman Avenue Bronx, New York 10461

The New York City Department of Education

Phone 718-409-9040 Fax 718-931-8121 Email-75X012@schools.nyc.gov

Dr. Kuvana Jones, Principal

Sholom Fried, Assistant Principal Sa-Qwona Clark, Assistant Principal

January 13, 2016

To Whom It May Concern:

I am writing this letter to express my support of the NYC Autism Charter School's plan to open a second location in the Bronx. I have worked with NYCACS as a partner school. The Lewis and Clark School actively partnered with them through a collaborative dissemination grant during the 2013-14 and 2014-15 school years, and have had the opportunity to see firsthand the great work they do for their students and families.

The NYC Autism Charter School employs a staff of highly trained and dedicated professionals who implement individualized curricula driven by the Applied Behavior Analysis discipline as well as other pedagogical best practices identified for working with children diagnosed with autism spectrum disorders. They provide support to their students' families; partner with community schools and local businesses to offer their students opportunities for integration with neurotypical peers as well as preparation for life post-school.

During the course of the two year dissemination grant, behavioral therapists from NYCACS worked closely with selected staff and students at the Lewis and Clark School (P12X) as well as three other NYC District 75 schools. This grant provided mutually beneficial outcomes such as the sharing of resources and support, further solidifying a partnership between NYCACS and these District 75 schools. Staff, students and families from the P12X community saw a significant, positive impact through this program.

I can only envision positive effects as the outcome of expanding the NYC Autism Charter School and giving it the opportunity to positively impact even greater numbers of students and families in a new community.

Best Regards,

Kuvana Jones Princ(pal

10/14

To whom it may concern:

My name is Arlene Arteaga and I have been living in the Community for 15 years. My daughter used to go to PS 50 within the Charter School. She was able to be involved in the Charter School helping the children with Autism. Her involvement with the Charter School has made her a young women to inspire to continue her education. She learned to work with the children to be patient and caring and understanding. I must say as a parent in the community am grateful for the Charter School being in our community because it help my daughter learn to love and care for children with Autism.

This program will help our children to be more understanding with other children in within the program. We need to continue to support the Charter School in within our Community so all children can relate to one another and learn to understand children with Autism. We as parents must continue to educate our children about Autism.

Once again am thankful for the Charter School being in our Community.

As of today my daughter is in her 3 year of college am so grateful.

Respectfully, andlage

Arlene Arteaga

To Whom It May Concern:

At just about twelve or thirteen I had the amazing opportunity to work with the NYC Autism Charter School. I am so thankful for such an opportunity because it taught me that there was much more going on in P.S.50 then I knew. When I first started working with the students I felt prepared. Moira Cray trained us and taught us almost everything we needed to know about Autism. The students of P.S. 50 who joined the mentoring program got to have a hands on experience working with the students form NYCACS. It's one thing to learn about Autism and how to work with people who have it, but we truly learned by interacting with the students and understanding how to communicate with them.

This experience taught me that there was a lot more going on in my surroundings and I wanted to be a part of it. I saw that NYCACS had such a sweet community and I wanted to be a part of it. I always felt so welcomed when I would enter in their hallways as everyone seemed so joyful. Working with the students made me realize that they may think and communicate differently, but they feel the same way we feel. The students are so bright and have the same capacity to learn even if they learn differently. As I have gone through high school and almost through college, I will never forget what a rewarding experience it has been. The mentoring program was the first opportunity I was given to learn something new, interact with the students and even develop some leadership skills.

I recommend such a program for any student who wants to learn something other than what they already know. It will be a chance for people to step outside of some comfort zones and exercise any skills one may have. The greatest take away I have from NYCACS was the bonds I made. I was able to bond with some of the students to the point that when I came back to visit a few months and even years later they would remember me. What an honor is it to work with the students of NYCACS.

Sincerely,

Amber Arteaga





Honorable Ruben Diaz, Jr. Bronx Borough President

M8. KATHLEEN SAUNDERS Board Chair

District Manager

January 19, 2016

Ms. Susan Miller Barker Executive Director Charter Schools Institute State University of New York 41 State Street, Suite 700 Albany, NY 12207

Dear Ms. Miller Barker:

At a meeting of the Executive Committee of Bronx Community Board 4 held on January 14, 2016, in which there was a quorum of members present and entitled to vote, and at the recommendation of the Youth Services & Education Committee meeting of December 17, 2015, the Executive Committee voted in the affirmative to render a letter in support to the NYC Autism Charter School (NYCACS) as it applies to open a charter school in the South Bronx. The Committee did not pose any objections to this proposal.

We were encouraged to learn about the school and if approved this school will allow families of children with autism more opportunities, better access, and greater choices in the South Bronx community.

We look forward to working with them in the coming months on local outreach efforts, to ensure that South Bronx children submit applications to maximize local enrollment. Please keep the Board informed of the operation and future plans for this new charter school.

Sincerely,

Kathleen Saunders

Chairperson

Community Board 4

cc: Mr. Gregory Delts, Youth Services & Education Committee Chairperson
Ms. Moira Cray, LMSW, BCBA, Director of Transition & Community Outreach, NYC
Autism Charter School

Design-Bronx Museum of the Arts





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CEDRIC L. LOFTIN DISTRICT MANAGER

RUBEN DIAZ, JR.
BOROUGH PRESIDENT

GEORGE L. RODRIQUEZ

January 21, 2016

To Whom It May Concern:

Community Board 1 enthusiastically extends its support for the NYC Autism Charter School (NYCACS) as it applies to open a second Charter School in the South Bronx. We were encouraged to learn about the school and if approved this school will allow families of children with autism more opportunities, better access, and greater choices in the South Bronx community.

We were encouraged to learn that NYCACS has a proven track record with 10 years experience impacting students, their families and the community at large. The school provides science based, high quality individualized instruction to its students and their families. In addition, NYCSC's outreach efforts are wide ranged and aimed at advocating, educating, informing, and inspiring. The autism education best practices has been disseminated by NYCSC staff to teachers, led workshop presentations at local, national and international conferences, sat as experts on panel discussions, and have provided autism awareness trainings for students, parents, and early intervention workers. We were also happy to hear about the school's peer mentoring program, which allows its students and those from its co-located school(s) to work together in an effort to learn how to appreciate one another while developing meaningful connections

The NYC Autism Charter School is a wonderful example of a Charter School that is planned and developed in an effort to address the specific needs of the students it serves as well as support the community it is part of. We look forward to working with them in the coming months on local outreach efforts to ensure that South Bronx children submit applications to maximize local enrollment.

Sincerely

George Rodriguez Chairman

Justino Rodriguez

Education & Youth Committee Chairman

Cedric L. Loftin District Manager

R-15F ADMISSIONS POLICY

NYCACS Bronx will utilize a random, non-discriminatory public lottery process for admitting students in the event that there are more eligible applicants than available seats. The process will comply with all applicable laws, including the requirements of the New York Charter Schools Act of 1998 (the "Charter Law") as amended and the Federal Individuals with Disabilities Education Act. NYCACS Bronx understands that, under the Charter Law, the Committee on Special Education (CSE) of each student's district of residence is responsible for assessing student needs as well as determining an appropriate educational program and placement for that student. NYCACS Bronx also recognizes its responsibility to employ best efforts to meet specialized student needs within its available programs and resources.

The NYCACS Bronx lottery will be publicized in English and Spanish. There will be full disclosure prior to the lottery as to how it will work. NYCACS Bronx will hold several open houses, information sessions, and application workshops for the benefit of parents. However, attendance is not a requirement for admission of any child.

In an effort to ensure even distribution of applicants across the severe to moderate end of the autism spectrum, NYCACS Bronx has defined three cohorts: Cohort 1 - severe, Cohort 2 - moderate/severe, and Cohort 3 - moderate (see below for full cohort descriptions). The school will contract with an Admissions Review Consultant (ARC) – a specialist with demonstrated professional experience in autism - who will review all application materials and make a determination as to the most appropriate cohort assignment for each applicant. After these assignments have been made, all application materials will then be sent to the CSE for review and to determine whether the documentation includes:

Confirmation that the applicant will be within the target age range by December of the year in which they are applying: Year 1- ages 5, 6, or 7; Year 2 - ages 5 or 6; Year 3 - age 5; Year 4 - age 5; and Year 5 - age 5

Confirmation of a diagnosis or classification of Autism Spectrum Disorder

Recommendation for a full-time, year round special education program with an intensive classroom staffing ratio

When applicable, indication that the student is not appropriate for the general education learning standards and must be assessed using an alternate assessment

Indication of the student's community of residence

Evaluation materials (either previously available through the CSE or as a result of an independent evaluation) including a description of the student's current levels of performance that reflect:

- Severe to moderately low adaptive functioning,
- Severe to moderate communication delays with severe to moderate levels of receptive/expressive language impairment,
- Severe to mild levels of noncompliant or challenging behavior, and/or
- Severe to moderate levels of social skills impairment.



The CSE will then make final cohort determinations.

Preference will be given to applicants with a confirmed diagnosis of Autism Spectrum Disorder and/or a confirmed autism classification, to enrolled students' siblings who also have an autism diagnosis, and to residents of the local community (District 7 or 9), in that order.

If an applicant does not have a diagnosis or classification of autism, or is over the entrance age designated for the given year, he/she shall be placed into a fourth, non-preferential grouping. NYCACS will select an ARC to assess each applicant and make a recommendation to the CSE as to each applicant's grouping. However, the CSE shall have the sole authority to make final determinations.

The ARC and CSE may use previous and current IEPs, a detailed School questionnaire completed by the applicant's parent, school, or provider to determine a given applicant's proper classification in one of the specified Cohorts, and any other information the CSE views as relevant. An applicant's classification in a Cohort will be determined based on the criteria set forth in the Cohort descriptions (below).

At the beginning of each academic year NYCACS Bronx will announce, if possible, the number of openings it expects to have in each Cohort. A separate lottery will be held for each Cohort regardless of anticipated openings. Applicants within a particular Cohort will be drawn at random and each applicant will be assigned a ranking number reflecting the order in which his/her name was drawn within the Cohort.

The rationale for NYCACS Bronx's enrollment decisions stems from the special needs classification of its students, particularly the necessary intensity of the School's instructional services and the high Teacher: student ratio required by the students' IEPs. In the event that a student transitions out of the School at any point during the school year, a new student (typically at the Kindergarten age equivalent) will be admitted from the same Cohort as the departing student. If the opening is for a Cohort 1 or Cohort 3 student (the two extremely different ends of the autism spectrum) and there is no classroom in which there are age-appropriate, Cohort-appropriate peers, a student from Cohort 2 will be admitted.

Lottery Cohorts

NYCACS Bronx is designed to provide expanded learning opportunities for students greatly at risk of academic failure, all of whom share a diagnosis of autism spectrum disorder. Should the official diagnostic (DSM) categories change, the groupings shall conform as closely as possible to this category. In order to ensure some compatibility with respect to target teaching objectives amongst this very diverse group of individuals, students have and will continue to be assigned to one of three Cohorts:

Cohort 1 – The child meets the diagnostic criteria for ASD as determined by CSE evaluation. The degree of autism is judged to be severe. The degree of autism demonstrated significantly interferes with

expressive and receptive language and social skills. Overall adaptive functioning is in the severe range. The child engages in moderate to high levels of repetitive, non-purposeful behavior and does not engage appropriately with toys unless instructed to do so. The child may display minimal functional academics. The child may engage in moderate to severe levels of noncompliant or challenging behavior such as tantrums, aggression, and self-injury. The child has little or no vocal language and rarely uses gestures when communicating. The child may communicate using an augmentative communication (AC) device or alternate mode of communication such as sign language, a picture exchange communication system, or a voice output communication device.

Cohort 2 – The child meets the diagnostic criteria for ASD as determined by CSE evaluation. The degree of autism is judged to be severe to moderate. The degree of autism interferes with expressive and receptive language and social skills. Overall adaptive functioning is in the low range for most areas. Cognitive and academic skills may be present, but in the low range, with specialized instruction required for the child to learn. The child engages in moderate to low levels of repetitive, non-purposeful behavior and demonstrates some interest in toys and social interaction. The child may engage in moderate to low levels of noncompliant or tantrum behavior. The child has some vocal language but does not use language socially (only for wants and needs) or communicate effectively.

Cohort 3 – The child meets the diagnostic criteria for ASD as determined by CSE evaluation. The degree of autism is judged to be moderate, and interferes primarily with social functioning, but may also affect expressive and receptive language. Overall adaptive functioning is in the low-moderate range for some areas. Cognitive and academic functioning is judged to be within the low to moderate range, with some degree of specialized, adapted instruction still required to learn. The child engages in low levels of repetitive non-purposeful behavior but has idiosyncratic interests in topics or activities. The child may engage in mild levels of noncompliant or tantrum behaviors. The child has vocal language skills but significant deficits in communication, and requires specialized instruction in the area of pragmatics as well as social interaction.



R-16 FACILITIES

(A) FACILITY NEEDS

The proposed NYCACS Bronx seeks to co-locate in a NYC DOE school building in the Bronx, with preference to CSDs 7 or 9. NYCACS Bronx planning staff has communicated a request for space, as described below, to key NYC DOE offices and personnel. To date, NYCACS' Executive Director has met personnel within the Office of District Planning, as well as with the Executive Director of the Office of Space Planning and the Director of Space Planning, Bronx. Both of the latter have given assurances that they will be actively looking for appropriate space options in the target districts.

With an anticipated maximum enrollment of 32 special needs students in a student:teacher:instructor ratio of 4:1:3, the school would require 8 classrooms (preferably contiguous), plus 2-3 small rooms (80-100 square feet) to be used as de-escalation rooms when behavioral issues require removal from the classroom. A larger room (600-800 square feet) is needed for a "life skills center" utilized for teaching critical activities of daily living such as meal preparation, dishwashing, laundry, and other household chores. This space will be built (year 3 if grant funding is available) to contain kitchen and laundry facilities. Given the fact that children with autism often struggle with the social interaction-based physical activities that their neurotypical peers engage in, specially designed fitness routines are an important part of daily instruction. Depending on availability of the school gymnasium on a shared basis, it may be necessary for NYCACS Bronx to utilize its own space for a small gym (500-600 square feet).

Administrative office space would require 4-5 small offices and a small conference room for staff and parent meetings. Additionally, a room suitable for kitchen/lunch space within the allocated charter school space is needed, as staff are always on call for student needs that may arise at any time. It should be noted that, given the curriculum of this student population, there is minimal need for sharing spaces such as the school cafeteria and auditorium with other schools in the building. Utilization of the school gymnasium on a limited basis would be preferred.

Should space not be available in an NYC DOE school building, NYCACS Bronx would seek to lease appropriate private space, meeting both NYC DOE and NYCACS Bronx requirements. It is anticipated that approximately 8,000 rentable square feet would be required. It is anticipated that rental costs (estimated at \$30 per square foot plus 10% utility expenses) would be partially offset by required rental assistance from the NYC DOE. Given NYCACS' unique per pupil funding structure, the amount of that assistance is still to be determined.

(B) FACILITY SELECTION

Request is not applicable at this time.

(C) FACILITY CONFLICTS OF INTEREST



Request is not applicable at this time.

(D) ADDITIONAL FACILITY INFORMATION

Request is not applicable at this time.

R-17 FOOD SERVICE

In accordance with Ed.L.§2851(2)(r), NYCACS Bronx will offer healthy and affordable breakfasts and lunches that meet all requirements of the National School Lunch Program by contracting with the NYC DOE. NYCACS Bronx will utilize the Office of Food and Nutrition Services of the NYC DOE to provide breakfast and lunch to the school. The NYC DOE will provide the food and administer reimbursement from the Federal Lunch Program, reducing the administrative burden on the school. NYCACS Bronx will participate in the federal free- and reduced-price lunch programs administered by the U.S. Department of Agriculture, and will adhere to all applicable requirements including, but not limited to:

Meal pricing
Nutritional value
Determination of eligibility
Reporting requirements

Any and all food service subsidy revenues received from the federal and state meal programs shall be used exclusively for the purpose of providing meals to eligible students, and for no prohibited purpose. At NYCACS Bronx, food services will be delivered to students directly in the classroom or other suitable common areas.

In the event that NYCACS Bronx is located in a privately leased space, it will contract with a private provider that adheres to all applicable requirements.

R-18 HEALTH SERVICES

NYCACS Bronx anticipates sharing the services of the registered nurse assigned to the school in which NYCACS Bronx is co-located to provide mandated services in accordance with Ed.L. S28512(r). NYCACS Bronx will comply with all general health service requirements applicable to other public schools including, but not limited to, all immunization and diagnostic testing requirements, and will maintain all required health records. NYCACS Bronx will also provide access to on-site health care services to the same extent that such health services are available to children attending other public schools in NYC.

NYCACS Bronx will work closely with its students' parents to provide detection and preventive health services. Programming around toleration of medical procedures and treatments (e.g., getting a wellness check, wearing a Band-Aid, taking medicine) will be prioritized at NYCACS Bronx, due to the difficulties often exhibited by children with autism in these critical arenas. In addition, the school will work with Optical Academy (a not-for-profit organization with expertise in screening a wide range of students) or a similar organization to provide vision screening. Problems uncovered through these screenings will be referred to the parents, who will be encouraged to consult with their family physician or health care provider. Hearing screenings will be handled by a family's physician or health care provider. A review of student immunization requirements and the proper supporting documents will be completed for all students. School staff will work with the county health department, NYC public schools, and other appropriate authorities to provide these services.

Regarding immunizations, NYCACS Bronx will comply with New York State and New York City laws. In accordance with New York State law, NYCACS Bronx ensures that each student has documentation of a complete medical evaluation and a certificate of immunization at the time of registration or not later than the first day of school. At a minimum, the students will have documentation that they received all required immunizations, as listed in *Immunization Requirements for Students in New York City*. In the event that additional or alternative immunizations are required by state or city law, NYCACS Bronx will require that parents present proof that their child has received such immunizations.

The only exception to the above-discussed immunization requirements is for parents who waive immunization by complying with §2164 of the Public Health Law with respect to exemptions to immunizations. Such exceptions may be granted, in consultation with legal counsel, if a licensed physician or nurse practitioner certifies that particular immunizations may be detrimental to the student's health or if the student's parent or guardian holds genuine and sincere religious beliefs contrary to the immunization.

NYCACS Bronx, in accordance with §917 of the Education Law, will maintain an on-site automated external defibrillator (AED) to ensure ready and appropriate access for use during emergencies and will ensure that at least one staff member is trained in the operation and use of such equipment for use in the school.

NYCAUTISM CHARTER SCHOOL Response 18-1 Since many children with autism require medication as part of their treatment package, the instructional staff of NYCACS Bronx will work closely with families and their physicians/psychiatrists. As such, they will provide, with parent/guardian consent, data on occurrences of any behaviors of concern, as well as anecdotal reports by classroom staff on magnitude of behavior, level of interference with learning and/or ongoing classroom instruction, and impact to student skill acquisition. Assuming consent from parents/guardians, graphic displays of data and video of instructional sessions may be shared as well.

NYCACS Bronx will work with the student's parent/guardian and his or her physician by ensuring that the nurse assigned has all necessary information and authorization to allow him/her to dispense medication as requested during the school day.

PARENT RESPONSIBILITIES

Parents and guardians will be responsible for providing NYCACS Bronx with a signed physician's statement and a parent's/guardian's request for medication to be administered by the nurse during school hours. The physician's statement must include:

The name of the student for whom the request is made

The name of medication to be administered

The dosage required and route of administration

The time schedule for administration

A statement indicating that the medication is medically required to be administered during school hours

Parents/guardians will be required to deliver the medication in its originally received container with all labeling intact. Prescribed and over-the-counter medications that are not in the original container with an intact label that identifies the medication will not be accepted or administered by the nurse. The prescribed medication label must also include the name of the person for whom prescribed, the name of the prescribing physician, and the physician's instructions. Medications should not be sent to the school site on the school bus or in student backpacks.

NYCACS BRONX RESPONSIBILITIES

All medications at NYCACS Bronx will be administered by the nurse stationed in the host school building. NYCACS Bronx will ensure that the physician's written statement and the parent's/guardian's request is on file. All medication will be given to the nurse to be counted and recorded upon receipt. If possible, the nurse will record the volume of a liquid. Refusal by the student to take his or her medication, or omission for any other reason, will be immediately reported to the parent/guardian. NYCACS Bronx may also periodically review cases in cooperation with the physician, parent/guardian, and Teacher, particularly those cases involving behavior-modifying drugs, to determine the continued

need for the administration of medication at school. NYCACS Bronx shall ensure that the student's medical condition and medication information shall be kept confidential.

RECORD KEEPING AND STORAGE OF MEDICINES

NYCACS Bronx, in conjunction with the above referenced nurse, will maintain a log for each student receiving medication. All medication accepted for administration will be documented on the student's log. The log will include the name of the student for whom prescribed, the name of the medicine, strength and quantity of medication, the date the prescription was filled, the prescription number, and issuing pharmacy. A record will be kept indicating each time the medicine is administered. This record will be documented daily and initialed by the nurse administering the medication. All medications accepted by the nurse for administration to students will be stored in a locked cabinet or cupboard that is not accessible to persons other than persons responsible for health supervision. All medications will be centrally stored in an area that is totally inaccessible to children.

The school will provide an in-service education program for all NYCACS Bronx staff members to ensure the effective implementation of the school's health program.

In the event that NYCACS Bronx rents private space, the school will contract with a qualified nurse for part time services and will meet all the requirements above.

R-19 TRANSPORTATION

Students attending NYCACS Bronx shall receive transportation for which they are eligible under §2853(4)(b) and §3635 of the Education Law. NYCACS will receive transportation services from the NYC DOE. The school will not provide supplemental transportation to students ineligible for transportation under §3635 of the Education Law.

Because NYCACS Bronx students will have IEP recommendations for a 12-month school year, the school has an extended year program and is in session on days when the students' districts are not in session. Therefore, NYCACS Bronx will make arrangements with NYC DOE to provide transportation, at no cost, pursuant to §2853(4)(b) of the Education Law. The Student Safety and Discipline procedures will be followed with regard to incidents occurring during transport. In addition, NYCACS Bronx will provide hands on training to bus personnel regarding behavior management and safe intervention should an incident occur.

R-20 INSURANCE

NYCACS Bronx will carry a comprehensive set of property and casualty insurance coverages. Property Insurance will include business personal property including coverage to facilities improvements and betterments, computer equipment (hardware and software) as well as earthquake and flood insurance. Additionally, coverages will provide for interruption from utility services. Crime related coverages will include employee dishonesty, forgery and fraud. The school will provide coverage for non-owned automobile liability and will carry a comprehensive set of Directors and Officers liability protection. In addition to general liability with an annual aggregate of \$3 million, a significant umbrella coverage (\$25 million) will be carried as well. NYCACS Bronx will carry both student accident and catastrophic student accident protection. Lastly, worker's compensation and employer liability coverage based on expected payroll will be carried. Estimated premiums of \$44,000 annually will be reflected in the submitted budgets, although this may change depending upon the final location of the school.

R-21 FISCAL SOUNDNESS

(A) BUDGET NARRATIVE

The financial plans presented for the NYC Autism Charter School Bronx (NYCACS Bronx) indicate financial stability and are outlined below.

PRE-OPENING YEAR

NYCACS Bronx has opted for a full-year for pre-opening planning. During this period the team will leverage the considerable experience and expertise of the administrative staff at NYCACS (East Harlem). The Executive Director, CFO, Business Manager and Compliance Specialist will lend significant time to readying the new school for operations. Specifically 2.2 FTE's will be allocated to this planning period (Executive Director .5, CFO .5, Business Manager .5 and Compliance Specialist .2). The cost of this support will be borne by NYCACS. Additionally the Head of School for the NYCACS Bronx will be fully allocated to the planning year (likely transferred from NYCACS), as well as administrative support in the form of an Office Manager for the final three months of the planning period.

Instructional staff to be allocated in the pre-opening fiscal year include two Head Teachers for the final month of the year as well as a Clinical Supervisor for the last six months of this planning year. The first operational year will include two classrooms of four students each. Each classroom will be staffed with one Head Teacher, One Lead Instructor and two Instructors. All classrooms will have a 4:1:3 instructional ratio. The Lead Instructors and Instructors will be hired in the first two months of the fiscal year following the planning year. Clinical Supervisors provide oversight and guidance for 2-3 classrooms (depending on the cohort make-up of the classrooms).

Projections for Personnel Services costs, including payroll taxes, benefits and retirement are anticipated to total \$220,472.

Other Than Personnel Services (OTPS) costs will include contracted services for accounting, audit and legal needs, as well as payroll service fees. School operations costs will include computers and printers for new staff, a mobile phone for the Head of School, miscellaneous office supplies, fees for staff recruitment (clearance/fingerprinting) and travel expenses (from NYCACS to NYCACS Bronx). The expenses (excluding depreciation) are anticipated to total \$26,180.

NYCACS Bronx is expecting to be co-located in a public school building, however facilities related efforts and expenses are not anticipated to be incurred until the first two months of the first operating fiscal year. Total pre-opening year expenses of \$247,768 are anticipated to be covered by a CSP grant with \$250,000 allocated for pre-opening (a total of \$500,000 is anticipated for this grant over the pre-opening and first year periods).

CHARTER SCHOOL

Response 21-1

FIVE OPERATING YEARS

Revenue assumptions for all years are considered to be conservative. The primary operating revenue comes from NYC DOE per pupil revenue. This revenue is assumed to be equal to the per pupil revenue of the existing NYCACS location after which the NYCACS Bronx is modeled. The current per pupil rate of \$91,645 is assumed to be flat through the five-year period. Reasonable school fundraising (non-grant) revenue has been included based on our fundraising experience in the East Harlem location. While it is anticipated that we will be able to obtain grants for some operating needs (based on our experience at NYCACS), none have been assumed in these budgets. The remainder of the CSP grant (\$250,000) is assumed in the first operating year. Additionally, NYCACS will provide needed funding from reserves to support deficits in the first three operating years, until student enrollment is at maximum (32). This funding, totaling \$800,000 over the initial three-year period has been approved by NYCACS Trustees (accumulated over several years of fundraising) and will not impact the fiscal stability of NYCACS (which will have remaining reserves in excess of \$1.2M). By year four NYCACS Bronx will be self-sustaining. Current projections indicate small net incomes and a small deficit in year 3. However, revenue projections are extremely conservative (e.g. no increase in per pupil funding). Should it be necessary to reduce expenses at this time NYCACS Bronx management will make the necessary decisions to ensure ongoing fiscal stability. NYCACS Bronx may also be eligible for an additional \$250,000 in CSP funding, which has not been included in these projections.

YEAR ONE

Revenue Assumptions

Revenue is projected to total \$1,353,160. Of this, \$733,160 is per pupil revenue (8 students at \$91,645), the remaining \$250,000 of the CSP grant and \$350,000 from NYCACS reserves. Additionally, a modest \$20,000 is projected to be raised via school fundraising efforts.

Expenditure Assumptions

Expenditures for year one are projected to total \$1,352,800 (excluding depreciation), including the establishment of a \$75,000 dissolution escrow account.

We anticipate preparing our co-located space during the first two months of fiscal year one — prior to the start of the first school year. Painting and cleaning, as well as furnishing two classrooms (two classrooms per year will be added for the first four years — eight in total), offices and a conference room, and de-escalation room enhancements space will be completed in this timeframe. Wiring for computers is planned as well.

Given that our pupil to staff ratio, expenditures weigh very heavily to personnel costs. Personnel Service costs will total \$1,012,730 including payroll taxes, benefits and retirement. This includes nine instructional staff: two Head Teachers, two Lead Instructors, four Instructors and one Clinical Supervisor.



Administrative staff FTE's total 4.2, including Executive Management (.5), CFO (.5), Head of School (1.0), Business Manager (.5), Quality Assurance Manager (.2) and Administrative support (1.5).

OTPS expenses are projected to total \$253,226 (excludes dissolution account and depreciation). Contracted Services total \$64,200, including audit and legal fees, payroll services, and technology support and cleaning services. School Operations total \$120, 822. The largest expenditures in this category include equipment and furniture for the start-up of two classrooms as well as office, conference room and lunch/break room needs followed by technology costs for network wiring, computers and iPads for classrooms and a shared Smartboard. Other expenses include classroom and curriculum supplies, printing and copying and staff development (Applied Behavior Analysis conference) with related travel expenses. Facility Operation and Maintenance expenses total \$68,204. The largest expense is for a comprehensive property, liability and workmen's compensation insurance program. Additionally funds are allocated for painting and cleaning of our space within the public school building.

YEAR TWO

Revenue Assumptions

Revenue is projected to total \$1,791,320. Of this, \$1,466,320 is per pupil revenue (16 students at \$91,645). The remaining \$325,000 will consist of a \$300,000 contribution from NYCACS reserves and a modest \$25,000 to be raised via school fundraising efforts.

Expenditure Assumptions

Expenditures for year two are projected to total \$1,801,792 (excluding depreciation). Personnel Service costs will total \$1,576,814 including payroll taxes, benefits and retirement. This includes 17 instructional staff, four Head Teachers, four Lead Instructors, eight Instructors and one Clinical Supervisor (a second Clinical Supervisor will be added mid-year in preparation for the 2020 school year). Administrative staff FTE's total 4.2, including Executive Management (.5), CFO (.5), Head of School (1.0), Business Manager (.5), Quality Assurance Manager (.2) and Administrative support (1.5). OTPS expenses are projected to total \$224,978. Contracted Services total \$71,700, including audit and legal fees, payroll services, technology support and cleaning services. School Operations total \$85,074. The largest expenditures in this category include equipment and furniture for the start-up of two additional classrooms followed by technology costs for computers and iPads for classrooms. Other expenses include classroom and curriculum supplies, printing and copying and staff development (Applied Behavior Analysis conference)/travel related expenses. Facility Operation and Maintenance expenses total \$68,204. The largest expense is for our property, liability and workmen's compensation insurance program. Additionally funds are allocated for painting and cleaning of our space within the public school building for the new classrooms.

R-21 Fiscal Soundness

YEAR THREE

Revenue Assumptions

Revenue is projected to total \$2,374,480. Of this, \$2,199,480 is per pupil revenue (24 students at \$91,645). The remaining \$175,000 will consist of a final \$150,000 contribution from NYCACS reserves and a projected \$25,000 to be raised via school fundraising efforts.

Expenditure Assumptions

Expenditures for year three are projected to total \$2,366,659 (excluding depreciation). Personnel Service costs will total \$2,114,985 including payroll taxes, benefits and retirement. This includes 26 instructional staff, six Head Teachers, six Lead Instructors, twelve Instructors and two Clinical Supervisors. Administrative staff FTE's total 4.2, including Executive Management (.5), CFO (.5), Head of School (1.0), Business Manager (.5), Quality Assurance Manager (.2) and Administrative support (1.5). OTPS expenses are projected to total \$251,674. Contracted Services total \$78,200, including projected increases audit and legal fees, payroll services, technology support and cleaning services for the additional staff and space. School Operations total \$104,274. As in the prior year the largest expenditures in this category include equipment and furniture for the start-up of two additional classrooms followed by technology costs for computers and iPads for classrooms. Other expenses include classroom and curriculum supplies, printing and copying and staff development (Applied Behavior Analysis conference)/travel related expenses. Facility Operation and Maintenance expenses total \$69,200. The largest expense is for our property, liability and workmen's compensation insurance program. Additionally funds are allocated for painting and cleaning of our space within the public school building for the new classrooms.

YEAR FOUR

Revenue Assumptions

Revenue is projected to total \$2,982,640. Of this, \$2,932,640 is per pupil revenue (32 students at \$91,645). The remaining \$50,000 is to be raised via school fundraising efforts.

Expenditure Assumptions

Expenditures for year four are projected to total \$2,979,161 (excluding depreciation). Personnel Service costs will total \$2,675,769 including payroll taxes, benefits and retirement. This includes 35 instructional staff, eight Head Teachers, eight Lead Instructors, sixteen Instructors and three Clinical Supervisors. Administrative staff FTE's total 4.2, including Executive Management (.5), CFO (.5), Head of School (1.0), Business Manager (.5), Quality Assurance Manager (.2) and Administrative support (1.5).

OTPS expenses are projected to total \$263,690. Contracted Services total \$80,200, including small increases in payroll services fees as the school achieves full student capacity. School Operations total \$113,290. As in the prior year the largest expenditures in this category include equipment and furniture for the start-up of two additional classrooms followed by technology costs for computers and iPads for

NYCAUTISM CHARTER SCHOOL Response 21-4 classrooms. Other expenses include classroom and curriculum supplies, printing and copying and staff development (Applied Behavior Analysis conference)/travel related expenses. Facility Operation and Maintenance expenses total \$70,200. The largest expense is for our property, liability and workmen's compensation insurance program. Additionally funds are allocated for painting and cleaning of our space within the public school building for the new classrooms.

YEAR FIVE

Revenue Assumptions

Revenue is projected to total \$3,022,640. Of this, \$2,932,640 is per pupil revenue (32 students at \$91,645). The remaining \$90,000 is to be raised via school fundraising efforts.

Expenditure Assumptions

Expenditures for year five are projected to total \$2,988,440 (excluding depreciation). Personnel Service costs will total \$2,774,440 including payroll taxes, benefits and retirement. This includes 35 instructional staff, eight Head Teachers, eight Lead Instructors, sixteen Instructors and three Clinical Supervisors. Administrative staff FTE's total 4.2, including Executive Management (.5), CFO (.5), Head of School (1.0), Business Manager (.5), Quality Assurance Manager (.2) and Administrative support (1.5).

OTPS expenses are projected to total \$214,000, as the school has reached full capacity and all classrooms are set-up. Contracted Services total \$80,200, stabilizing as the school achieves full student capacity. School Operations total \$68,600. Expenses include classroom and curriculum supplies, printing and copying and staff development (Applied Behavior Analysis conference)/travel related expenses. Facility Operation and Maintenance expenses total \$65,200. The largest expense is for our property, liability and workmen's compensation insurance program.

Fiscal Impact

5-YEAR FISCAL IMPACT REPORT

		Largest Enro	llment District:	NYC CHANCELI	LOR'S OFFICE		
Operational Year	Enrollment (Number of Students)	Per Pupil Rate	Per Pupil Aid	Other Districut Revenue (SPED Funding, Food Service, Grants, Etc.)	Total Funding to Charter School from District	Total General Fund Operating Budget for NYC CHANCELLOR'S OFFICE School District	Projected Impact (% of District's Total Budget)
Year 1 (2017-18)	8	91, 645	733,160	-	733,160	27,600,000,000	0.003%
Year 2 (2018-19)	16	91,645	1,466,320	-	1,466,320	27,600,000,000	0.005%
Year 3 (2019-20)	24	91,645	2,199,480	-	2,199,480	27,600,000,000	0.008%
Year 4 (2020-21)	32	91,645	2,932,640	-	2,932,640	27,600,000,000	0.011%
Year 5 (2021-22)	32	91,645	2,932,640	-	2,932,640	27,600,000,000	0.011%

(B) FINANCIAL PLANNING

The annual budget is developed as a collaborative effort, headed by the CFO. A series of meetings with both administrative and instructional staff focus on anticipated needs for the next fiscal year. Discussions are reviewed with the Executive Director regarding priorities. The CFO works with the Business Manager to project salary related expenses. The CFO performs a comprehensive review of benefits especially focusing on health insurance costs. The CFO presents recommendations for proposed compensation and benefits changes to the Operations Committee of the Board of Trustees. The development of the operating budget for each fiscal year begins in the March-April timeframe. A draft budget is reviewed with the Finance Committee prior to being sent to the full Board of Trustees for approval. Final approval of a proposed budget generally takes place at the May or June meeting of the Board of Trustees. The CFO monitors expenditures for adherence to budget on an ongoing basis. Profit and Loss Statements as well as Balance Sheets are reviewed with the Finance Committee regularly. The CFO reports year-to-date financial results to the Board of Trustees no less than six times per fiscal year. A mid-year forecast is presented at the January meeting to gain approval of budget modifications based on experience as of the close of December financials. Should needs arise during the course of the fiscal year that warrant approval of the Board of Trustees they are reviewed on an as needed basis.



(C) FISCAL AUDITS

A New York State Certified Public Accountant selected by the Board of Trustees shall conduct independent audits of the financial statements annually. Annual financial audits will be conducted in accordance with generally accepted auditing standards. The Charter School or an accounting firm selected by the Chief Financial Officer and the Finance Committee shall complete financial regulatory forms as necessary.

Appropriate financial forms and reports shall be filed with the charter entity, federal government and appropriate state agencies. Upon completion, audits shall be reviewed by the Chief Financial Officer and the Finance Committee and submitted to the Board of Trustees for review. All audits shall include a management letter.

(D) DISSOLUTION PROCEDURES

Upon dissolution, the Board of Trustees of NYCACS Bronx, specifically the President and the Treasurer of NYCACS Bronx, will work closely with all appropriate representatives to develop and implement a dissolution plan that will govern the process of transferring students and student records. NYCACS Bronx will coordinate any planned or voluntary dissolution with the district to facilitate reintegration of its students, and will provide the district with a minimum notice of 120 days for any voluntary dissolution. In designing the dissolution plan, NYCACS Bronx will encourage the participation and input of parents.

Required actions in the event of dissolution:

Transfer student records – within 30 days of notice of dissolution

Retain personnel records for five years – within 30 days of notice of dissolution

Maintain and administer financial and contractual records for five years – within 60 days of notice of dissolution

Transfer or liquidate all goods acquired through government grants – within 60 days of notice of dissolution

Conduct final audit of utilizing an independent auditor – within 120 days of notice of dissolution

Dissolve Board of Trustees – within 120 days of notice of dissolution

The dissolution plan will provide that all property that the School has leased, borrowed or contracted for use will be returned to their respective parties. The return of such property will conform with contractual prearrangement, where applicable, or will be done with reasonable promptness (within 60 days of notice of dissolution). Disposal of other property, furniture, supplies, equipment, vehicles and the like will be handled as follows:

The Board will first consider any debt obligation and will research the disposal of

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R-21 Fiscal Soundness

property, etc., that best enables the Board to meet its debts

Once debt obligations are met, any remaining property, etc., will be offered to New York City Public Schools. Items that the district does not want will be sold or consigned in the most beneficial manner with the proceeds reverting to the New York City Public Schools

Property personally or individually owned by NYCACS Bronx employees will be exempt from the above-discussed distribution process

Prior to dissolution, NYCACS Bronx will refer all special education students to their CSE. NYCACS Bronx will conduct a series of meetings for parents to provide information about the dissolution. The School will support the parents in the process of working with the CSE in order to make decisions regarding selection of educational programs for their children. NYCACS Bronx representatives will also meet one-on-one with each enrolled student's family to ensure that all parents are aware of their due process rights and options regarding educational services for their child in New York City Public Schools. An escrow account in the amount of \$75,000 will be established in Year 1 (FY2018)

(E) BUDGET TEMPLATE

Please see Attachment R-21e

(F) LETTERS OF COMMITMENT

Please see Attachment R-21f

(G) NON-SUNY FINANCIALS

Please see Attachment R-21g

R-21 Fiscal Soundness

Charles Hayden Foundation

New York, NY 10005 •

January 6, 2016

Ms. Julie Fisher
Executive Director
New York Center for Autism Charter School
433 East 100th Street (at P5 50)
New York, NY 10025

Dear Julie,

The Charles Hayden Foundation has provided funding for New York Center for Autism Charter School's *Extended School Year Program* since 2007, and anticipates continuing to provide support for this program in the future. In addition, should NYCACS's application for a second charter school in the South Bronx prove successful, the Charles Hayden Foundation would consider providing support for that school as well.

Sincerely,

Carol Van Atten Vice President

Carof Van Atten



New School Proposal Budget(s) & Cash Flow(s) Template

NYCACS Bronx

Contact Name: Mark Saretsky

Contact Title: CFO

Contact Email: msaretsky@nycacharterschool.org

Contact Phone: 212-860-2580

First Academic Year: 2017-18

Pre-Opening Period: July 1, 2016 - June 30, 2017

Note: For pre-opening period if the RFP submission date is:

a) less than 1 year from the "First Academic Year," select the January through June date range.

b) 1 year or more before the "First Academic Year," select the July through June date range.

NYCACS BRONX 2017-18 through 2021-22

SUMI	MARY AND OTHER IN	IFORMATION			
Total Ungraded Enrollment	8	16	24	32	32
Change in Enrollment from Prior Year (Count)	8	8	8	8	0
Change in Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	33.3%	0.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

	NUMBER OF CLASSES	BY YEAR			
	2017-18	2018-19	2019-20	2020-21	2021-22
Number of Classrooms	2	4	6	8	8

AVERAG	E NUMBER OF STUD	ENTS PER CLASS			
	2017-18	2018-19	2019-20	2020-21	2021-22
Average Number of Students per Classroom	4	4	4	4	4

ADDITIONAL NOTES/COMMENTS

ESTIM	ESTIMATED ENROLLMENT BY DISTRICT								
ANNUAL ENROLLMENT BY DISTRICT TOTALS	8	16	24	32	32				
Total Enrollment vs Enrollment by District (should = 0)	-	-	-	-	-				
		_							

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: --> 1

PRIMARY SENDING	NYC CHANCELLOR'S OFFICE	2017-18	2018-19	2019-20	2020-21	2021-22
SCHOOL DISTRICT	INTE CHANCELLOR 3 OFFICE	2017-18	2010-19	2019-20	2020-21	2021-22
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$ 27,600,000,000	\$ 27,600,000,000	\$ 27,600,000,000	\$ 27,600,000,000	\$ 27,600,000,000
ENROLLMENT (Charter	School)	8	16	24	32	32
DESCRIPTION OF SOUR	CE FOR DISTRICT'S OPERATING BUDGET					
(Include web address if	available)					

SECONDARY SENDING	Select from drop-down list →		2017-18	2018-19			2019-20		2020-21		2021-22
SCHOOL DISTRICT	Select from Grop Gowinist 7		2017-18		2010-13		2015-20	2020-21		2021-22	
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		\$	-	\$	-	\$	-	\$		\$	-
ENROLLMENT (Charter S	School)		-		-		-		-		-
DESCRIPTION OF SOUR	CE FOR DISTRICT'S OPERATING BUDGET										
(Include web address if available)											

		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
FTE	Enrollment	8	16	24	32	32

*NOTE: Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.

*NOTE: State the assumptions that are being made for personnel FTE levels in the section provided below.

ADMINISTRATIVE PERSONNEL FTE			FTE			Description of Assumptions
Executive Management	0.5	0.5	0.5	0.5	0.5	Executive Director (split 2 schools)
Instructional Management	1.0	1.0	1.0	1.0	1.0	Head of School
Deans, Directors & Coordinators	0.2	0.4	0.5	0.5	0.5	Quality Assurance Manager
CFO / Director of Finance	0.5	0.5	0.5	0.5	0.5	split 2 schools - COO title in
Operation / Business Manager	0.5	0.5	0.5	0.5	0.5	split 2 schools
Administrative Staff	1.5	1.5	1.5	1.5	1.5	Office Manager, Executive Admin. Assist (same split as Exec. Dir.)
TOTAL ADMINISTRATIVE STAFF	4.2	4.4	4.5	4.5	4.5	
NSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	0.0	0.0	0.0	0.0	0.0	
Teachers - SPED	2.0	4.0	6.0	8.0	8.0	Head Teachers
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	4.0	8.0	12.0	16.0	16.0	Instructors
Specialty Teachers	2.0	4.0	6.0	8.0	8.0	Lead Instructors
Aides	0.0	0.0	0.0	0.0	0.0	
Therapists & Counselors	0.0	0.0	0.0	0.0	0.0	
Other	1.0	2.0	2.5	3.0	3.0	Clinical Supervisors
TOTAL INSTRUCTIONAL	9.0	18.0	26.5	35.0	35.0	
ION-INSTRUCTIONAL PERSONNEL FTE	·					
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
	42.2	22.4	24.0	20.5	20.5	1
OTAL PERSONNEL SERVICE FTE	13.2	22.4	31.0	39.5	39.5	

STAFFING PLAN		Year 1	Year 2	Year 3	Year 4	Year 5
	Acad Years	2017-18	2018-19	2019-20	2020-21	2021-22
WAGES	Enrollment	8.00	16.00	24.00	32.00	32.00

*NOTE: Enter the proposed <u>average salary</u> for each category and the anticipated <u>yearly increase percentages</u> in the section provided below.

*NOTE: Concisely state the assumptions that are being made for personnel wages in the section provided below.

			yearry me	Lusc	percentages	111 (1	ie section pro	riucu	i Delow.			personner wages in the section provided below.
	_											
						AGE						Description of Assumptions
DMINISTRATIVE PERSONNEL WAGES			0.00%		3.00%		3.00%		3.00%		3.00%	
Executive Management	\$	175,575	 87,788		90,421		93,134	_	95,928		98,806	time divided equally for 2 schools
Instructional Management	\$	113,304	\$ 113,304	\$	116,703	\$	120,204	\$	123,810	\$	127,525	full time Head of School
Deans, Directors & Coordinators	\$	56,700	\$ 11,340	\$	23,020	\$	29,381	\$	30,262	\$	31,170	staff compliance, student data
CFO / Director of Finance	\$	115,007	\$ 57,504	\$	59,229	\$	61,005	\$	62,836	\$	64,721	time divided equally for 2 schools
Operation / Business Manager	\$	69,375	\$ 34,688	\$	35,728	\$	36,800	\$	37,904	\$	39,041	time divided equally for 2 schools
Administrative Staff	\$	52,400	\$ 78,600	\$	80,958	\$	83,387	\$	85,888	\$	88,465	Office Manager, Executive Admin. Assist (same split as Exec. Dir.)
TOTAL ADMINISTRATIVE STAFF			\$ 383,223	\$	406,059	\$	423,911	\$	436,628	\$	449,727	
			•			•					•	
ISTRUCTIONAL PERSONNEL WAGES												
Teachers - Regular	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	
Teachers - SPED	\$	55,000	\$ 110,000	\$	223,300	\$	339,999	\$	460,199	\$	474,005	1 per classroom
Substitute Teachers	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	
Teaching Assistants	\$	32,083	\$ 128,332	\$	260,514	\$	396,661	\$	536,893	\$	553,000	
Specialty Teachers	\$	36,667	\$ 73,334	\$	148,868	\$	226,668	\$	306,802	\$	316,006	1 per classroom
Aides			\$ -	\$	-	\$	-	\$	-	\$	-	2 per classroom
Therapists & Counselors	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	
Other	\$	64,960	\$ 64,960	\$	131,869	\$	168,305	\$	205,834	\$	212,009	1 per 2-3 classrooms (depends on cohort in classroom)
TOTAL INSTRUCTIONAL			\$ 376,626	\$	764,551	\$	1,131,633	\$	1,509,728	\$	1,555,020	
	-		,		•							
ON-INSTRUCTIONAL PERSONNEL WA	GES											
Nurse	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	
Librarian	\$	_	\$ -	\$	-	\$	-	\$	-	\$	-	
Custodian	\$	-	\$ -	\$	-	\$	-	\$	-	\$	-	
Security	\$	_	\$ -	\$	-	\$	-	\$	-	\$	-	
Other	Ś	_	\$ -	\$	_	Ś	-	\$	-	\$	-	
TOTAL NON-INSTRUCTIONAL	Ť		\$ -	\$	-	\$	-	\$	-	\$	-	
			 L	•		<u> </u>				•	1	
OTAL PERSONNEL SERVICE WAGES	T		\$ 759,849	\$	1,170,610	\$	1,555,544	\$	1,946,357	\$	2,004,747	

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2016 - June 30, 2017

*NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year." The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

Total Revenue	350.000
	250,000
Total Expenses Net Income	247,768 2,232
Net lilcome	,
	START-UP
	PERIOD
REVENUE	
REVENUES FROM STATE SOURCES	
Grants	
Stimulus	-
DYCD (Department of Youth and Community Developmt.)	-
Other	-
Other	<u> </u>
TOTAL REVENUE FROM STATE SOURCES	-
REVENUE FROM FEDERAL FUNDING	
Grants	
Charter School Program (CSP) Planning & Implementation	250,000
Other	-
Other	
TOTAL REVENUE FROM FEDERAL SOURCES	250,000
LOCAL and OTHER REVENUE	
Contributions and Donations	-
Fundraising	-
Erate Reimbursement	-
Earnings on Investments	-
Interest Income	-
Food Service (Income from meals)	-
Text Book	-
OTHER	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-
TOTAL REVENUE	250,000

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2016 - June 30, 2017

*NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

Total Revenue		250,000		
Total Expenses	247,768			
Net Income				
		START-UP		
		PERIOD		
EXPENSES				
	FTE No. of			
ADMINISTRATIVE STAFF PERSONNEL COSTS	Positions		5 B: AWGA GG	
Executive Management	0.50		Executive Director - NYCACS	
Instructional Management	1.00	110,004	Head of School	
Deans, Directors & Coordinators	0.20	-		
CFO / Director of Finance	0.50		CFO-NYCACS	
Operation / Business Manager	0.50		Business Manager-HR-NYCACS	
Administrative Staff	0.25		Office Manager	
TOTAL ADMINISTRATIVE STAFF	2.95	122,505		
INSTRUCTIONAL PERSONNEL COSTS				
Teachers - Regular	-	-		
Teachers - SPED	0.18	9,167	2 Teachers for last month of fiscal year	
Substitute Teachers	-	-		
Teaching Assistants	-	-		
Specialty Teachers	-	-		
Aides	-	-		
Therapists & Counselors	-	-		
Other	0.50	31,998	Clinical Supervisor	
TOTAL INSTRUCTIONAL	0.68	41,165	·	
NON-INSTRUCTIONAL PERSONNEL COSTS				
Nurse	-	-		
Librarian	_	-		
Custodian	-	-		
Security	_	-		
Other	-	-		
TOTAL NON-INSTRUCTIONAL		-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	3.63	163,670		
PAYROLL TAXES AND BENEFITS				
Payroll Taxes		12,521	FICA	

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2016 - June 30, 2017

*NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

			DESCRIPTION OF ASSUMPTIONS
Total Revenue Total Expenses		250,000 247,768	
Net Income		2,232	
		START-UP PERIOD	
Fringe / Employee Benefits		41,826	Health, Disbality, life, Dental, Flex. Spend, Vision,Bonus
Retirement / Pension		2,455	401K match
TOTAL PAYROLL TAXES AND BENEFITS		56,802	
TOTAL PERSONNEL SERVICE COSTS	3.63	220,472	
CONTRACTED SERVICES			
Accounting / Audit		7,500	
Legal		6,000	entity structure, tax ID etc.
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,830	ADP Services - semi-monthly
Special Ed Services		-	
Titlement Services (i.e. Title I)		-	
Other Purchased / Professional / Consulting	<u>-</u>	-	<u>-</u>
TOTAL CONTRACTED SERVICES		15,330	

NYCACS BRONX

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2016 - June 30, 2017

*NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

		DESCRIPTION OF ASSOMITTIONS
Total Revenue	250,000	
Total Expenses	247,768	
Net Income	2,232	
	START-UP	
	PERIOD	
SCHOOL OPERATIONS		
Board Expenses	-	
Classroom / Teaching Supplies & Materials	-	
Special Ed Supplies & Materials	-	
Textbooks / Workbooks	-	
Supplies & Materials other	-	
Equipment / Furniture	-	
Telephone	1,200	mobile phone
·		computers-printers for 3 new staff+2 teachers end of
Technology	6,700	year
Student Testing & Assessment	-	
Field Trips	-	
Transportation (student)	-	
Student Services - other	-	
Office Expense	1,200	miscellaneous office supplies
Staff Development	1,000	recruit Office Manager, fingerprinting
Staff Recruitment	-	
Student Recruitment / Marketing	-	
School Meals / Lunch	-	
Travel (Staff)	750	travel - East Harlem to Bronx by planning staff
Fundraising	-	
Other	<u> </u>	_
TOTAL SCHOOL OPERATIONS	10,850	
FACILITY OPERATION & MAINTENANCE		
Insurance	-	assume no occupancy in planning year
Janitorial	-	
Building and Land Rent / Lease / Facility Finance Interest	-	
Repairs & Maintenance	-	
Equipment / Furniture	-	
Security	-	
Utilities		_
TOTAL FACILITY OPERATION & MAINTENANCE	-	

NYCACS BRONX

PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD

July 1, 2016 - June 30, 2017

*NOTE: Please enter financial data on either tab "5.) Pre-OP Cash Flow 6-Month" OR "6) Pre-OP Cash Flow 1-Year."
The pre-opening budget will be for either a 6-Month Period OR a 1-Year Period as selected on tab #1, School Information.

DESCRIPTION OF ASSUMPTIONS

Total Revenue	250,000
Total Expenses	247,768
Net Income	2,232
	START-UP PERIOD
DEPRECIATION & AMORTIZATION DISSOLUTION ESCROW & RESERVES / CONTIGENCY	1,117 computers ofr new hires
TOTAL EXPENSES	247,768
NET INCOME	2.232

*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."											
Total Revenue	-	-	-	· -	-	-	-					
Total Expenses	-	-	_			_	-					
Net Income	-	-	_			_	-					
Cash Flow Adjustments	-	-	-		-	_	-					
Beginning Cash Balance	-	-	-		-	_	-					
Net Income	_	-	-		-	-	-					
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL					
REVENUE												
REVENUES FROM STATE SOURCES												
Grants												
Stimulus	-	-	-	-	-	-	-					
DYCD (Department of Youth and Community Development)	-	-	-	-	-	-	-					
Other	-	-	-	-	-	-	-					
Other	-	-	-	-	-	-	-					
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-					
REVENUE FROM FEDERAL FUNDING												
Grants												
Charter School Program (CSP) Planning & Implementation	_	_	_	_	_	_	_					
Other	_	_		_		_	_					
Other	_	_	_		_	-	_					
TOTAL REVENUE FROM FEDERAL SOURCES		_										
LOCAL and OTHER REVENUE												
Contributions and Donations	-	-	-	-	-	-	-					
Fundraising	-	-	-	-	-	-	-					
Erate Reimbursement	-	-	-	-	-	-	-					
Earnings on Investments	-	-	-	-	-	-	-					
Interest Income	-	-	-	-	-	-	-					
Food Service (Income from meals)	-	-	-	-	-	-	-					
Text Book	-	-	-	-	-	-	-					
OTHER		-	-	-	-							
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-					
TOTAL REVENUE		-		<u> </u>		-	<u> </u>					

*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Pe	eriod Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."											
Total Revenue		-	-	-	-	-	-	-					
Total Expenses		-	-	-	-	-	-	-					
Net Income		-	-	-	-	-	-	-					
Cash Flow Adjustments		-	-	-	-	-	-	-					
Beginning Cash Balance		-	-	-	-	-	-	-					
Net Income		-	-	-	-	-	-	-					
		JAN	FEB	MAR	APR	MAY	JUN	TOTAL					
EXPENSES													
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions												
Executive Management	-	_	_	_	_	-	-	_					
Instructional Management	-	-	_	_	_	-	-	_					
Deans, Directors & Coordinators	-	-	-	-	-	-	-	-					
CFO / Director of Finance	-	-	-	-	-	-	-	-					
Operation / Business Manager	-	-	-	-	-	-	-	-					
Administrative Staff		<u> </u>		-									
TOTAL ADMINISTRATIVE STAFF		-	-	-	-	-	-	-					
INSTRUCTIONAL PERSONNEL COSTS													
Teachers - Regular													
Teachers - SPED			_	_	_	_	_						
Substitute Teachers	_	_	_	_	_	_	_	_					
Teaching Assistants	_	_	_	_	_	_	_	_					
Specialty Teachers	_	_	_	_	_	_	_	_					
Aides	-	_	_	_	_	-	-	_					
Therapists & Counselors	-	-	_	_	_	-	-	-					
Other	-	-	_	_	_	-	-	_					
TOTAL INSTRUCTIONAL	<u>-</u>	_	-	-	-	-	-						
NON-INSTRUCTIONAL PERSONNEL COSTS													
Nurse	-	-	-	-	-	-	-	-					
Librarian	-	-	-	-	-	-	-	-					
Custodian	-	-	-	-	-	-	-	-					
Security	-	-	-	-	-	-	-	-					
Other	- <u>-</u>												
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-					
SUBTOTAL PERSONNEL SERVICE COSTS	_	_	_	_	_	_	_	_					
PAYROLL TAXES AND BENEFITS													
Payroll Taxes		-	-	-	-	-	-	-					
Fringe / Employee Benefits		-	-	-	-	-	-	-					
Retirement / Pension	=	-			-								
TOTAL PAYROLL TAXES AND BENEFITS		-	-	-	-	-	-	-					
TOTAL PERSONNEL SERVICE COSTS	-	-	-	-	-	-	-	-					
CONTRACTED SERVICES													
Accounting / Audit													
Legal		_	-	-	-	-	_	-					
Management Company Fee		-	-	-	-	-	-	-					
Nurse Services		_	_	-	_	_	_	-					
Food Service / School Lunch		_	_	-	_	_	_	_					
Payroll Services		-	-	-	_	-	-	-					
Special Ed Services		-	-	-	_	-	-	-					
Titlement Services (i.e. Title I)		-	-	-	-	-	-	-					
Other Purchased / Professional / Consulting													
TOTAL CONTRACTED SERVICES	=	-	-	-	-		-	-					
·													

*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION get." Do NOT complete this section. Complete tab "6) Pre-OP Cash Flow 1-Yr."									
Total Revenue	-	-	-	-	-	-	-			
Total Expenses	-	-	-	-	-	-	-			
Net Income	-	-	-	-	-	-	-			
Cash Flow Adjustments	-	-	-	-	-	-	-			
Beginning Cash Balance	-	-	-	-	-	-	-			
Net Income	-	-	-	-	-	-	-			
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL			
	JAN	FLB	WAN	AFN	IVIAT	JOIN	TOTAL			
SCHOOL OPERATIONS										
Board Expenses	-	-	-	-	-	-	-			
Classroom / Teaching Supplies & Materials	-	-	-	-	-	-	-			
Special Ed Supplies & Materials	-	-	-	-	-	-	-			
Textbooks / Workbooks	-	-	-	-	-	-	-			
Supplies & Materials other	-	-	-	-	-	-	-			
Equipment / Furniture	-	-	-	-	-	-	-			
Telephone	-	-	-	-	-	-	-			
Technology	-	-	-	-	-	-	-			
Student Testing & Assessment	-	-	-	-	-	-	-			
Field Trips	-	-	-	-	-	-	_			
Transportation (student)	-	-	-	_	-	-	_			
Student Services - other	-	-	-	-	-	-	-			
Office Expense	-	-	-	-	-	-	-			
Staff Development	_	_	-	_	_	_	_			
Staff Recruitment	_	_	_	_	_	_	_			
Student Recruitment / Marketing	_	_	_	_	_	_	_			
School Meals / Lunch	_	_	_	_	_	_	_			
Travel (Staff)	_	_	_	_	_	_	_			
Fundraising		_	_	_		_				
	_	_	_		_	_				
Other										
TOTAL SCHOOL OPERATIONS	-	-	-	-	-	-	-			
FACILITY OPERATION & MAINTENANCE										
Insurance	-	-	-	-	-	-	-			
Janitorial	-	-	-	-	-	-	-			
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-			
Repairs & Maintenance	-	-	-	-	-	-	-			
Equipment / Furniture	-	-	-	_	-	-	_			
Security	-	-	-	-	-	-	-			
Utilities	-	-	-	_	-	-	_			
TOTAL FACILITY OPERATION & MAINTENANCE		_	_	_	_	_	_			
DEPRECIATION & AMORTIZATION	_	_	_	_	_	_	_			
DISSOLUTION & AMORTIZATION DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-			-	_			
DISSOLUTION ESCHOW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-			
TOTAL EXPENSES	-	-	-	_	-	-	-			
· • · · · · · · · · · · · · · · · · · ·										
NET INCOME										
NET INCOME		 -		<u>-</u>						

*NOTE:	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE YEAR FOLLOWING PROPOSAL SUBMISSION									
Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."		Do NOT co	mplete this section	n. Complete tab "	6) Pre-OP Cash Flo	w 1-Yr."				
Total Revenue	-	-	-	-	-	-	-			
Total Expenses	-	-	-	-	-	-	-			
Net Income	-	-	-	-	-	-	-			
Cash Flow Adjustments	-	-	-	-	-	-	-			
Beginning Cash Balance	-	-	-	-	-	-	-			
Net Income	-	-	-	-	-	-	-			
	JAN	FEB	MAR	APR	MAY	JUN	TOTAL			
CASH FLOW ADJUSTMENTS										
OPERATING ACTIVITIES										
Description (e.g. Add Back Depreciation)	_	_	_	-	-	-	_			
Other	_	_	_	-	-	-	_			
Total Operating Activities	-	_	_	-	-	-	-			
INVESTMENT ACTIVITIES										
Description (e.g. Subtract Property and Equipment Expenditures)	_	_	_	-	_	-	_			
Other	_	_	_	-	_	-	_			
Total Investment Activities	-	_	-	-	_	-	_			
FINANCING ACTIVITIES										
Description (e.g. Add Expected Proceeds from a Loan)	-	_	-	-	-	-	-			
Other	-	-	-	-	-	-	-			
Total Financing Activities	-	-	-	-	-	-	_			
Total Cash Flow Adjustments	-	-	-	-	-	-	-			
NET INCOME	-	-	-	-	-	-	-			
Beginning Cash Balance	-						-			
ENDING CASH BALANCE	-	-	-	-	-	-	-			

*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION dqet." July 1, 2016 - June 30, 2017												
Total Revenue	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,837	250,000
Total Expenses	18,511	15,011	16,011	12,511	12,511	13,511	21,032	19,532	20,532	26,778	25,778	46,047	247,768
Net Income	2,322	5,822	4,822	8,322	8,322	7,322	(199)	1,301	301	(5,945)	(4,945)	(25,210)	2,232
Cash Flow Adjustments	93	93	93	93	93	93	93	93	93	93	93	93	1,117
Beginning Cash Balance	-	-	-	-	_	-	-	-	-	-	_	-	
Net Income	2,415	5,915	4,915	8,415	8,415	7,415	(106)	1,394	394	(5,852)	(4,852)	(25,116)	3,348
	JUL	AUG	SEP	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE	702	7.00	52.	00.		520	27.11.			,		30.1	
REVENUES FROM STATE SOURCES													
Grants													
Stimulus	_	_	_	_	_	_	_	_	_	_	_	_	_
DYCD (Department of Youth and Community Development)	_	_	_	_	_	_	_	_	_	_	_	_	_
Other	-	-	_	_	-	-	-	_	-	-	-	_	_
Other	-	-	_	_	-	-	-	_	-	-	-	_	_
TOTAL REVENUE FROM STATE SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
REVENUE FROM FEDERAL FUNDING Grants													
Charter School Program (CSP) Planning & Implementation	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,837	250,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Other													
TOTAL REVENUE FROM FEDERAL SOURCES	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,837	250,000
LOCAL and OTHER REVENUE													
Contributions and Donations	-	-	-										-
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER										<u> </u>		_	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,837	250,000

*NOTE: Please enter "Description of Assumptions" on tab "4) Pre	e-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2016 - June 30, 2017												
Total Revenue Total Expenses Net Income Cash Flow Adjustments		20,833 18,511 2,322 93	20,833 15,011 5,822 93	20,833 16,011 4,822 93	20,833 12,511 8,322 93	20,833 12,511 8,322 93	20,833 13,511 7,322 93	20,833 21,032 (199) 93	20,833 19,532 1,301 93	20,833 20,532 301 93	20,833 26,778 (5,945) 93	20,833 25,778 (4,945) 93	20,837 46,047 (25,210) 93	250,000 247,768 2,232 1,117
Beginning Cash Balance Net Income		2,415	5,915	- 4,915	8,415	- 8,415	- 7,415	- (106)	- 1,394	- 394	- (5,852)	- (4,852)	- (25,116)	3,348
		JUL	AUG	SEP	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE PERSONNEL COSTS	FTE No. of Positions													
Executive Management	0.50	-	-	-										-
Instructional Management	1.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	110,004
Deans, Directors & Coordinators	0.20	-	-	-	-	-	-							-
CFO / Director of Finance	0.50	-	-	-										-
Operation / Business Manager Administrative Staff	0.50 0.25	-	-	-							4,167	4,167	4,167	12,501
TOTAL ADMINISTRATIVE STAFF	2.95	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	13,334	13,334	13,334	122,505
INSTRUCTIONAL PERSONNEL COSTS		-,	-,	-,	-,	-,	-,	-,	-,	-,				,
Teachers - Regular	_	_	_	_	_	_	_	_	_	_	_	_	_	_
Teachers - SPED	0.18	-	-	_	-	_	_	_	_	-	-	_	9,167	9,167
Substitute Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Aides	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Therapists & Counselors Other	0.50	_	_	-	_	-	-	5,333	5,333	5,333	5,333	5,333	5,333	31,998
TOTAL INSTRUCTIONAL	0.68							5,333	5,333	5,333	5,333	5,333	14,500	41,165
NON-INSTRUCTIONAL PERSONNEL COSTS								0,000	5,555	-,	-,	-,	_ ,,,,,,,	,
Nurse														
Librarian	-	_	_	_	_	-	-	-	_	-	-	-	_	_
Custodian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other							-		-		-			
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-	-	-	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.63	9,167	9,167	9,167	9,167	9,167	9,167	14,500	14,500	14,500	18,667	18,667	27,834	163,670
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		701	701	701	701	701	701	1,109	1,109	1,109	1,428	1,428	2,129	12,521
Fringe / Employee Benefits Retirement / Pension		2,063 138	2,063 138	2,063 138	2,063 138	2,063 138	2,063 138	3,263 218	3,263 218	3,263 218	4,200 280	4,200 280	11,263 418	41,826 2,455
TOTAL PAYROLL TAXES AND BENEFITS		2,901	2,901	2,901	2,901	2,901	2,901	4,589	4,589	4,589	5,908	5,908	13,809	56,802
TOTAL PERSONNEL SERVICE COSTS	3.63	12,068	12,068	12,068	12,068	12,068	12,068	19,089	19,089	19,089	24,575	24,575	41,643	220,472
	3.03	12,000	12,000	12,000	12,000	12,000	12,000	13,003	13,003	13,003	24,373	24,373	41,043	220,472
CONTRACTED SERVICES Accounting / Audit		2,500	2,500	2,500										7,500
Legal		2,000	2,300	1,000	_	_	1,000	_	_	1,000	_	_	1,000	6,000
Management Company Fee		-,	-	-,	-	_	-	_	_	-,	-	_	-,	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		150	150	150	150	150	150	150	150	150	160	160	160	1,830
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I) Other Purchased / Professional / Consulting		-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL CONTRACTED SERVICES	;	4,650	2,650	3,650	150	150	1,150	150	150	1,150	160	160	1,160	15,330
. 5 me committees services		.,050	_,050	3,030	130	150	1,130	130	130	1,130	100	100	2,100	13,330

*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION July 1, 2016 - June 30, 2017												
Total Revenue	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,837	250,000
Total Expenses	18,511	15,011	16,011	12,511	12,511	13,511	21,032	19,532	20,532	26,778	25,778	46,047	247,768
Net Income	2,322	5,822	4,822	8,322	8,322	7,322	(199)	1,301	301	(5,945)	(4,945)	(25,210)	2,232
Cash Flow Adjustments	93	93	93	93	93	93	93	93	93	93	93	93	1,117
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-,
Net Income	2,415	5,915	4,915	8,415	8,415	7,415	(106)	1,394	394	(5,852)	(4,852)	(25,116)	3,348
	,	-,-	,-	-,		,	,,	,		(-/ /	(, ,	(- , - ,	-,-
	JUL	AUG	SEP	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials													-
Special Ed Supplies & Materials	-	-	-	-	-	-	-	-	-	-	-	-	-
Textbooks / Workbooks	-	-	-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Telephone	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Technology	1,500	-	-	-	-	-	1,500	-	-	1,500	-	2,200	6,700
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	-	-	-	-	-	-	-	-	-	-	-
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Expense	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Staff Development	-	-	-	-	-	-	-	-	-	-	500	500	1,000
Staff Recruitment	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Recruitment / Marketing	-	-	-	-	-	-	-	-	-	-	-	-	-
School Meals / Lunch	-	-	-	-	-	-	-	-	-	-	-	-	-
Travel (Staff)	-	-	-	-	-	-	-	-	-	250	250	250	750
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other													
TOTAL SCHOOL OPERATIONS	1,700	200	200	200	200	200	1,700	200	200	1,950	950	3,150	10,850
FACILITY OPERATION & MAINTENANCE													
Insurance	-	-	-	-	-	-	-	-	-	-	-	-	-
Janitorial (5) III 5	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	-	-	-	-	-	-	-	-	-
Equipment / Furniture	-	-	-	-	-	-	-	-	-	-	-	-	-
Security	-	-	-	-	-	-	-	-	-	-	-	-	-
Utilities													
TOTAL FACILITY OPERATION & MAINTENANCE	-	-	-	-	-	-	-	-	-	-	-	-	-
DEPRECIATION & AMORTIZATION	93	93	93	93	93	93	93	93	93	93	93	93	1,117
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	18,511	15,011	16,011	12,511	12,511	13,511	21,032	19,532	20,532	26,778	25,778	46,047	247,768
NET INCOME	2,322	5,822	4,822	8,322	8,322	7,322	(199)	1,301	301	(5,945)	(4,945)	(25,210)	2,232

*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."	PROJECTED CASH FLOW FOR SCHOOLS PROPOSING TO OPEN IN THE SECOND YEAR FOLLOWING PROPOSAL SUBMISSION dget." July 1, 2016 - June 30, 2017												
Total Revenue	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,833	20,837	250,000
Total Expenses	18,511	15,011	16,011	12,511	12,511	13,511	21,032	19,532	20,532	26,778	25,778	46,047	247,768
Net Income	2,322	5,822	4,822	8,322	8,322	7,322	(199)	1,301	301	(5,945)	(4,945)	(25,210)	2,232
Cash Flow Adjustments	93	93	93	93	93	93	93	93	93	93	93	93	1,117
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
Net Income	2,415	5,915	4,915	8,415	8,415	7,415	(106)	1,394	394	(5,852)	(4,852)	(25,116)	3,348
	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Description (e.g. Add Back Depreciation)	93	93	93	93	93	93	93	93	93	93	93	93	1,117
Other								<u> </u>					
Total Operating Activities	93	93	93	93	93	93	93	93	93	93	93	93	1,117
INVESTMENT ACTIVITIES													
Description (e.g. Subtract Property and Equipment Expenditures)													-
Other													
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Description (e.g. Add Expected Proceeds from a Loan)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other													
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	93	93	93	93	93	93	93	93	93	93	93	93	1,117
NET INCOME	2,415	5,915	4,915	8,415	8,415	7,415	(106)	1,394	394	(5,852)	(4,852)	(25,116)	3,348
Beginning Cash Balance	-												-
ENDING CASH BALANCE	2,415	5,915	4,915	8,415	8,415	7,415	(106)	1,394	394	(5,852)	(4,852)	(25,116)	3,348

NYCACS BRONX

YEAR 1 BUDGET AND ASSUMPTION

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2017 - JUNE 30, 2018

DESCRIPTION OF ASSUMPTIONS

*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.

			JULY 1, 2017 -	- JUNE 30, 2018			Year Budget in the section provided below.
Total Revenue		- 1,108,160	-	,	225,000	1,353,160	
Total Expenses		- 860,293	-	22,914	469,593	1,352,800	
Net Income		- 247,867	-	(2,914)	(244,593)	360	
Budgeted Student Enrollment		- 8				-	
		PROGRAM SERVICES		SUPPORT S	SERVICES		
	REGULAR	SPECIAL		JUFFURI S	MANAGEMENT		
	EDUCATION	EDUCATION	OTHER	FUNDRAISING	& GENERAL	TOTAL	
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue							
PRIMARY School District: NYC CHANCELLOR'S OFFICE		- 733,160				733,160	rate is same as existing NYCACS school - 91,645 per pupil
Other District 1:						_	- Tate is same as existing NTCACS school - 51,043 per pupil
Other District 2:		_				-	-
Other District 3:						_	-
Other District 4:						-	-
Other District 5:						-	
Other District 6:						-	-
Other District 7:						-	-
Other District 8:						-	-
Other District 9:						-	•
Other District 10:						-	-
Other District 11:						-	-
Other District 12:		-				-	-
Other District 13:		-				-	•
Other District 14:		-				-	•
Other School Districts' Revenue:		-				-	•
TOTAL Per Pupil Revenue Special Education Revenue						722.160	
Grants		733,160				733,160	,
Stimulus		_		_	_		-
DYCD (Department of Youth and Community Development)			_	_	_	-	-
Other		-	-	-			-
Other			-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		- 733,160	-	-	_	733,160	
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs		_	_			_	
Title I		_	_			-	-
Title Funding - Other			_			_	-
School Food Service (Free Lunch)			-			-	-
Grants							
Charter School Program (CSP) Planning & Implementation		- 200,000	_	_	50,000	250,000	classroom furniture,technology, office furniture
		200,000	-	-	30,000	230,000	technology
Other			-	-	-	-	
Other		<u> </u>	-		-	-	<u>t</u>
TOTAL REVENUE FROM FEDERAL SOURCES		- 200,000	-	-	50,000	250,000	1
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising		-	-	20,000	-	20,000	annual appeal,school event efforts
Erate Reimbursement			-	-	-	-	
Earnings on Investments			-	-	-	-	-
Interest Income		-	-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-	-
Text Book OTHER		- - 175,000	-	-	175,000	250,000	-
				20.000			start up funding from NYCACS reserves
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		- 175,000	-	20,000	175,000	370,000	•
TOTAL REVENUE		- 1,108,160	-	20,000	225,000	1,353,160	_

NYCACS BRONX

YEAR 1 BUDGET AND ASSUMPTION

Total Revenue

Total Expenses

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2017 - JUNE 30, 2018

20,000

22,914

225,000

469,593

1,353,160

1,352,800

DESCRIPTION OF ASSUMPTIONS

*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below.

Net to a con-			- 860,293		- 22,914	469,593	1,352,800	
Net Income			- 247,867		- (2,914)	(244,593)	360	
Budgeted Student Enrollment			- 8				-	
			PROGRAM SERVICES		SUPPORT	SERVICES		
		REGULAR	SPECIAL			MANAGEMENT		
		EDUCATION	EDUCATION	OTHER	FUNDRAISING	& GENERAL	TOTAL	
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	FTE No. of							
	Positions							
Executive Management	0.50		- 52,673		8,779	26,336		60% program, 10% fundraising, 30% management
Instructional Management	1.00		- 113,304			-	,	Head of School
Deans, Directors & Coordinators	0.20 0.50		- 11,340			40.070		Compliance-Quality Assurance
CFO / Director of Finance	0.50		-		- 8,626	48,878 34,689	34,689	15% fundraining, 85% management
Operation / Business Manager Administrative Staff	1.50		-			78,610	78,610	
TOTAL ADMINISTRATIVE STAFF	4.20		- 177,317		- 17,405	188,513	383,235	-
	4.20		- 1/7,51/		- 17,405	100,515	303,233	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	2.00		- - 110,279			-	110 270	
Teachers - SPED Substitute Teachers	2.00		- 110,279			-	110,279	
Teaching Assistants	4.00		- 128,337		-	-	128,337	
Specialty Teachers	2.00		- 73,337			_	73,337	
Aides						_		
Therapists & Counselors	-					-	-	
Other	1.00		- 64,956		<u>- </u>		64,956	Clinical Supervisor
TOTAL INSTRUCTIONAL	9.00		- 376,909			-	376,909	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-		_			_	_	
Librarian	-					_	_	
Custodian	-					-	-	
Security	-					-	-	
Other			<u>- </u>		<u> </u>			<u>.</u>
TOTAL NON-INSTRUCTIONAL	-					-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	13.20		- 554,226		- 17,405	188,513	760,144	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes			- 42,398		- 1,331	14,421	58,151	
Fringe / Employee Benefits			- 130,701		- 3,916	48,415	183,032	97% medical paid by school, includes staff bonues -12K
Retirement / Pension			- 8,313		- 261	2,828	11,402	match of up to 3% after one year of service
TOTAL PAYROLL TAXES AND BENEFITS			- 181,413		- 5,509	65,664	252,586	
TOTAL PERSONNEL SERVICE COSTS	13.20		- 735,639		- 22,914	254,177	1,012,730	
CONTRACTED SERVICES								
Accounting / Audit						15,000	15,000	audit and 990 work for prior year
Legal						6,000	6,000	anticipated legal consultation
Management Company Fee						-	-	
Nurse Services						-	-	
Food Service / School Lunch						-	-	
Payroll Services						9,000	9,000	ADP semi-monthly payrolls,HRA FSA fees
Special Ed Services						-	-	
Titlement Services (i.e. Title I)						-	-	
Other Purchased / Professional / Consulting			- 24,600			9,600	34,200	technology support, cleaning and program evaluation
TOTAL CONTRACTED SERVICES			- 24,600			39,600	64,200	
			2-7,000		_	33,000	0-7,200	

1,108,160

860,293

YEAR 1 BUDGET AND ASSUMPTION

Total Revenue Total Expenses Net Income Budgeted Student Enrollment

NET INCOME

SCHOOL OPERATIONS Board Expenses	
Classroom / Teaching Supplies & Materials	
Special Ed Supplies & Materials	
Textbooks / Workbooks	
Supplies & Materials other	
Equipment / Furniture	
Telephone	
Technology	
Student Testing & Assessment	
Field Trips	
Transportation (student)	
Student Services - other	
Office Expense	
Staff Development	
Staff Recruitment	
Student Recruitment / Marketing	
School Meals / Lunch	
Travel (Staff)	
Fundraising	
Other	
TOTAL SCHOOL OPERATIONS	
FACILITY OPERATION & MAINTENANCE	
Insurance	
Janitorial	
Building and Land Rent / Lease / Facility Finance Interest	
Repairs & Maintenance	
Equipment / Furniture	
Security	
Utilities	
TOTAL FACILITY OPERATION & MAINTENANCE	
DEPRECIATION & AMORTIZATION	
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	
OTAL EXPENSES	

NYCACS BRONX

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

*NOTE: State assumptions that are being made for the 1-

Year Budget in the section provided below.

JULY 1, 2017 - JUNE 30, 2018

-	1,108,160	-	20,000	225,000	1,353,160
-	860,293	-	22,914	469,593	1,352,800
-	247,867	-	(2,914)	(244,593)	360
_	8				

I REGULAR	PROGRAM SERVICES SPECIAL		SUPPORT SERVICES MANAGEMENT			
EDUCATION	EDUCATION	OTHER	FUNDRAISING	& GENERAL	TOTAL	
-	-	-	-	-	-	
-	5,500	-	-	-	5,500	2 classrooms - 8 students
-	-	-	-	-	-	
-	4,000	-	-	-	4 000	curriculum supplies
-	23,345	-	-	25,920		furniture & equipment for 2 classrooms and 5 offices
						1 mobile phone for Head of School - assumes DOE
-	-	-	-	1,200	1,200	landline in building
-	38,577	-	-	2,976	41,553	network wiring, computers, Ipads, Smartboard
-	-	-	-	-	-	
-	1,000	-	-	-	1,000	4 trips for 2 classrooms
-	-	-	-	-	-	
-	-	-	-	6,504	6 504	printing, copying, postage, office supplies
-	4,000	_	-	6,504		ABA conference,SCIP training
_	1,500	_	_	-	,	staff certification, workshops
-	-,	-	-	-	-,	
-	1,500	-	-	-	1,500	student snacks
_		_	_	1,200	1,200	weekly staff meetings with Executive Director - East
				1,200	1,200	Harlem
-	-	-	-		-	
				3,600		Dues, Staff Appreciation, Parent Comm., Misc.
-	79,422	-	-	41,400	120,822	
-	-	-	-	44,004	44,004	comprehnsive property.liability coverage
-	-	-	-	-	-	
-	-	-	-	-	-	
-	10,000	-	-	10,000		painting and cleaning
-	2,100	-	-	2,100	4,200	copy machine lease
-	-	-	-	-	-	
-	12,100	-		56,104	68,204	-
	,0			,-3.	22,20	
-	8,532	-	-	3,312	11,844	equipment and furniture for years 1 and pre-open carry
-	-	-	-	75,000	75,000	The second of th
	860,293		22,914	469,593	1,352,800	
-	247,867	_	(2,914)	(244,593)	360	

YEAR 1 BUDGET AND ASSUMPTION

EXPENSES PER PUPIL

				JULY 1, 2017	- JUNE 30, 2018		
Total Revenue			1,108,160		20,000	225,000	1,353,160
Total Expenses				-	22,914	469,593	1,352,800
Net Income			247,867	-	()	(244,593)	360
Budgeted Student Enrollment			. 8				-
			PROGRAM SERVICES		SUPPORT		
		REGULAR	SPECIAL	071150	E11110004161416	MANAGEMENT	T0741
		EDUCATION	EDUCATION	OTHER	FUNDRAISING	& GENERAL	TOTAL
ENROLLMENT - *School Districts Are Lin	ked To Above Entries*						
	CHANCELLOR'S OFFICE		- 8				-
Other District 1:			-				-
Other District 2:			-				-
Other District 3:			-				-
Other District 4:			-				-
Other District 5:			-				-
Other District 6:			-				-
Other District 7:			-				-
Other District 8:			-				-
Other District 9:			-				-
Other District 10:			-				-
Other District 11:			-				-
Other District 12:			-				-
Other District 13:			-				-
Other District 14:			-				-
All Other School Districts			<u> </u>				-
TOTAL ENROLLMENT			. 8				-
REVENUE PER PUPIL			<u>.</u>			_	

NYCACS BRONX

PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE

DESCRIPTION OF ASSUMPTIONS

*NOTE: State assumptions that are being made for the 1-Year Budget in the section provided below. YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)

NYCACS BRONX PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2017 - JUNE 30, 2018

Total Revenue Total Expenses Net Income Cash Flow Adjustments Beginning Cash Balance Ending Cash Balance	286,093 255,507 30,586 987 - 31,573	61,097 111,326 (50,229) 987 - (49,242)	111,097 95,126 15,971 987 - 16,958	111,097 100,454 10,643 987 - 11,630	111,097 95,454 15,643 987 - 16,630	111,097 98,704 12,393 987 - 13,380	256,097 95,665 160,432 987 - 161,419	61,097 98,665 (37,568) 987 - (36,581)	61,097 95,915 (34,818) 987 - (33,831)	61,097 95,665 (34,568) 987 - (33,581)	61,097 98,665 (37,568) 987 - (36,581)	61,097 111,279 (50,182) 987 - (49,195)	1,353,160 1,352,423 737 11,844 - 12,581
	JUL	AUG	SEP	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
REVENUE	*	Tatala (Calu		linaa ahawa (Fla A d			ha Tatala (Ca	NI) a.a. A	ab "7) Vaas 1	D.,.d + Q. A.		
REVENUES FROM STATE SOURCES		Totals (Colu	nn U) for all	lines above (asn Flow Ad	justments sr	iouia equai t	ne rotais (Co	iumn N) on t	ab "/) Year 1	Buaget & As	sumptions.	
Special Education Revenue													
PRIMARY School District: NYC CHANCELLOR'S OFFICE Other District 1:	61,093	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	733,160
Other District 1: Other District 2:			-		-			-					-
Other District 3:		_	_	_	_	-	_	_	_	_	_	_	_
Other District 4:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 8: Other District 9:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 10:	-	_	-	-	-	-	_	-	_	_	-	-	_
Other District 11:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-	-	-	-	-	-	-	-
Other School Districts' Revenue:		-				-						-	-
TOTAL Special Education Revenue	61,093	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	733,160
Grants Stimulus													
DYCD (Department of Youth and Community Developmt.)	-	-	-	-	-	-	-	-	-	-	-	-	-
Other		_	-	-	-	-	-	-	-	_	-	-	_
Other			_	_	_	_	_	_					_
TOTAL REVENUE FROM STATE SOURCES	61,093	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	61,097	733,160
REVENUE FROM FEDERAL FUNDING													
IDEA Special Needs	-	-	-	-	-	-	-	-	-	-	-		-
Title I	-	-	-	-	-	-	-	-	-	-	-	-	-
Title Funding - Other	-	-	-	-	-	-	-	-	-	-	-	-	-
School Food Service (Free Lunch)	-	-	-	-	-	-	-	-	-	-	-	-	-
Grants Charter School Program (CSP) Planning & Implementation	50,000		50,000	50,000	50,000	50,000							250,000
Other	50,000	_	-	-	-	-	_	_		_	_	_	230,000
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES	50,000	-	50,000	50,000	50,000	50,000	-	-	-	-	-	-	250,000
LOCAL and OTHER REVENUE													
Contributions and Donations		-	-	-	-	-		-	-	-	-	-	-
Fundraising	-	-	-	-	-	-	20,000	-	-	-	-	-	20,000
Erate Reimbursement	-	-	-	-	-	-	-	-	-	-	-	-	-
Earnings on Investments	-	-	-	-	-	-	-	-	-	-	-	-	-
Interest Income Food Service (Income from meals)	-	-	-	-	-	-	-	-	-	-	-	-	-
Text Book	-	-	-	-	-	-	-	-	-	-	-	-	-
OTHER	175,000	-	-	-	-	-	175,000	-	-	-	-	-	350,000
TOTAL REVENUE FROM LOCAL and OTHER SOURCES	175,000	-	-	-	-	-	195,000	-	-	-	-	-	370,000
TOTAL REVENUE	286,093	61,097	111,097	111,097	111,097	111,097	256,097	61,097	61,097	61,097	61,097	61,097	1,353,160

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)

NYCACS BRONX PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2017 - JUNE 30, 2018

Total Revenue Total Expenses Net Income Cash Flow Adjustments Beginning Cash Balance Ending Cash Balance		286,093 255,507 30,586 987 - 31,573	61,097 111,326 (50,229) 987 - (49,242)	111,097 95,126 15,971 987 - 16,958	111,097 100,454 10,643 987 - 11,630	111,097 95,454 15,643 987 - 16,630	111,097 98,704 12,393 987 - 13,380	256,097 95,665 160,432 987 - 161,419	61,097 98,665 (37,568) 987 - (36,581)	61,097 95,915 (34,818) 987 - (33,831)	61,097 95,665 (34,568) 987 - (33,581)	61,097 98,665 (37,568) 987 - (36,581)	61,097 111,279 (50,182) 987 - (49,195)	1,353,160 1,352,423 737 11,844 - 12,581
		JUL	AUG	SEP	ост	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
EXPENSES														
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions													
Executive Management	0.50	7,155	7,155	7,155	7,369	7,369	7,369	7,369	7,369	7,369	7,369	7,369	7,371	87,788
Instructional Management	1.00	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	9,442	113,304
Deans, Directors & Coordinators	0.20	945	945	945	945	945	945	945	945	945	945	945	945	11,340
CFO / Director of Finance	0.50	4,687	4,687	4,687	4,827	4,827	4,827	4,827	4,827	4,827	4,827	4,827	4,827	57,504
Operation / Business Manager	0.50	2,827	2,827	2,827	2,912	2,912	2,912	2,912	2,912	2,912	2,912	2,912	2,912	34,689
Administrative Staff	1.50	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	6,527	78,324
TOTAL ADMINISTRATIVE STAFF	4.20	31,583	31,583	31,583	32,022	32,022	32,022	32,022	32,022	32,022	32,022	32,022	32,024	382,949
INSTRUCTIONAL PERSONNEL COSTS														
Teachers - Regular	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Teachers - SPED	2.00	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,167	9,442	110,279
Substitute Teachers		-	-	-	-	-	-	-	-	-	-	-	-	-
Teaching Assistants	4.00		11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	11,667	128,337
Specialty Teachers	2.00	-	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	6,667	73,337
Aides Therapists & Counselors	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	1.00	5,333	5.333	5,333	5,333	5,333	5,333	5,493	5,493	5.493	5,493	5,493	5.493	64,956
TOTAL INSTRUCTIONAL	9.00	14,500	32,834	32,834	32,834	32,834	32,834	32,994	32,994	32,994	32,994	32,994	33,269	376,909
	9.00	14,500	32,034	32,034	32,034	32,034	32,034	32,334	32,994	32,994	32,994	32,334	33,209	370,303
NON-INSTRUCTIONAL PERSONNEL COSTS														
Nurse	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Librarian	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Custodian Security	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-													
TOTAL NON-INSTRUCTIONAL														
	_	-	_	-	-	-	_	_	_	_	_	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	13.20	46,083	64,417	64,417	64,856	64,856	64,856	65,016	65,016	65,016	65,016	65,016	65,293	759,858
PAYROLL TAXES AND BENEFITS														
Payroll Taxes		3,525	4,928	4,928	4,961	4,961	4,961	4,974	4,974	4,974	4,974	4,974	4,995	58,129
Fringe / Employee Benefits		10,369	14,494	14,494	14,593	14,593	14,593	14,629	14,629	14,629	14,629	14,629	26,691	182,968
Retirement / Pension		691	966	966	973	973	973	975	975	975	975	975	979	11,398
TOTAL PAYROLL TAXES AND BENEFITS		14,585	20,388	20,388	20,527	20,527	20,527	20,578	20,578	20,578	20,578	20,578	32,665	252,495
TOTAL PERSONNEL SERVICE COSTS	13.20	60,668	84,805	84,805	85,383	85,383	85,383	85,594	85,594	85,594	85,594	85,594	97,958	1,012,353
CONTRACTED SERVICES														
Accounting / Audit		5,000	5,000	-	5,000	-	-	-	-	-	-	-	-	15,000
Legal		-	-	-	-	-	3,000	-	-	-	-	-	3,000	6,000
Management Company Fee		-	-	-	-	-	-	-	-	-	-	-	-	-
Nurse Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-	-	-	-	-	-	-	-	-
Payroll Services		750	750	750	750	750	750	750	750	750	750	750	750	9,000
Special Ed Services		-	-	-	-	-	-	-	-	-	-	-	-	-
Titlement Services (i.e. Title I)		2.000	2.600	2.000	2.000	2.000	2.000	2.000	-	2.000	2.000	2.000	2.000	24.200
Other Purchased / Professional / Consulting		2,600	2,600	2,600	2,600	2,600	2,600	2,600	5,600	2,600	2,600	2,600	2,600	34,200
TOTAL CONTRACTED SERVICES		8,350	8,350	3,350	8,350	3,350	6,350	3,350	6,350	3,350	3,350	3,350	6,350	64,200

YEAR 1 CASH FLOW (FIRST YEAR OF CHARTER)

NYCACS BRONX PROJECTED CASH FLOW FOR YEAR ONE OF OPERATIONS JULY 1, 2017 - JUNE 30, 2018

Total Revenue Total Expenses Net Income	286,093 255,507 30,586	61,097 111,326 (50,229)	111,097 95,126 15,971	111,097 100,454 10,643	111,097 95,454 15,643	111,097 98,704 12,393	256,097 95,665 160,432	61,097 98,665 (37,568)	61,097 95,915 (34,818)	61,097 95,665 (34,568)	61,097 98,665 (37,568)	61,097 111,279 (50,182)	1,353,160 1,352,423 737
Cash Flow Adjustments	987	987	987	987	987	987	987	987	987	987	987	987	11,844
Beginning Cash Balance Ending Cash Balance	31,573	(49,242)	16,958	11,630	16,630	13,380	161,419	(36,581)	(33,831)	(33,581)	(36,581)	- (49,195)	12,581
Lituing Cash balance	•					•	•						•
	JUL	AUG	SEP	ОСТ	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	TOTAL
SCHOOL OPERATIONS													
Board Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-
Classroom / Teaching Supplies & Materials	1,500	1,500	250	250	250	250	250	250	250	250	250	250	5,500
Special Ed Supplies & Materials Textbooks / Workbooks	-		-	-	-	-	-	-	-	-	-	-	-
Supplies & Materials other	500	500	300	300	300	300	300	300	300	300	300	300	4,000
Equipment / Furniture	49,265	-	-	-	-	-	-	-	-	-	-	-	49,265
Telephone	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Technology	41,553	-	-	-	-	-	-	-	-	-	-	-	41,553
Student Testing & Assessment	-	-	-	-	-	-	-	-	-	-	-	-	-
Field Trips	-	-	250	-	-	250	-	-	250	-	-	250	1,000
Transportation (student)	-	-	-	-	-	-	-	-	-	-	-	-	-
Student Services - other Office Expense	542	- 542	- 542	- 542	- 542	- 542	542	- 542	- 542	542	- 542	- 542	C F04
Staff Development	1,000	542	542	542	542	542	542	542	542	542	3,000	542	6,504 4,000
Staff Recruitment	1,500		-	_	_	-		_	-	_	3,000	_	1,500
Student Recruitment / Marketing	-		-	-	-	-	-	-	-	_		_	-
School Meals / Lunch	125	125	125	125	125	125	125	125	125	125	125	125	1,500
Travel (Staff)	100	100	100	100	100	100	100	100	100	100	100	100	1,200
Fundraising	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	300	300	300	300	300	300	300	300	300	300	300	300	3,600
TOTAL SCHOOL OPERATIONS	96,485	3,167	1,967	1,717	1,717	1,967	1,717	1,717	1,967	1,717	4,717	1,967	120,822
FACILITY OPERATION & MAINTENANCE													
Insurance	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	3,667	44,004
Janitorial	-	-	-	-	-	-	-	-	-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest	-	-	-	-	-	-	-	-	-	-	-	-	-
Repairs & Maintenance	10,000	10,000	-	-	-		-	-	-		-	-	20,000
Equipment / Furniture	350	350	350	350	350	350	350	350	350	350	350	350	4,200
Security	-		-	-	-	-		-	-	-			-
Utilities TOTAL FACILITY OPERATION & MAINTENANCE	14,017	14,017	4,017	4,017	4,017	4,017	4,017	4,017	4,017	4,017	4,017	4,017	68,204
DEPRECIATION & AMORTIZATION	987	987	987	987	987	987	987	987	987	987	987	987	11,844
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	75,000	-	-	-	-	-	-	-	-	-	-	-	75,000
TOTAL EXPENSES	255,507	111,326	95,126	100,454	95,454	98,704	95,665	98,665	95,915	95,665	98,665	111,279	1,352,423
NET INCOME	30,586	(50,229)	15,971	10,643	15,643	12,393	160,432	(37,568)	(34,818)	(34,568)	(37,568)	(50,182)	737
CASH FLOW ADJUSTMENTS													
OPERATING ACTIVITIES													
Example - Add Back Depreciation	987	987	987	987	987	987	987	987	987	987	987	987	11,844
Other Total Operating Activities	987	987	987	987	987	987	987	987	- 987	987	- 987	987	11,844
INVESTMENT ACTIVITIES	987	987	987	987	987	987	987	987	987	987	987	987	11,844
Example - Subtract Property and Equipment Expenditures		_		_	_	_	_	_	_	_	_	_	_
Other	-		-	-	-	-		-	-	_	-	-	-
Total Investment Activities	-		-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES													
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	987	987	987	987	987	987	987	987	987	987	987	987	11,844
NET INCOME	31,573	(49,242)	16,958	11,630	16,630	13,380	161,419	(36,581)	(33,831)	(33,581)	(36,581)	(49,195)	12,581
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	31,573	(49,242)	16,958	11,630	16,630	13,380	161,419	(36,581)	(33,831)	(33,581)	(36,581)	(49,195)	12,581

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

	DESCRIPTION OF ASSUMPTIONS
PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD	

		PROJECTED BUDGET / C			HARTER PERIOD)	
*NO	TE: Projected Five Year Budget on this tab should be	20	017-18 THROUG	H 2021-22			*NOTE: State assumptions that are being made in the section
	for the first five years of actual operations.						provided below.
Total Revenue		1,353,160	1,791,320	2,374,480	2,982,640	3,022,640	
Total Expenses	Cook Flour Adjustments	1,352,414 746	1,831,936	2,405,314	2,979,161	3,023,004	
	Cash Flow Adjustments)	746	(40,616) 16	(30,834)	3,479 32	(364) 32	
Budgeted Student I	nrollment	8	16	24	32	32	
		Year 1	Year 2	Year 3	Year 4	Year 5	
		2017-18	2018-19	2019-20	2020-21	2021-22	
REVENUE							
REVENUES FROM	1 STATE SOURCES						
Special Educat	ion Revenue						
PRIMARY Scho	ool District: NYC CHANCELLOR'S OFFICE	733,160	1,466,320	2,199,480	2,932,640	2,932,640	per pupil rate of \$91,645 through period
Other District	1:	· -	-	-	-	-	
Other District	2:	-	-	-	-	-	
Other District	3:	-	-	-	-	-	
Other District	4:	-	-	-	-	-	
Other District	5:	-	-	-	-	-	
Other District	6:	-	-	-	-	-	
Other District		-	-	-	-	-	
Other District	8:	-	-	-	-	-	
Other District	9:	-	-	-	-	-	
Other District	10:	-	-	-	-	-	
Other District	11:	-	-	-	-	-	
Other District	12:	-	-	-	-	-	
Other District	13:	-	-	-	-	-	
Other District	14:	-	-	-	-	-	
	Districts' Revenue:	-	_	_	_	_	
							-
•	Education Revenue	733,160	1,466,320	2,199,480	2,932,640	2,932,640	
Grants							
Stimulus		-	-	-	-	-	
	artment of Youth and Community Developmt.)	-	-	-	-	-	
Other		-	-	-	-	-	
Other				-	-		=
TOTAL REVENUE	FROM STATE SOURCES	733,160	1,466,320	2,199,480	2,932,640	2,932,640	
REVENUE FROM	FEDERAL FUNDING						
IDEA Special N	leeds	-	-	-	-	-	
Title I		-	-	-	-	-	
Title Funding -	Other	-	-	-	-	-	
School Food S	ervice (Free Lunch)	-	-	-	-	-	
Grants							
	nool Program (CSP) Planning & Implementation	250,000	-	-	-	-	second year of grant
Other		-	-	-	-	-	
Other		-	-	-	-	-	
TOTAL REVENUE	FROM FEDERAL SOURCES	250,000	-	-	-	-	
LOCAL and OTHE	R REVENUE						
Contributions	and Donations	-			-	-	
Fundraising		20,000	25,000	25,000	50,000	90,000	annual appeal and school fundraising activities
Erate Reimbur	rsement	-	-	-	-	-	
Earnings on In	vestments	-	-	-	-	-	
Interest Incom	ne	-	-	-	-	-	
Food Service (Income from meals)	-	-	-	-	-	
Text Book		-	-	-	-	-	
OTHER		350,000	300,000	150,000			start up funding from NYCACS reserves
TOTAL REVENUE	FROM LOCAL and OTHER SOURCES	370,000	325,000	175,000	50,000	90,000	-
TOTAL DEVENUE							
TOTAL REVENUE		1,353,160	1,791,320	2,374,480	2,982,640	3,022,640	

Titlement Services (i.e. Title I) Other Purchased / Professional / Consulting

TOTAL CONTRACTED SERVICES

NYCACS BRONX

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS			NYCACS BRO	NX		DESCRIPTION OF ASSUMPTIONS		
	PROJE	CTED BUDGET / C	PERATING PLAN	N FOR INITIAL CH	HARTER PERIOD		DESCRIPTION OF ASSOCIATIONS	
*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.			017-18 THROUGH				*NOTE: State assumptions that are being made in the section provided below.	
Total Revenue		1,353,160	1,791,320	2,374,480	2,982,640	3,022,640	provided below:	
Total Expenses		1,352,414	1,831,936	2,405,314	2,979,161	3,023,004		
Net Income (Before Cash Flow Adjustments)		746	(40,616)	(30,834)	3,479	(364)		
Budgeted Student Enrollment		8	16	24	32	32		
		Year 1	Year 2	Year 3	Year 4	Year 5		
		2017-18	2018-19	2019-20	2020-21	2021-22		
EXPENSES ADMINISTRATIVE STATE DEPOSITIVE COSTS								
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of						NOTE: For all 5-Years of FTE/Staffing detail please see the	
Executive Management	Positions 0.50	87,788	90,421	93,134	95,928	00 006	'Staffing' tab of this file. shared FTE with NYC Autism Charter School	
Instructional Management	1.00	113,304	116,703	120,204	123,810		Head of School	
Deans, Directors & Coordinators	0.20	11,340	23,020	29,381	30,262		shared FTE with NYC Autism Charter School - compliance	
CFO / Director of Finance	0.50	57,504	59,229	61,005	62,836		shared FTE with NYC Autism Charter School	
	0.50	34,688	35,728	36,800	37,904		shared FTE with NYC Autism Charter School	
Operation / Business Manager Administrative Staff	1.50		,	,	,	,		
		78,600	80,958	83,387	85,888		Office Manager and .5 Exec. Admin. Assist	
TOTAL ADMINISTRATIVE STAFF	4.20	383,223	406,059	423,911	436,628	449,727		
INSTRUCTIONAL PERSONNEL COSTS Teachers - Regular	_					_		
Teachers - SPED	2.00	110,000	223,300	339,999	460,199	474.005	8 Head Teachers by Year 4	
Substitute Teachers	2.00	110,000	223,300	335,555	400,133	474,003	offeat reachers by rear 4	
Teaching Assistants	4.00	128,332	260,514	396,661	536,893	EE3 000	16 Instructors by year 4	
Specialty Teachers	2.00	73,334	148,868	226,668	306,802		8 Lead Instructors by Year 4	
Aides	2.00	73,334	140,000	220,008	300,802	310,000	a Lead Histractors by Tear 4	
Therapists & Counselors		-	-	-	-	-		
Other	1.00	-	121.000	100 205	205.024	212.000		
		64,960	131,869	168,305	205,834		3 Clinical Supervisors by year 4	
TOTAL INSTRUCTIONAL	9.00	376,626	764,551	1,131,633	1,509,728	1,555,020		
NON-INSTRUCTIONAL PERSONNEL COSTS Nurse								
Nurse Librarian	-	-	-	-	-	-		
	-	-	-	-	-	-		
Custodian	-	-	-	-	-	-		
Security	-	-	-	-	-	-		
Other				<u> </u>	<u> </u>	-	<u>-</u>	
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-		
SUBTOTAL PERSONNEL SERVICE COSTS	13.20	759,849	1,170,610	1,555,544	1,946,357	2,004,747		
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		58,129	89,552	118,999	148,896	153,363		
Fringe / Employee Benefits		182,968	299,093	417,108	551,321	586,258	health insurance increases of 1% of total salary costs each year,	
Retirement / Pension		11,398	17,559	23,333	29,195	30,071	plus staff bonuses	
TOTAL PAYROLL TAXES AND BENEFITS		252,495	406,204	559,441	729,413	769,692		
TOTAL PERSONNEL SERVICE COSTS	13.20	1,012,344	1,576,814	2,114,985	2,675,769	2,774,440		
CONTRACTED SERVICES	15.20	1,012,544	1,570,014	2,114,505	2,073,703	2,774,440		
		15 000	10 500	20,000	20,000	20,000	annual audit and tay proparation	
Accounting / Audit		15,000	18,500	20,000	20,000		annual audit and tax preparation	
Legal		6,000	9,000	12,000	12,000	12,000		
Management Company Fee		-	-	-	-	-		
Nurse Services		-	-	-	-	-		
Food Service / School Lunch		-		-	-	-	ADD	
Payroll Services		9,000	10,000	12,000	14,000	14,000	ADP semi-monthly payrolls,HRA FSA fees	
Special Ed Services		-	-	-	-	-		

34,200

64,200

34,200

71,700

34,200

78,200

34,200

80,200

80,200

34,200 technology support, cleaning and program evaluation

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS

*NOTE: Projected Five Year Budget on this tab should be for the first five years of actual operations.

Total Revenue Total Expenses

Net Income (Before Cash Flow Adjustments)

Budgeted Student Enrollment
SCHOOL OPERATIONS
Board Expenses
Classroom / Teaching Supplies & Materials
Special Ed Supplies & Materials
Textbooks / Workbooks
Supplies & Materials other
Equipment / Furniture
Telephone
Technology
Student Testing & Assessment
Field Trips
Transportation (student)
Student Services - other Office Expense
Staff Development
Staff Recruitment
Student Recruitment / Marketing
School Meals / Lunch
Travel (Staff)
Fundraising
Other
TOTAL SCHOOL OPERATIONS
FACILITY OPERATION & MAINTENANCE Insurance
Janitorial
Building and Land Rent / Lease / Facility Finance Interest
Repairs & Maintenance
Equipment / Furniture
Security
Utilities
TOTAL FACILITY OPERATION & MAINTENANCE
DEPRECIATION & AMORTIZATION DISSOLUTION ESCROW & RESERVES / CONTIGENCY
TOTAL EXPENSES
NET INCOME

NYCACS BRONX

746

(40,616)

(30,834)

3,479

(364)

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD

DESCRIPTION OF ASSUMPTIONS

PRO.	JECTED BUDGET / C 20	PERATING PLAN 117-18 THROUGI		IARTER PERIOD		*NOTE: State assumptions that are being made in the section
	1,353,160 1,352,414	1,791,320 1,831,936	2,374,480 2,405,314	2,982,640 2,979,161	3,022,640 3,023,004	provided below.
	746	(40,616)	(30,834)	3,479	(364)	
	8	16	24	32	32	
	Year 1 2017-18	Year 2 2018-19	Year 3 2019-20	Year 4 2020-21	Year 5 2021-22	
	- 5,500	- 8,500	- 11,400	- 14,400	10.000	add 2 classrooms per year
	-	-	-		-	add 2 stass coms per year
	-	-	-	-	-	
	4,000	5,750	8,000	11,500	11,500	curriculum supplies
	49,265	21,905	21,905	18,930	2,000	add 2 classrooms per year, clinical supv. Furniture
	1,200	1,200	1,200	1,200	1,200	mobile phone - assumes landlines at DOE location
	41,553	24,719	33,019	28,360	5,000	add 2 classrooms per year - plus replacement, clinical supv. Computers, 2nd Smartboard
	1 000	1 000	1 500	2 200	2 200	
	1,000	1,000	1,500	2,200	2,200	
		-	-	-	-	
	6,504	5,000	7,000	12,000	12.000	printing, copying, office supplies
	4,000	4,000	4,000	4,000	,	ABA conference, SCIP training
	1,500	1,500	1,500	1,500		add 8 staff per year 1-4
	-	-	-	-	-	
	1,500	3,000	3,750	4,500	4,500	student snacks
	1,200	1,500	1,500	1,500	1,500	local travel, home visits
	-	2,500	3,500	5,000	5,000	mailings, events planning
	3,600	4,500	6,000	8,200		Staff Approiation, Dues
	120,822	85,074	104,274	113,290	68,600	
	44,004	44,004	45,000	46,000	46,000	comprehnsive property.liability coverage
	-	-	-	-	-	
	20,000	20,000	20,000	20,000	15.000	painting & repairs - add 2 classrooms years 2-4
	4,200	4,200	4,200	4,200	,	copy machine lease
	· -	-	-	-	-	
		-			-	
	68,204	68,204	69,200	70,200	65,200	
	11,844	30,144	38,655	39,702	34,564	tech 3 years, furniture 5 years
	75,000	-	-	-		account to be established with MetLife Securities
	1,352,414	1,831,936	2,405,314	2,979,161	3,023,004	
			()		()	

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS *NOTE: Projected Five Year Budget on this tab should be

NYCACS BRONX

PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2017-18 THROUGH 2021-22

DESCRIPTION OF ASSUMPTIONS *NOTE: State assumptions that are being made in the section

for the first five years of actual operations. provided below. **Total Revenue** 1,353,160 1,791,320 2,374,480 2,982,640 3,022,640 **Total Expenses** 1,352,414 1,831,936 2,405,314 2,979,161 3,023,004 Net Income (Before Cash Flow Adjustments) 746 (40,616)(30,834)3,479 (364)**Budgeted Student Enrollment** 16 24 32 32 Year 1 Year 2 Year 3 Year 4 Year 5 2017-18 2018-19 2019-20 2020-21 2021-22 **ENROLLMENT - *School Districts Are Linked To Above Entries*** PRIMARY School District: NYC CHANCELLOR'S OFFICE 8 16 24 32 32 Other District 1: Other District 2: Other District 3: Other District 4: Other District 5: Other District 6: Other District 7: Other District 8: Other District 9: Other District 10: Other District 11: Other District 12: Other District 13: Other District 14: All Other School Districts TOTAL ENROLLMENT 16 24 32 32 8 REVENUE PER PUPIL 93,208 169,145 111,958 98,937 94,458 **EXPENSES PER PUPIL** 169,052 114,496 100,221 93,099 94,469 **CASH FLOW ADJUSTMENTS** OPERATING ACTIVITIES Example - Add Back Depreciation 11,844 30,144 38,655 39,702 34,564 Other **Total Operating Activities** 11,844 30,144 38,655 39,702 34,564 INVESTMENT ACTIVITIES Example - Subtract Property and Equipment Expenditures Other **Total Investment Activities** FINANCING ACTIVITIES Example - Add Expected Proceeds from a Loan or Line of Credit Other **Total Financing Activities Total Cash Flow Adjustments** 11,844 30,144 38,655 39,702 34,564 NET INCOME 12,590 (10,472)7,821 43,181 34,200 **Beginning Cash Balance** 12,590 2,118 9,939 53,120 **ENDING CASH BALANCE** 12,590 2,118 9,939 53,120 87,321

5-YEAR FISCAL IMPACT REPORT

A	В	C	D	E	F	G	н
			(BXC)		(D+E)	_	(F÷G)
				Other District Revenue (SPED		* Total General Fund	Projected
Operational Year	(Number of Students)	Per Pupil Rate	Per Pupil Aid	Funding, Food Service, Grants, Etc.)	Total Funding to Charter School From District	Operating Budget for NYC CHANCELLOR'S OFFICE School District	Impact (% of District's Total Budget)
Year 1 (2017-18)	8	91,645	733,160	-	733,160	27,600,000,000	0.003%
Year 2 (2018-19)	16	91,645	1,466,320	-	1,466,320	27,600,000,000	0.005%
Year 3 (2019-20)	24	91,645	2,199,480	-	2,199,480	27,600,000,000	0.008%
Year 4 (2020-21)	32	91,645	2,932,640	-	2,932,640	27,600,000,000	0.011%
Year 5 (2021-22)	32	91,645	2,932,640	-	2,932,640	27,600,000,000	0.011%

DESCRIPTION OF SOURCE FOR PRIMARY	(Enter Source on Tab 2. "Enrollment Chart")
	(
DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

Second Largest Enrollment District: N/A								
A	В	c	D	E	F	G	н	
			(BXC)		(D+E)		(F÷G)	
				Other District				
				Revenue (SPED		* Total General Fund	Projected	
	Enrollment			Funding, Food	Total Funding to	Operating Budget for Select	Impact (% of	
Operational	(Number of			Service, Grants,	Charter School	from drop-down list → School	District's Tota	
Year	Students)	Per Pupil Rate	Per Pupil Aid	Etc.)	From District	District	Budget)	
Year 1 (2017-18)	-	-	-	-	-	-	#DIV/0!	
Year 2 (2018-19)	-	-	-	-	-	-	#DIV/0!	
Year 3 (2019-20)	-	-	-	-	-	-	#DIV/0!	
Year 4 (2020-21)	-	-	-	-	-	-	#DIV/0!	
Year 5 (2021-22)	-	-	-	-	-	-	#DIV/0!	

DESCRIPTION OF SOURCE FOR	PRIMARY			
DISTRICT'S OPERATING BUDGE				
DISTRICT S OF EIGHT ING DODG				
OTHER NOTES:				