



**VOICE 2 CHARTER SCHOOL
APPLICATION SUMMARY**

Proposed Charter School Name	VOICE 2 Charter School
Proposed Board President Name	Marc Cohen
Proposed Board President Email Address	[REDACTED]
Proposed Board President Telephone Number	[REDACTED]
Public Contact Name	Franklin Headley
Public Contact Email Address	info@voicecharterschool.org
Public Contact Telephone Number	718-361-1694
District of Location	CSD #30
Proposed Charter Term	2017-2022
Proposed Management Company or Partners	VOICE Charter School
Projected Enrollment and Grade Span During Charter Term	504, K-5
Projected Maximum Enrollment and Grade Span	504, K-5
Mission Statement	
Our mission at VOICE is to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.	

VOICE 2 will replicate the instructional and operational model in place at VOICE Charter School. In 2013, VOICE received a full five-year renewal due to its outstanding service and commitment to families in Queens. In 2015, NYSED designated VOICE as an award school for improvement in closing the achievement gap in the 2014-15 School Year, and the school's founder, Franklin Headley, was named the Robert F. Kennedy Urban School Leader of the Year by the Kennedy family in 2016.

VOICE Charter School has consistently outperformed District 30, NYC as a whole, charter schools within District 30, and charter schools in NYC as a whole. In 2014, VOICE outperformed the district by nearly 30% in math, while also outperforming District 30 by over 7% in ELA. This trend continued in 2015, when VOICE outperformed the district by over 22% in math and performed mostly on par with District 30 in ELA. VOICE also commits to and effectively serves students with disabilities. In 2014, VOICE's students with disabilities (SWD) more than doubled SWD performance in district, city, and state schools in ELA, and performed over 4x higher than their SWD peers in math.

VOICE 2 will serve students in CSD #30 in Queens. In 2016, our outreach effectively targeted nearly 29,000 children in grades K-5 in CSD #30. Current NYSED enrollment targets for a K-5 school in District 30 project a student body of 495 children, 86% of which are eligible for free and reduced price lunch (FRPL) and 12% of which are students with disabilities. VOICE 2's student population will mirror the district that it serves, and will achieve these numbers through targeted and effective student recruitment efforts.



VOICE 2 Charter Application

Despite limited resources in CSD #30, we strive to offer a pedagogy of choice rather than one of poverty. This idea drives and informs our Key Design Elements for VOICE 2:

1. Rigorous Training in Music
2. Breadth and Depth of Content
3. Child Centered Curriculum and Assessment
4. Collaboration and Teamwork
5. Socio-Emotional Learning and Caring
6. Diversity and Inclusion

At the heart of VOICE 2 will be our unique, rigorous music and arts program in which students take 10 or more music and art classes per week. Rather than treating the arts as enrichment, VOICE 2 will honor these disciplines as necessary to a full and rich education. Arts programs at VOICE 2 will be taught with the same level of rigor, assessment, and differentiation as the so-called “core” subjects. VOICE 2’s program of performance-based instruction in choral singing will guide students through the development of creative and critical thinking and learning skills that they will learn to apply in everyday life and across the other academic subject areas.

VOICE 2 will implement rigorous, Common Core-aligned curriculum, utilizing Teachers College and Eureka Math, to ensure students reach and exceed mastery in ELA and math. A spiraling curriculum in all subject areas allows students to build upon and develop skills and strategies at each level of instruction. VOICE 2 will implement Achievement First’s Social Studies curriculum, FOSS science, Physical Education, and our socio-emotional learning curriculum called Mind, Body and Heart, beginning in kindergarten.

VOICE 2 will be founded upon our core values of care, efficacy and wonder. At VOICE 2, staff and leadership will know that all students are capable of performing at high levels; and that adults are responsible for cultivating the right conditions and employing effective strategies to ensure that each student finds success. VOICE 2 will provide rigorous, engaging instruction and practice in all subjects to equip students with the knowledge, habits and skills necessary to enter high schools of choice and eventually pursue meaningful work in the area of their choice.

VOICE 2 will be a Professional Learning Community. VOICE's organizational culture is one that privileges collaboration, team decision-making and peer leadership among staff. It is the responsibility of the school leaders to provide the necessary supports for this type of community to flourish: open communication, access to resources, professional development, opportunities for upward mobility, and a safe, joyful, student-oriented environment.

A defining feature of our school is to engage in constant dialogue about our school values, formally and informally, among staff, students, and parents. Regular professional development sessions and staff meetings are dedicated to teaching and learning school culture. School values are integrated across subject areas and referenced as touchstones of our school's community.

At VOICE 2, all students will matter, all content will matter, all will sing and all will learn.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name: VOICE 2 Charter School

Proposed School Location (District): CSD 30

Name of Existing Education Corporation (if applicable) _____

I hereby certify that the applicant group/prospective Board of Trustees have all read Article 56 of the New York State Education Law, and understand the relationship between a charter school and the authorized chartering entity as defined in that statute. By submitting a charter school application to the Board of Regents, the applicant group/prospective Board of Trustees understands that the Board of Regents is the authorized chartering entity with the authority to approve our application to establish the proposed charter school and enter into a charter agreement setting forth the terms and conditions under which the Board of Trustees will operate the charter school. The applicant group/prospective Board of Trustees also understands that this charter school application serves as the first component of an application for a federal Charter Schools Program (CSP) Planning and Implementation Grant. We understand that if the charter application is approved and a charter is issued by the Board of Regents, the school is qualified to receive a CSP grant, pending available funding and final approval of additional materials – including budget materials - by NYSED and by the New York State Office of the Comptroller. We agree to complete all required budget information and assurances according to forthcoming instructions and a revised timeframe to be issued by NYSED.

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; and further I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate or limit the admission of any student on any unlawful basis, including on the basis of ethnicity, race, creed, national origin or ancestry, gender, sexual orientation, disability, intellectual ability, measures of achievement or aptitude, athletic ability, age, religion, proficiency in the English language or a foreign language, or academic achievement. I understand that the Charter Schools Act allows, to the extent consistent with Federal law, “the establishment of a single-sex charter school or a charter school designed to provide expanded learning opportunities for students at-risk of academic failure or students with disabilities and English language learners.”¹

The applicant group also make(s) the following assurances pursuant to Section 5203(b)(3) of Elementary and Secondary Education Act (ESEA) and the Consolidated Appropriations Act, which will be incorporated into, and made a part of, the Charter School’s charter, if granted, and be binding on the Charter School itself:

- An assurance that the charter school will annually provide the Secretary of the U.S. Department of Education and the State Education Department such information as may be

¹ N.Y. Education Law § 2854(2)(a)

required to determine if the charter school is making satisfactory progress toward achieving the objectives described in this application;²

- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;³ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.⁴

I, Marc Cohen, hereby certify that the information submitted in this Full Application to establish VOICE 2 Charter School is true to the best of my knowledge and belief, realizing that any misrepresentation could result in disqualification from the application process or revocation after issuance of the charter.

Signature of Proposed BOT Chair/Existing Education Corporation BOT Chair:

Marc Cohen

Date: *August 16, 2016*

² ESEA § 5203(b)(3)(J)

³ ESEA § 5203(b)(3)(K)

⁴ ESEA § 5203(b)(3)(N)



VOICE 2 Charter School Application

Submitted August 16, 2016

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY	1
A. Mission Statement and Objectives.....	1
B. Key Design Elements.....	2
C. Enrollment, Recruitment, and Retention	5
D. Community to be Served.....	7
E. Public Outreach.....	9
F. Programmatic and Fiscal Impact.....	10
II. EDUCATIONAL PLAN	11
A. Curriculum and Instruction.....	11
B. Special Student Populations and Related Services	21
C. Achievement Goals	27
D. Assessment System	29
E. Performance, Promotion, and Graduation Standards	31
F. School Schedule and Calendar	33
G. School Culture and Climate	34
III. ORGANIZATIONAL AND FISCAL PLAN	39
A. Applicant Group Capacity	39
B. Board of Trustees and Governance	40
C. Management and Staffing	42
C2. Partner Organization.....	49
D. Evaluation.....	50
E. Professional Development.....	52
F. Facilities.....	55
G. Insurance	56
H. Health, Food, and Transportation Services	56
I. Family and Community Involvement.....	58
J. Financial Management	60
K. Budget and Cash Flow.....	61
L. Pre-Opening Plan.....	63
M. Dissolution Plan	64
Attachments	66
Attachment 1 Admissions Policies and Procedures	In Portal
Attachment 2 Samples of Evidence of Community Outreach.....	In Portal
Attachment 3a Sample Daily Schedules	In Portal
Attachment 3b First Year Calendar	In Portal
Attachment 4 Student Discipline Policy	In Portal
Attachment 5a New Applicant and School Trustee Background	In Portal
Attachment 5b By-Laws.....	In Portal
Attachment 5c Code of Ethics	In Portal
Attachment 7 If applicable: Partnership Information	In Portal
Attachment 8a Hiring and Personnel Policies and Procedures.....	In Portal
Attachment 8b Resume for Proposed School Leader, if identified.....	In Portal
Attachment 9 Budget and Cash Flow Template.....	In Portal

I. MISSION, KEY DESIGN ELEMENTS, ENROLLMENT, AND COMMUNITY

A. Mission Statement and Objectives

Mission Statement: Our mission at VOICE is to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment [EC1.A.1]

Objectives – The Objectives of the VOICE 2 Charter School are as follows [EC1.A.2]:

- VOICE 2 Charter School will deliver academically rigorous, standards-driven curriculum informed by research-based methods that are differentiated according to the individual needs of each child in our school;
- VOICE 2 Charter School will provide an immersive music education which helps students attain academic success by building skills, improving language skills and fostering strong mindsets in our students;
- VOICE 2 Charter School will ensure that teachers work collaboratively to adapt highly effective and research-based teaching methods to the individualized needs of their students.

Furthering the objectives specified in Education Law §2850(2)

The methods by which VOICE 2 will meet the six objectives specified in Education Law §2850(2) are listed below [EC1.A.3]:

(1) Improve student learning and achievement [§2850(2)(a)]

VOICE 2 will implement a rigorous, Common-Core aligned curriculum to ensure that students meet and exceed proficiency in ELA and math. VOICE 2 utilizes approaches such as the Teachers' College Reading and Writing project, Wilson Foundations, EngageNY, and Eureka Math.

(2) Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure [§2850(2)(b)]

VOICE 2 will work hard to provide the supports necessary for students who are at-risk of academic failure. It will replicate VOICE 1's daily music instruction program which has been proven to boost language acquisition for young students. Historically, VOICE 1's English language learners have outperformed the city average by 4 times, and our students with IEP's have doubled the city average for students with IEP's. Upon her visit to VOICE 1, Chancellor Fariña stated that VOICE's approach to learning and language acquisition is, "innovative and unique." she added that, "it's about the way the music is used...it's to make kids excited about singing and used for language development. The school has ELLs, it has IEP and these kids are part of strong electives" (September 2014). We hope to replicate this success at VOICE 2 through the implementation of our tiered intervention program for at-risk students (RtI)

(3) Encourage the use of different and innovative teaching methods [§2850(2)(c)]

Like VOICE 1, perhaps the most innovative aspect of VOICE 2's program is daily music instruction using a Hungarian method, called Kodaly, which trains students to be able to perform music on sight. VOICE 2 will also continue and build on VOICE 1's success combining the workshop model with rich text based discussions and rigorous social studies content beginning in Kindergarten. VOICE 2 will also increase the use of blended learning through instructional technology.

(4) Create new professional opportunities for teachers, school administrators and other school personnel [§2850(2)(d)]

VOICE 2 will replicate VOICE 1's Professional Learning Community ("PLC") to foster growth within our teaching staff. The PLC approach encourages collaboration by providing

multiple preparatory periods each day, during which teachers work as teams to plan lesson plans and instructional strategies in conjunction with analyzing student performance data to raise student academic achievement. In addition to working with grade-level or subject-area teams, teachers meet regularly with deans, formerly excellent teachers, for further support and coaching. As deans work with teachers across departments and grade levels, they also promote communication among school staff. VOICE 2 will be “seeded” with an experienced dean and teacher from VOICE 1 to ensure the successful transfer of this practice.

(5) Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system [§2850(2)(e)]

VOICE 2 offers students more opportunities for arts education than do typical public schools. VOICE 2 places a unique focus on teaching the arts as a discipline. Rather than treating arts as enrichment, we see these disciplines as necessary in exploring a full spectrum of modes of thinking, individual practice, group dynamics, and the world’s cultural heritage. As students advance to upper elementary, they will select a “major” from an array of electives including but not limited to civics, engineering, visual arts, music and creative writing.

(6) Provide schools with a method to change from rule-based to performance-based accountability systems by holding the schools established under this article accountable for meeting measurable student achievement results. [§2850(2)(f)]

VOICE 2 works to achieve the goals listed in our accountability plan, which includes rigorous targets for meeting & exceeding the performance of our school district in ELA and math.

B. Key Design Elements [EC1.B.1-4]

Like VOICE 1, VOICE 2 will promote our core values of efficacy, care, and wonder in each of its students and staff members by pushing for deeper learning through commitment to academic rigor, collaboration, and to creating a diversity of perspectives. Our innovative, music-based school design has and will continue to drive students to high levels of proficiency in ELA, Math, Music and beyond. Our core values and ommitment to teacher development will produce a strong cultural continuity that will foster a collaborative environment and produce autonomous, reflective, and critically-minded students that will be prepared to exercise choice and pursue happiness. The key design elements of VOICE 2 are as follows:

Key Design Element #1: Rigorous Training In Music – Building on the success of VOICE 1, VOICE 2 will be grounded in daily music instruction for every student, aimed at instilling a deep appreciation of music and the arts. VOICE 2 will employ VOICE 1’s rigorous music curriculum and data-driven approach to music education through 8-10 instructional periods per week in general, choral, and instrumental music. Teachers combine sound elementary pedagogical practices, such as the aforementioned workshop model, with traditional approaches to music education. Student learning and growth in music classes will be measured throughout the year through rigorous content and skill-based assessments.

VOICE 2 will leverage the techniques developed by Zoltan Kodály supplemented by those of Carl Orff to build the music program. Both techniques emphasize that everyone has the ability to make music with deep engagement through song, dance, movement, and instrumental performance. Another important facet of Kodály’s approach VOICE 2 will incorporate is an emphasis on musical literacy.

Our arts-infused curriculum at VOICE 2 will guide students through the development of in-depth thinking and learning skills and foster early enjoyment of and investment in learning (Booth). Music education from a young age has been positively linked to improved math achievement (Vaughn), spatial reasoning (Hetland), memory development (Ho, Y.C., Cheung,

M.C., and Chan), and language acquisition (Dees, Krauss, Russo, Skoe, Wong).. Students at VOICE 2 will have the opportunity to gain skills in music that will also foster growth in other subject areas and aspects of their lives. [§2850(2)(c)]

Key Design Element #2: Breadth & Depth of Content for Students – One of the core competencies of deeper learning is mastery of core academic content. VOICE 1 has privileged breadth and depth of content study for students beginning in Kindergarten, and VOICE 2 will continue to build upon this work. Students will engage with content-rich curriculum across academic disciplines and departments. At VOICE 1, we do not believe in using terms like “specials” or “non-core” to describe what we believe are rich and important content areas. At VOICE, we believe that all content matters and that students need early and frequent exposure to a broad range of content. From an early age, students have regular and rich instruction in music, social studies, science, art, PE, socio-emotional learning and an aligned academic approach to electives and field trips.

In addition, VOICE will commit to continued improvement in key academic subjects like English and Math, equipping students with the core knowledge, critical thinking skills, academic mindsets, collaboration and communication skills they will need to become self-directed and successful learners in life. [§2850(2)(a)]

Key Design Element #3: Child-Centered Curriculum & Assessment – VOICE 1’s rigorous and child-centered curriculum and assessment model resulted in 100% of our first class of graduating 8th graders being accepted to high schools of choice. VOICE 1 has always believed in and practiced the regular use of benchmark, formative, interim and summative assessments to measure student learning towards informing and transforming curriculum and instruction. We also believe that curriculum and assessment should be child-centered – meaning that curriculum should be well-rounded and cover both cognitive and non-cognitive skills explicitly, and that assessment should be grounded in where students are developmentally and should give students a variety of opportunities to demonstrate their learning and mastery in different ways and formats. At VOICE 2, teachers and instructional leaders will continue to develop and implement academically rigorous practices that produce reflective thinking, autonomy and self-mastery, and critical and creative problem-solving skills in our students.

VOICE 2 will continue to challenge students with a rigorous, Common Core aligned curriculum and a strategic approach to assessment that will enable students to grapple with tough questions. VOICE 2 will focus on academic standards, evidenced-based thinking, and consistency throughout our curriculum, and our approach will also produce self-sufficient, culturally aware, and intellectually curious young children.

Students at VOICE 2 will be assessed using common assessments starting with beginning of year benchmarks, quarterly interim and yearly summative assessments in each grade that are aligned to standards. Our units of study culminate with performance assessments in which student work will be evaluated using common, evidence-based rubrics, which allow precise, targeted, and high-leverage interventions for students who struggle. Our assessments produce student performance data that, when utilized within our data inquiry cycle, enables teachers to make targeted adjustments and re-teach to classes, small groups, and individual students.

[§2850(2)(f)]

Key Design Element #4: Collaboration and Teamwork – VOICE 1 attributes so much of its success to collaboration and teamwork. VOICE 2 will build upon this success by incorporating collaboration and teamwork into our everyday practice through explicit structure and practices. Our teachers, administrators, families, and students will operate as part of a professional learning

community that promotes collegiality, proactive feedback, and continual reflection and growth.

We know that teacher collaboration, first and foremost, is dependent upon common planning time. At many schools, teacher prep and planning time is routinely taken and interrupted. At VOICE 1, we have privileged making this time completely sacred. It has been said that “no teacher has ever lost a prep at VOICE” – a concept largely unheard of in the charter school world. At least once per day, planning time is common across a grade or content team in order to that ensure teachers have ample time to collaborate.

Teacher collaboration begins during summer professional development, in which staff return to school three weeks early to work collaboratively to write curriculum maps, examine student data, analyze and develop pedagogical practice, and build relationships and shared purpose with one another. In addition, VOICE 2 will hold weekly faculty meetings and will reserve additional days for staff development and training throughout the school year. In addition to time, teachers will learn protocols and processes that enable collective decision-making, planning and data inquiry. At VOICE 1, the use of consultancy and dilemma protocols (Such as “case studies” and “in and outs”) has become normed across the school. This will continue in VOICE 2. In addition, teams utilize our Team Meeting Rubric to ensure that collaboration and team time is both purposeful and productive. These processes ensure that work and accountability are shared among team members.

In addition, we will build on strong collaborative structures within our staff and scale these systems to students. At VOICE 2, students will work collaboratively with teachers and with each other to produce high-quality work and develop a shared sense of community. Teachers and students will engage in a goal-setting process each year and will work towards a shared definition of academic and behavioral excellence. Lastly, students will have opportunities to work with each other and learn through partner and small group work. [§2850(2)(d)]

Key Design Elements #5: Socio-Emotional Learning & Caring – VOICE 2 will provide students with a safe and supportive environment that is conducive to learning. In order to foster this environment, staff and students will learn the social and emotional tools they’ll need to build meaningful relationships. Our core value of “care” drives our work and defines our culture. VOICE 2’s hiring protocol includes measures to ensure that hired staff have the social-emotional skills necessary to contribute to a nurturing learning environment. Students will be given emotional support through relationships with our staff, but will also be encouraged to learn and implement important non-academic skills and character-building traits in the classroom.

VOICE 2’s “Mind Body Heart” curriculum, taught by our social workers, will focus on developing social skills, emotional learning and self-regulation, relationship building, and character values to our students in grades K-4. In grade 5, students have advisory classes several times per week, where they apply skills taught in grades K-4 to prepare for the middle school selection process and college and career readiness. Our character-building curriculum is aligned to our physical education curriculum, in which students work and play together in order to build important traits, such as grit and personal responsibility, and apply them in real world contexts.

VOICE’s behavioral philosophy also plays a vital role in developing students’ social and emotional skills. The VOICE 2 learning environment will emphasize accountable and restorative discipline practices through a principles approach that encourages mutual trust and high expectations for all students. Teachers will apply purposeful routines and procedures to ensure stability, develop meaningful personal relationships with students, and carefully curate our physical spaces so that students have an environment that will allow them to learn and succeed. Students will be provided with the tools and opportunity to solve their own problems and reflect

on the outcomes of their decision-making. Staff members will carefully monitor students during this process to ensure student safety, without interfering with important emotional learning and development. These methods will result in a school filled with students and staff eager to support one another as we become deeply caring and responsible individuals, motivating and supporting one another toward excellence. [§2850(2)(e)]

Key Design Element #6: Diversity & Inclusion – At VOICE, we believe that diversity and inclusion are cornerstones to a rich and robust education. Empathy for those who are different from us is paramount to developing well-rounded students. We are so proud that Queens is home to one of the most integrated and diverse communities not just in New York City, but even in the United States and the world. Joseph Salvo, a well-known demographer in NYC’s Planning Department states that, “Queens is probably one of the most diverse places on Earth... There are 1 million immigrants and a mix that is perhaps unprecedented in this borough’s history.” (Colangelo, 2009¹) VOICE’s lottery ensures that our student body is truly reflective of the Long Island City community that we are honored to serve and represent. We also strive to ensure, through our breadth of content, that students learn about culture and history that is different from their own and learn to understand and empathize with perspectives different from their own.

Our model of support for special populations is based on inclusion. We believe that students learn best from being immersed in an inclusive setting (with requisite and appropriate supports, and modifications as needed). We are inclusive culturally and instructionally. We do not track students and believe students learn best from heterogeneous groups and communities. VOICE 2 will continue this tradition that has proven successful at VOICE 1. [§2850(2)(b)] and [EC1.B.6]

Rationale for Design Elements – VOICE 2 will leverage the existing design and at VOICE Charter School, who, in the 2015-16 school year, outperformed the City and State in both ELA and Math on the NYS 3-8 Assessments. VOICE Charter School, which has successfully balanced academic rigor with the development of the child as a whole, provides 8 years of context and learning that will be vital for the development of VOICE 2 Charter School.

Enrollment Preference – VOICE 2 aims to address educational inequity by serving students who are at-risk for academic failure. To ensure that VOICE 2 recruits and retains this population of students, VOICE 2 will weigh students’ applications who receive Supplemental Nutritional Assistance Program (SNAP) benefits and preference students who reside in District #30. The full admissions preferences are discussed below in Section C and Attachment 1. [EC1.B.5]

C. Enrollment, Recruitment and Retention

Projected Enrollment [EC1.C.1 & 4]. VOICE 2 will enroll up to 84 students per grade, serving up to three cohorts per grade. VOICE 2 will open with Kindergarten and First Grade in our first year and will add one grade per year until 2022. Actual enrollment will be dependent on available space. This enrollment size was chosen because it is an appropriate size to both meet community demand for VOICE 2’s seats and effectively implement VOICE 2’s mission. In addition, this growth model was chosen so VOICE 2 could scale thoughtfully, strategically, and completely before becoming eligible for renewal.

Grades	Ages	2017-18	2018-19	2019-20	2020-2021	2021-2022
K	5-6	83	83	84	84	84

¹ <http://www.nydailynews.com/new-york/queens/queens-diverse-places-earth-new-figures-show-article-1.430744>

1	6-7	83	83	84	84	84
2	7-8		83	84	84	84
3	8-9			84	84	84
4	9-10				84	84
5	10-11					84
Total		166	249	336	420	504

Recruitment and Retention Targets. VOICE 2 Charter School anticipates meeting the enrollment and retention targets established by the Board of Regents. The current NYSED enrollment targets for CSD #30 for a K-5 school of 504 students are:

NYSED Enrollment Targets for VOICE 2 at Full Growth	
FRPL	85%
ELL	25%
SWD	15%

VOICE 2 will utilize the same systems and strategies used by VOICE Charter School to recruit and retain students in at-risk subgroups. In the 2015-16 school year, VOICE had 79% FRPL students, 16% ELL students, and 15% students with disabilities in grades K-8, quite close to our targets for FRPL and ELL, and exceeding our SWD target. We anticipate similar enrollment patterns for VOICE 2 and will continue to work to meet and exceed our NYSED enrollment targets for enrollment and retention. Over the last three years, VOICE Charter School has retained, on average, 83% of its students. [EC1.C.5]

Recruitment and Retention Strategy [EC1.C.6]

VOICE 2 will leverage and build on VOICE’s successful efforts to recruit and retain students in at-risk subgroups. We anticipate VOICE 2 will have similar enrollment patterns to VOICE, and will work to meet and exceed our NYSED enrollment targets for enrollment and retention. To recruit students with disabilities, VOICE advertises through direct mail and other resources (e.g., community newspapers, fliers). We mention our support for special needs students in our recruiting materials. VOICE also conducts targeted outreach for students with disabilities, as well as advertises support for students with disabilities on its website. For English language learners (“ELL”), VOICE uses direct mail advertising and advertising (e.g. radio, flyers) in languages other than English, conducts in-person outreach by multi-lingual staff, and targets outreach to visit immigrant communities and immigrant advocacy groups in our district. VOICE translates advertising and school materials and all recruitment and enrollment events have at least one Spanish-speaking individual present. Members of the VOICE office staff are bilingual, and VOICE distributes applications to current ELL families at VOICE, encouraging them to refer other English language learning families to VOICE. In addition to a Home Language Survey, NYSITELL, and NYSESLAT, we use a variety of formative assessments to determine the academic needs and skills related to language for English language learners. We use this data to form specific supports, including providing our ELLs with regular time on Imagine Learning, a computer software program designed to promote language acquisition, syntax, and vocabulary. We also build specific academic vocabulary into our whole group instruction and differentiate instruction with pictures and reliable support. We also differentiate through our workshop model, which produces results for ELL students. Our music curriculum integrates research which proves that singing promotes language acquisition among students. Our systemic phonics approach, Foundations, is also successful in teaching the rules and conventions of English. In all subjects,

VOICE builds students' oral language and receptive listening skills and develops ELL students into well-rounded language learners. For students eligible for SNAP, VOICE covers its free and reduced price lunch program during open houses, on its school application, and during school tours. VOICE recruits students throughout the neighborhoods that surround the school and in the local district, which are predominately students that require free and reduced price lunch. All VOICE brochures, mailings and applications mention that the school accommodates students with disabilities, English language learners, and those that participate in the free and reduced lunch program.

Attrition. Over the past several years, VOICE's attrition has averaged at roughly 17% across all grades. Roughly 2 of 3 exiting students leave for reasons related to parental choice, and about a third of exiting students leave due to relocation. Our attrition rates are comparable to other NYC charters.

Admissions Preferences, Weighting, Outreach, & Policies [EC1.C.2, 3, 7]

Please see Attachment 1 for more information regarding VOICE 2's student recruitment and enrollment policies, including preferences, weighting, outreach efforts, backfilling policies, transfer and withdrawal procedures, and more.

Allowing for Full Accessibility [EC1.C.8]

In compliance with the requirements of Education Law § 2854(2) and all other applicable laws, admission to VOICE 2 Charter School will not be limited on the basis of disability. Any child who is a resident of New York City and is qualified to attend public school in New York State will also be qualified for admission into VOICE 2 Charter School, regardless of their disability status. We mention our special education services at registration, so families know that their child's IEP needs will be met. VOICE 2 will comply with the Americans with Disability Act if and when physical improvements are made to a space that is inaccessible to mobility-impaired students or adults.

D. Community to be Served

VOICE 2 Charter School will serve the diverse community of District 30 in northwestern Queens, which is largely underserved by local schools and also has few high-quality charter school options. After speaking with current VOICE families and conducting extensive community outreach, we have determined that VOICE is uniquely positioned to serve this community as a long-standing and high-performing charter school in the District. Our arts-based model has enabled us to serve students with special needs much more effectively than other schools in the District, City, and State, and has enabled us to meet a growing demand for language acquisition within a community that speaks many foreign languages. [EC1.D.3]

Community Description [EC1.D.1 & 2]

District 30 covers northwestern Queens and serves the communities of Astoria, Long Island City, and Woodside along with parts of Elmhurst and Jackson Heights. Compared to other Queens school districts, it is relatively compact and dense and fairly well served by public transportation.

Community Demographics

This district is incredibly diverse due to its large immigrant population; no one community dominates District 30. The existing VOICE Charter School represents this population accurately; last year, 24 languages other than English were spoken at home by our students. Below is a snapshot of District 30's demographic data and the student population VOICE 2 would serve.

Socio-Economic Characteristics for District 30 ³	Number in Dist. 30	% in Dist. 30	US National Comparison
In labor force (population 16 years and over)	242,319	66.7%	63.9%
Mean travel time to work in minutes (workers 16 years and older)	36.4 mins	(X)	25.5 mins
Median household income in 2010 (dollars)	\$52,433	(X)	\$53,046
Households receiving SNAP benefits	21,191	13.0%	20%
Families below poverty level	12,416	13.6%	11.3%
Household speaks Spanish	52,291	32.1%	11.6%
<i>With little or no English ability</i>	18,221	11.2%	2.8%
Household speaks language other than English or Spanish	56,560	34.7%	8.8%
<i>With little or no English ability</i>	16,257	10.0%	1.8%

Race/Ethnicity for District 30 (all ages) ⁴	Number	Percent
Non-Hispanic or Latino	193,667	58.7%
White	93,477	28.3%
Black or African American	18,586	5.6%
American Indian and Alaska Native	414	0.1%
Asian/Pacific Islander	73,678	22.3%
Some other race	1,856	0.6%
Two or more races	5,656	1.7%
Hispanic or Latino (of any race)	136,286	41.3%
Total Population	329,953	100.0%

Ethnicity	School Age #	Percentage
White	5,465	18.7%
Hispanic	14,286	48.9%
Black	1,597	5.5%
Am Indian	129	0.4%
Asian Pac	6,620	22.7%
Other	271	0.9%
Multiracial	821	2.8%
TOTAL	29,189	100.0%

NYSED Enrollment Targets for VOICE 2 at Full Growth	
FRPL	85%
ELL	25%
SWD	15%

Rationale for Selecting Community [EC1.D.3]

VOICE has narrowed our second school site selection to District 30 for the following reasons:

- Compared to other districts, there are relatively few charter schools in the district, all of which have long waitlists;
- According to the Department of Education, the district is nearly 100% utilized with over 29,000 of the 30,000 estimated seats filled;
- There are eight school buildings classified as “underutilized,” three of which are classified as “significantly underutilized” by the DOE;⁴
- VOICE knows the community within the district and potential real estate possibilities;
- VOICE’s central office can better sustain and manage another school within District 30.

³ These tables are constructed from selected population and housing data tables (HC01-04, HD01-02) from the American Community Survey (2013). District 30 is roughly comprised of the following ZIP Codes: 11101-11106, 11109, 11369-11372, and 11377.

⁴ Race ethnicity data for both tables on this page from the 2010 Census SF1 file, tables PCT12b-PCT12n for the ZCTAs covering District 30.

⁴ <http://www.nycsca.org/Community/CapitalPlanManagementReportsData/Enrollment/BB14-15TargetQ.pdf>

Family and Community Support [EC1.D.6]

Parents have offered overwhelming support for VOICE 2. Word of VOICE has spread throughout the District 30 community and there is high demand for our program, as evidenced by our wait list of 1601 students for VOICE in grades K-5. With this demand, we anticipate meeting our enrollment targets for both VOICE and the proposed VOICE 2.

District and School Relations [EC1.D.7]

VOICE 2 will operate in partnership with the existing VOICE Charter School. VOICE has a history of working with both its co-located school, PS 111, as well as with PS 131 and PS 135. With respect to our co-located school, VOICE Charter School has been able to provide material resources, as well as logistical and curriculum support to PS 111 since co-location began. Regardless of our co-location status for VOICE 2, VOICE Charter School will continue to both formally and informally share learnings and best practices with District 30 as a whole.

Providing a Needed Alternative [EC1.D.4, 5 & 6]

No matter where VOICE 2 is situated, it will provide a needed music and arts-focused alternative to what is offered by other district and charter schools. VOICE Charter School has sufficiently researched and created demand for VOICE 2, as evidenced in Attachments 2 & 2b.

E. Public Outreach

VOICE has proactively implemented a strategic and consistent approach to public outreach by: (a) informing District 30 of our plans to open a second school; (b) growing VOICE's brand by engaging with the broader Queens community; and (c) seeking input on our proposed school. These efforts began with our first attempt at replication in 2014-15 with NYSED, continued in our 2015-16 attempt with SUNY, and grow stronger today (See Attachments 2 & 2b). [EC1.E.1]

Public Notice [EC1.E.2 & 3]

VOICE 2 provided public notice of plans to open by posting flyers at both of our current campus locations, to both alert the school community and to ask for feedback. VOICE 2 also posted on the VOICE Charter School website homepage, sent letters to local politicians, and made outreach presentations at several community events to inform the greater Queens community of the school's proposed opening. Finally, on two separate occasions (most recently in June of 2016), VOICE advertised in local newspapers and held public hearings.

Outreach Sessions [EC1.E.4]

Since 2014, VOICE has conducted extensive outreach in District 30 to gather feedback regarding VOICE 2 Charter School. During outreach sessions, members of VOICE and Principal Franklin Headley presented plans for VOICE 2, solicited feedback, and answered questions from the public. In addition, VOICE considered much of the feedback and even incorporated some public feedback into this application. Please see Attachments 2 & 2b for more details.

Ongoing Community Engagement [EC1.E.5 & 6]

Our outreach is continual and ongoing. Because our target grades are K-5, existing VOICE parents will play a large role in recruiting students and families to VOICE 2. In addition, we will be building closer partnerships with families and community organizations in 2016-17, and will canvass the community more extensively in the months to come to inform students across the District and to provide them with application materials.

Letters of Support [EC1.E.7]

VOICE 2 has received letters of support from Sister Tesa Fitzgerald, Executive Director of Hour Children, and James Merriman, CEO of the New York City Charter Center. Please see Attachment 2b for the full letters of support.

F. Programmatic and Fiscal Impact

Public and Nonpublic Schools in the Area of Long Island City

District 30 contains 23 public schools serving the same grade range as VOICE 2. VOICE 2 does not anticipate a programmatic impact to other schools [EC1.F.1]. No school in the district (public, charter, or private) has an arts-based model like VOICE. VOICE draws students from across the district, so no specific school would be adversely impacted. VOICE 2’s enrollment would be a small fraction of District 30’s total enrollment, so impact would be minor [EC1.F.2].

Apart from zoned public schools, parents in District 30 currently have a choice of only 4 schools that are free, public, and serve the same grade range that VOICE 2 will serve. Each of the public charter schools in District 30 offer a specific focus or program (e.g. Growing Up Green Charter School places a unique focus on environmental education), and the 12 private schools in District 30 mostly serve specific populations (e.g., Lexington School for the Deaf) or religious groups (e.g. Evangel Christian School). No school, other than VOICE Charter School, currently offers a curriculum rooted in music. Furthermore, it is unlikely that VOICE 2 Charter School will negatively impact any of these schools, since most are designed for specific populations.

Fiscal Impact [EC1.F.3]

VOICE-2 does not anticipate a major fiscal impact on either the public or nonpublic schools in the Long Island City neighborhood. In 2017-18 VOICE-2 plans to enroll 166 students, which would represent approximately less than half of one percent of the total enrollment for CSD #30 (according to NYSED, 2014-15 enrollment for CSD #30 was 38,295 students⁷). The current per pupil rate allocation is \$14,027⁸. The New York City Department of Education Operating Budget for 2017-18 is \$23.1 billion⁹. Using these figures, VOICE-2’s impact in its opening year would be approximately .01% and its impact by the 2021-22 school year would be .03%.

Potential Fiscal Impact of VOICE-2 Charter School					
School Year	Enrollment	Per Pupil Rate	Projected Charter School Cost	District Budget	Projected Impact
Year 1 (2017-18)	166	14,027	2,328,482	23,100,000,000	0.01%
Year 2 (2018-19)	249	14,027	3,492,723	23,100,000,000	0.02%
Year 3 (2019-20)	336	14,027	4,713,072	23,100,000,000	0.02%
Year 4 (2020-21)	420	14,027	5,891,340	23,100,000,000	0.03%
Year 5 (2021-22)	504	14,027	7,069,608	23,100,000,000	0.03%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT’S OPERATING BUDGET:	http://schools.nyc.gov/AboutUs/funding/overview/default.htm
--	---

⁷ <http://data.nysed.gov/enrollment.php?year=2014&instid=800000042344>

⁸ <http://council.nyc.gov/html/budget/2017/ex/edu.pdf>

⁹ <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

II. EDUCATIONAL PLAN

Our educational plan is designed to ensure that we meet and exceed Charter School Performance Benchmarks 1, 2 and 3. The success of VOICE 1 has been seen as a potential model for other schools. After an extended visit to VOICE 1 in 2014, Chancellor Fariña said “the school’s approach to music instruction is a potential model for other schools” (Decker, 2014¹³) In this regard, we hope to build on VOICE 1’s successes, including:

- For the past four years, outperforming District 30 and NY State in Math
- For the past four years, outperforming NY State and NYC Charters in ELA
- 100% of VOICE 1’s first graduating 8th graders accepted to high schools of choice, 16% accepted to Specialized High Schools; 19% to independent schools.

With that said, we are far from satisfied. We strive to build upon and improve these results at VOICE 2. Thus, VOICE 2’s curriculum and instructional design will incorporate the most successful aspects of the VOICE 1 program while also striving to build upon and improve in areas where VOICE 1 has not yet reached its goals. Our approach to curriculum and instruction is firmly grounded in our Key Design Elements. We will consistently reference these throughout this section.

A. Curriculum and Instruction

VOICE 1’s curriculum and instruction has evolved through the years, with many foundations remaining consistently in place throughout. We have made choices largely based on our mission, vision and key design elements: we have always looked to expose students to a breadth and depth of content and have always sought to employ child-centered approaches to instruction. All VOICE 2 curricula will align with a **vertically-aligned field trip scope and sequence** that ensure students visit educational, artistic, musical and cultural venues all over New York City. One of the highlights of this program is that students visit the Metropolitan Museum of Art once each year, each year with a different focus for the visit that aligns to the content of the grade.

English Language Arts

In line with KDE 2 and 3, VOICE 1 has and will always be a “workshop” school grounded in the **Teachers’ College Reading and Writing Project (TCRWP)** from the start. VOICE 2 will continue to utilize this model as its ELA foundation. The workshop model exposes students to a wide range of literature and nonfiction texts, develops student agency and choice in reading, and pushes teachers to tailor instruction in whole group, small group and one-on-one settings. We have also used TCRWP to push our students to produce writing across genres and content areas through the years.

The VOICE 2 English Language Arts curriculum will be organized through teacher-team adaptations of the TCRWP Units of Study and will ensure that students experience literature and nonfiction texts. We have seen in action, and in the research, that when teachers backwards design cohesive units of study, it allows students to “make an increasing number of connections among ideas and between texts, considering a wider range of textual evidence, and becoming more sensitive to inconsistencies, ambiguities, and poor reasoning in texts.” (KDE 3; CC 16).

The core components of VOICE 2’S ELA program will be: *Reading Workshop, Writing Workshop, Text-Based Discussion and Word Work.*

Reading Workshop

A large volume of daily reading for students is linked to attaining higher-order literacy proficiencies. Anderson, Wilson, and Fielding (1988) found that the amount of time children

¹³ <http://www.chalkbeat.org/posts/ny/2014/09/18/farina-sings-praises-of-queens-charter-school-with-a-music-theme/#.V6sSi7h97IU>

spent reading was the best predictor of reading achievement (Anderson, Wilson, & Fielding, 23, 285-303). Students will be provided time daily to receive mini-lessons and practice reading. Each week, students will engage in these three types of reading:

- *Just Right Reading*: Just Right reading is directly linked to KDE 3, child-centered curriculum and assessment. During just right reading, students will choose from a library of diverse texts leveled according to Fountas and Pinnell’s criteria. In a 2008 study of the Fountas and Pinnell method over the course of four years, results “showed impressive improvement in student learning: 16% the first year, 28% the second and 32% the third” (Biancarosa, et. al). Teachers will administer running records quarterly to identify the “just right” level for each student and to set goals, measure and monitor progress throughout the year. Teachers may conduct a mini-lesson with a focus on teaching points to build reading habits and skills.
- *Genre Reading*: Genre reading connects with KDE 2, breadth and depth of content. During genre reading, texts will be curated by the teacher in line with the focus of the Unit of Study in Writing Workshop. Students may encounter texts outside of their just right level. This is not only required by the Common Core (Standard 10), but also allows students to access texts tied to relevant content and genres they are studying. Wherever possible teachers will aim for students to have choice of text within genre, and also strive to align with content being taught in science and social studies.
- *Passion Reading*: Aligned with KDE 3 – passion reading allows students to read what they choose. As we aim to create independent and critical readers, we will also identify opportunities for students to choose to read anything from the classroom library outside of their just right level and genres being taught in Writing Workshop. During passion reading teachers will help students identify topics of interest to them or genres they want to explore. Classroom libraries will be equipped with texts across a spectrum of topics and genres. This passion reading may include a re-reading of read aloud texts. Throughout the year, teachers will have opportunities to add additional texts for students based on individual passions.
- *Conferring*: Teachers will confer regularly with students individually and in groups during Reading Workshop. A study of 197 elementary schools found conferring with students greatly improved student performance. “The teachers and the learning specialist decided to differentiate the groups into special subgroups of needs...the results showed that there was an important improvement in all of the students’ writing ability, especially those with learning disabilities” (Dubé, et. al, 2011). Teachers may facilitate share, book club or partner reading structures. “It [partner reading] increases students’ actual reading of appropriate content material at each student’s reading level, it provides a setting in which students ask and answer their own questions and take control over their learning, the process of partner questioning supports students as they extend their ‘academic talk’ and think at higher levels, the process introduces students to a variety of informational texts and helps them learn to use the structure and features of these materials.” (Ogle, et. al, 532-542).

Writing Workshop

For writing instruction, VOICE 2 will adopt the TCRWP Writing Workshop approach. The school director, deans and teachers will work collaboratively to select Units of Study published by TCRWP, and potentially other sources, to prepare students for a lifetime of writing in various contexts, including narrative, argumentative and informational writing. Teachers will then collaboratively design units that allow students the opportunity to proceed through all stages of the writing process (brainstorming, drafting, revising, editing, and publishing). (KDE4) Writing workshop will begin each day with a mini lesson in which we will teach writing

strategies that will help students move independently through the writing process.

Writing Workshop is based on several key principles:

- It ensures that students have sustained and frequent opportunities to write. When students write each day it leads to greater fluency and proficiency, as there is a direct correlation between the time we spend in pursuit of a habit, goal or skill and our individual growth in that habit, goal or skill (Hattie and Gladwell).
- Students need long stretches of time to work on pieces of writing. Students will build stamina in writing since during each unit since students will have the opportunity to work through stages of the writing process multiple times.
- Individual conferences and small strategy groups will ensure regular and frequent feedback for students. “Both typically developing students (Grade 4) and struggling writers (Grades 2–6) benefited when they were taught how to apply self-regulation procedures, such as goal setting and self-assessment, to help them manage the writing strategies they were taught.” (Graham et. al.)

These conferences will be grounded in the use of vertically aligned rubrics and student facing in order to support goal setting and self-assessment. Teachers will develop rubrics as grade level teams using TCWRP writing progressions as a starting place. These rubrics will be used in creating exemplar pieces of writing to model for students as well as anchors for each level to illustrate the different levels of the rubric to ensure normed grading. Through the grading of published pieces of writing as well as using check-listing as a part of conferring and strategy groups, teachers will be able to design instruction to meet particular student needs.

Text-Based Discussion

Achieving proficiency in the Common Core standards requires that students grapple with complex texts, make arguments and analyses and marshal supporting evidence. In text-based discussion, VOICE 2 teachers will use text-based questioning and protocols to engage students in discussions of complex texts. “Teachers who got better results in reading and writing fluency and comprehension minimized routine comprehension questions and passive turn-talking responses and maximized: raising higher-level thinking and demanding higher-level thinking, keeping students actively involved, challenging students to apply reading strategies to their work...” (Taylor, 3-28).

At VOICE 2, teachers will identify rigorous texts using text complexity rubrics such as the EQUIP rubric, “an initiative designed to identify high-quality materials aligned to the Common Core State Standards (CCSS)” (achieve.org) which highlights features of texts such as literary convention and text structure. We will seek high quality texts available from sources including: CCSS Appendix B, EngageNY, Achieve the Core, Junior Great Books and Text Talk.

Starting in kindergarten, VOICE 2 teachers will explicitly teach discussion skills such as taking turns and building on others’ ideas. “In discussions built on the foundations of great habits...students blossom into their own as speakers, listeners, and thinkers” (Bambrick-Santoyo, 71-72). In addition to questions that build background knowledge and personal connection, teachers will design questions that scaffold from literal to inferential, carefully building lines of questions that will support student understanding and push towards Depth of Knowledge Levels 3 and 4. Over the year and throughout grades, students will take on increasing ownership facilitating conversations.

Word Work

Explicit phonics instruction is essential for our younger students, as well as our ELL and IEP students, and other struggling readers. Sally Shaywitz states that according to neuroscientific

evidence, “Effective reading programs have five components: phonemic awareness, phonics, fluency, vocabulary, and comprehension techniques.” (Shaywitz, 74-76) VOICE 1 has had success with **Wilson’s Foundations curriculum**, particularly in students’ phonemic awareness, phonics, and fluency. In younger grades, Word Work will also include opportunities for sight word practice, another important skill related to learning how to read. Our music curriculum will also provide abundant opportunities for our students to further develop phonemic awareness.

In upper grades, word work will be differentiated and will use a Response to Intervention (RTI) model to target students’ needs to build units or lessons as appropriate since, as the standards note that, “instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention.”(KDE 6) (CCSS, 22)

Lessons Learned

VOICE 1 has learned that while an incredible foundation, TCRWP’s workshop model is not sufficient to meet all students’ needs as developing readers and writers. The program we are proposing for VOICE 2 reflects programmatic adjustments and shifts intended to improve our results for our students. For example, from the beginning, we found some weaknesses in early literacy development and needed to find supplements to support students to learn sight words, learn phonics and build phonemic awareness.

Additionally, VOICE 2 will incorporate further adjustments that we are making at VOICE 1 to address Common Core shifts, based on a close analysis of ELA results and our program against CCSS. For example, the creation and addition of the *text-based discussion* component is one of many efforts that reflect our intent to increase nonfiction reading, writing, and text-based discussion grounded in evidence.

Mathematics

VOICE 1’s math program has been strength of the school, but it has also evolved over time. Our results in math have shown success over the years as referenced throughout this charter. VOICE 1 originally combined two approaches: one procedural (using more traditional textbooks such as Go Math) and one conceptual (using a problem solving approach known as CGI). This past year, VOICE 1 moved to adopt a single approach, **Eureka Math**, a program that incorporates the best of the conceptual and procedural approaches that have led us to past success and that are aligned with KDE #2 and #3.

VOICE 2 will also use Eureka Math as the foundation of its math curriculum. We selected Eureka because it is endorsed by NYS as a comprehensive, K-8, Common Core aligned curriculum that incorporates whole class instruction with fluency practice, problem solving, and rigorous independent practice for students. Achieve, Inc. recognizes multiple *Eureka Math* lessons as exemplars.¹⁴ VOICE 2 will use Eureka because it uses real-world problems and pushes students to develop deep understanding and rationale for algorithm selection.

Our math program is grounded in four main instructional components: fluency, application problem, concept development, and student debrief.

Fluency: Fluency practice builds students’ capacity for attending to precision, and noting and expressing regularity in repeated reasoning. Student practice serves either as review or as preparation for new concepts (KDE #3). This can include students “sprinting” with particular sets of facts in order to build their facility with a multitude of operations.

¹⁴ <http://www.achieve.org/EQuIP>

Application Problem: These problems challenge students to think critically and solve real-world problems (KDE 2) in a variety of ways. This meets mathematical standard of practice one: make sense of problems and persevere in solving them, and reason abstractly and quantitatively.

Concept Development: During this portion of the lesson, the teacher asks probing questions while exposing students to new models (MP 4 Model with mathematics). We will reinforce concept development with a specific teaching point for each lesson. During concept development, the teacher models the processing of challenging concepts and thinks aloud about the metacognitive processes. The teacher also questions students about their work and encourages collaboration (KDE 4) through turn-and-talks and student answers. Students look for and make use of structure, use appropriate tools strategically, and attend to precision.

Student Debrief: During each lesson, students grapple with the new concepts on their own or by working with others (KDE 4). After completing a problem set or similar activity, the teacher leads a student debrief focused on cementing and clarifying student understanding of new content (KDE 2) while working on mathematical process standard three of construct[ing] viable arguments and critiqu[ing] the reasoning of others. (KDE #6)

Social Studies

After evaluating many Social Studies programs, we determined that the standards-based **Achievement First Social Studies Curriculum** most closely aligned to KDE #2 and #3 and best allowed us to ensure rigor and alignment to New York State's expectations regarding high quality social studies with two aims in mind: building essential content knowledge and supporting nonfiction literacy proficiency. The philosophy that underpins the curriculum is that, "teaching content is teaching reading." (Hirsch, 2010) Not only will our social studies program support literacy, but we will also build nonfiction reading, discussion, and writing skills. We will use three main instructional approaches as part of a "lesson loop" to ensure a connection between content knowledge and skills:

- *Preview:* Preview lessons introduce the Social Studies content and concepts that students will learn in the rest of the lesson loop. This prepares all students (KDE 6) to fully engage in the upcoming learning.
- *Learning Experience:* These lessons are at the heart of the lesson loop. Students learn content and concepts through reading, participating in collaborative hands-on learning experiences, discussing, and writing. (KDE 4) Hands-on learning experiences are essential to help make abstract content and concepts described in the text more concrete.
- *Reading Further:* This lesson type deepens student understanding in the Social Studies content and concepts. Students read a case study of how the content and concepts apply to a current or historical situation. In addition to a traditional textbook (TCI) to ground students in content knowledge, primary source documents and artifacts are incorporated throughout. (KDE 2) Besides providing additional opportunities for students to delve into complex texts, these primary sources and artifacts are crucial to ensuring a more balanced and well-rounded view on perspectives of topics and historical periods. In line with KDE 6, this is particularly important given the diverse and multicultural community we aim to serve.

Music

The VOICE 2 music curriculum will align with and exceed New York State standards for music education. The standards highlight four areas of music knowledge: creating, performing and participating in the arts; knowing and using arts materials and resources; responding to and analyzing works of art; and understanding the cultural dimensions and contributions of the arts. In choir at VOICE 2, students learn music by reading choral scores, which aligns with Standard

1(d): students in performing ensembles, read very easy/easy music (New York State School Music Association [NYSSMA] level I-II) and respond appropriately to the gestures of the conductor (KDE #1). The choir curriculum will highlight the benefits and challenges of working as an ensemble as opposed to performing as a soloist (KDE #4). Activities, such as identifying who might sing a lullaby or when, where, and why the national anthem is performed, reinforce Standard 3(d): students describe the music's context in terms related its social and psychological functions and settings (e.g., roles of participants, effects of music, uses of music with other events or objects, etc.). Lastly, students will map out the origins of their folk music repertoire. They will read the original poem that inspired a concert piece and explore the art and architecture that emerged during a beloved composer's lifetime. This will allow students to enjoy cross-curricular connections in music while targeting Standard 4(c): students identify the primary cultural, geographical, and historical settings for the music they listen to and perform (KDE #3).

The music curriculum also reinforces CCSS beyond the music classroom. For example, students will be taught that like when reading words, music is read from top to bottom and left to right. Students will be exposed to over one hundred songs, chants, and rhymes each year, through which they read lyrics, identify rhyming patterns, and create their own additional verses following the sequence of the piece of music (KDE#1 and #2).

VOICE 2's music department will blend the **Kodály method**, which fosters high levels of musicianship through exposure to folk music repertoire from around the world, with the **TCRWP workshop model** to align with reading and writing instruction and to reinforce student literacy skills outside of music (KDE #2 & KDE #6). The general music curriculum will be supplemented with activities from the Orff approach, wherein students experiment with music improvisation and composition; the Dalcroze method, which emphasizes a kinesthetic connection to music; and the Gordon method, which develops students' abilities to "audiate," or internalize, musical concepts of keys and tonalities. The department will also offer courses in choir, keyboard, recorder, and guitar.

VOICE music teachers use ongoing formative performance data used for whole group, small group, and individualized instructional modifications. The VOICE 2 music department will formally assess students individually in two aspects of musicianship: melodic performance, the ability to sing in tune with proper vocal production within a developmentally appropriate range; and music literacy, the ability to read musical notation. These assessments highlight both the ability to perform as a musician and the analysis skills required to demonstrate a deep understanding of music (KDE #3). Students who do not meet benchmark assessments are provided with differentiated support such as whisper phones, small group and individual tutorials, and scaffolded repertoire. (KDE #6)

Research demonstrates that music instruction using the Kodály method has the potential to reinforce literacy, numeracy, and spatial-temporal reasoning. In one study, Kindergarten students who received seven months of Kodály-based instruction were able to outperform peers in tasks such as object assembly, mazes, and geometric design. The benefits of a Kodály-inspired program extend beyond academics. Students who participate in ensemble-based instruction are likely to develop a sense of belonging and increased self-confidence (KDE #5).

Science

VOICE 2 will use FOSS Curriculum for science in grades K-5. FOSS (Full Option Science System) is a research-based, STEM-oriented science curriculum for grades K–8 developed at the Lawrence Hall of Science, University of California at Berkeley. The FOSS program materials are designed to meet the challenge of providing meaningful science education for all students in

diverse classrooms while also emphasizing college preparedness. FOSS encourages and supports critical thinking and logical reasoning skills using various methods of active and collaborative investigation, such as observation, manipulation, comparison, and experimentation. (KDE #4) The main goals of FOSS support scientific literacy, instructional efficacy, and systemic reform through a variety of hands-on activities (FOSS, 2016). Furthermore, the FOSS curriculum works in alignment with the National Standards for Science that are designed to, “guide our nation toward a scientifically literate society[...] the Standards describe a vision of the scientifically literate person and present criteria for science education that will allow that vision to become a reality.” (National Science Education Standards, 11)

Students are assessed on content knowledge and the application of that knowledge through individual and collaborative performance tasks and projects. (KDE #3, #4) The goal for each student is to be able to relate hands-on investigation from class to real world phenomena; it is also to promote scientific thinking that will extend beyond typical in-class learning and provide opportunities for deeper knowledge, questioning, and concept application. In addition, FOSS also supports the Next Generation Science Standards, not only in its framework to support the nature of sciences, but also by promoting college and career readiness and science and engineering practices.

Mind, Body and Heart

The Mind, Body, Heart (MBH) curriculum is a synthesis of research-based social-emotional learning curricula and VOICE 2 community-specific content that will teach students common vocabulary and methodologies for managing behavior, emotions, and sociality (KDE #5). Sources for the MBH curriculum include social-emotional learning programs such as PATHS,¹⁵ the Yale University RULER framework,¹⁶ Jeanne Gibbs' *Tribes Learning Communities*, and research published by the Momentous Institute.¹⁷

With MBH, we will aim to give students skills they need to understand and regulate themselves so that they can contribute positively to the school community and beyond. In order to do this we will be explicit about certain behavioral norms and offer structured opportunities for students to articulate them and put them into practice. Building on the approach taught by our Social Work team in concert with teachers at VOICE 1 and aligned with NYS Elementary Health Standard 2,¹⁸ (KDE #2) the program will first focus on identifying, appropriately expressing, and regulating emotions, then spirals into more complex emotions, social scenarios and social problem solving. Much of the foundational and ongoing research in developing this curriculum came from publications of the Center for Academic, Social and Emotional Learning.¹⁹ CASEL research also demonstrates the value of social-emotional learning in enhancing student academic outcomes in other curricular areas (CAREL, 2013).

Art

All VOICE 2 students will study art in alignment with the standards put forth by the National Coalition for Core Art Standards. (KDE#2, #6) The curriculum will be designed by faculty to provide students with opportunities for individual expression, problem solving, and application of classical approaches to studio art. Art will focus on drawing as a foundation in translating student concepts and vision into a personal schema (NCCAS, 6). Coursework privileges the

¹⁵ Promoting alternative thinking strategies: <http://www.pathstraining.com/main/curriculum/>

¹⁶ <http://ei.yale.edu/ruler/>

¹⁷ <http://www.momentousinstitute.org/>

¹⁸ <http://www.p12.nysed.gov/sss/schoolhealth/schoolhealtheducation/healthPEFACSLearningStandards.pdf>

¹⁹ <http://www.casel.org/guide>

anchor standards of creating and presenting: students plan art in a method that breaks down thinking as they develop the strategies necessary for communicating visually with others (NCCAS, 1). Students will regularly draw using observation, reflect and respond to art from the past, visit art museums and galleries to see art firsthand, and provide feedback to their peers to improve one another's work. This leads to habits of mind such as persistence, envisioning, keen observation and expression, as well as opportunities to reflect and explore.

Students are taught the art history of all major periods and cultures and specific artistic skills and strategies sequentially so that they may engage in artistic expression of light, space, line, sound, texture, perspective, and form rigorously and across the media of pencil, charcoal, pastel, and ink sketches and drawings, watercolor, tempera and acrylic sketches and painting, prints and mechanical reproduction, photography and video, sculpture, found object art, installation-specific art and architecture, and works created with the frameworks of concept, abstraction, narrative, identity, politics, and cultural diaspora.

Lessons will be presented to students following the TCRWP workshop model to create a seamless experience between subjects for students. After a short demonstration of skills, students will work independently or with teacher support in a small group to practice skills. At the end of class, students will share achievements and struggles, allowing them to present their art and share observations and questions about others' art. (KDE #5) Students at VOICE create drawings, paintings, collage, sculptures and experiment with monotype printmaking and silkscreened prints. As students move from K-5, their experiences with each medium will increase in sophistication. (KDE #3) Each unit is anchored by a content theme that contextualizes their art and connects students to a larger world of artists who have wrestled with similar issues. Unit content themes derive from interdisciplinary content, or are based on faculty interest and student input.

Assessments: Each unit will have a final project when students will apply their skills to their personal vision for how the project should be finalized. Project restraints will include theme and materials, which will provide students with guided flexibility to express their view on the topic. (KDE#3, #6) Final project assessments are structured to give students an opportunity to draw and write reflections on effort, craftsmanship and repertoire knowledge. Students may be asked to create sketches that demonstrate content understanding, name the major components from an artist from the past, or to explain ways they overcame a problem in the completion of their artwork. Data is collected on how students demonstrate understanding of how to apply tools to their work, use of the daily teaching point or objective, and how they participate in the learning community. Artifacts such as projects, sketches, and end of unit written reflections contribute to course adaptation and provide a visual history of student progress and experience (Beattie, 7). Art at VOICE 2 will value how students use tools to create artwork that is deeply connected to personal thought process and honors the struggle to present and clarify this method of communication from a very young age. (KDE #5)

Physical Education

Description of Content and Skills: The VOICE 2 physical education and health curriculum will privilege fitness, sport-specific, and personal management skills based instruction. This course is specifically targeting the New York State physical education learning standards. We will address key skills in fundamental motor, non-locomotor, and manipulative skill work linked to NYSPELS1 "Personal Health & Fitness" (KDE1). We will also focus on teaching essential skills such as decision-making, goal setting, relationship management, and communication through health education (KDE5). The units are organized based on whether it is an invasion-based sport,

net-sport, or cooperative game based activity in order to help build prerequisite skills for each unit which will lead to masterful life-long movers and positive members of their communities. Curricular Program: We will draw upon the TC Workshop Model to design individual lesson plans within each unit of study. This approach entails the use of mini lessons in order to offer students the opportunity to practice a given physical skill independently for an extended period of time with in the moment feedback from the teacher. To set students up as lifelong movers, we feel it is important that students be taught the necessary basic locomotor skills in order to be given the opportunity to master sport-specific skills that coincide with those locomotor skills such as performing a jump-shot in basketball. Research evidence suggests that a strong base in motor skills that range from throwing, catching, kicking, balancing, changing direction, jumping, hopping, and galloping will assist in leading toward a healthy lifestyle (Hughes, 2009) . For example, fifth graders would engage in units of study such as the following in Physical Education: Soccer, Basketball, Individual Fitness, Team Handball, Cooperative Games, Volleyball, Badminton, Base Sports, Floor Hockey and in Health Education: Nutrition, Mental/Emotional Health, HIV/AIDS

Course Specific Assessments: Students in grades 3-5 will be assessed physically through the use of FitnessGram testing, for example in push-ups (muscular strength and endurance), curl-ups (muscular strength/endurance), pacing (endurance), and sit & reach (flexibility) three times per year. Fifth grade students will use modern heart rate monitors to receive in the moment, daily, weekly, and monthly feedback on their in-class work-rate which is directly correlated to NYS Physical Education Learning standard 1: Personal Health & Fitness and KDE3. This continuous data directly indicates the work that each child does both in school and outside of school. The data from the heart rate monitors will serve as a primary indicator to determine student grades and overall health. Teachers will use this data to help drive instruction as well as to guide students toward a healthy physical lifestyle outside of school. Students will use this data to set personal fitness goals and to determine if the work they are doing is helping them meet these goals while still promoting teamwork and collaboration amongst each other (KDE4).

Curriculum Planning Process

VOICE 2 will implement and refine the comprehensive curriculum planning and review process that has been in place at VOICE 1. In addition to curriculum materials from publishers, our teachers will craft curriculum documents, such as curriculum maps, organized by both unit and daily lessons through collaboration with their team. (KDE 4) Our school-designed scope and sequence will use a vertically aligned pacing guide to include spiraled exposure to the material at different points in time in order to appropriately accumulate content. School leaders will support different grade levels and content areas, providing guidance in crafting teaching points and outcomes for students, as well as pacing out curricular resources annually (Eaker & Gonzalez, 8-10).

VOICE 2 will revisit curriculum choices every year, using a change proposal protocol and a multistep reflection carried out by teachers and administrators on the effectiveness of school curriculum and processes. Using our change proposal protocol, school leaders and faculty will identify areas of change through analysis of student academic data and faculty performance, as well as student surveys and focus groups. Faculty or other school staff will then present a case study to interested parties in order to examine the issue more closely and brainstorm potential solutions. The case study author will write and submit the change proposal for review by the school leadership team. (KDE 4) Approved change proposals will then be planned for implementation, including training, execution, and reflection over the coming year. Assessment

data, including New York State assessment and our internal assessments, will play a critical role throughout the process in determining areas of change, specific changes to be adopted, and progressive adjustments during implementation (Mandinach & Jackson, 2012). Our curriculum revision process will require multiple steps because we want to align our core vision and values, but at the same time privilege the vision of the professionals who teach the children every day.

At the end of each unit, teachers will reflect on student progress, also measuring the degree to which students were able to demonstrate understanding of the targeted standards. As well, VOICE 2 will conduct a meta-analysis of student behaviors and results will be used to evaluate and adjust leader and teacher practices against our Key Design Elements. There will also be opportunities for vertical alignment meetings between grade levels in order to build coherence across students' entire learning experience. (KDE 2, KDE 3) These opportunities will occur during common planning times and professional development days (Marzano, 2009) in grade level, multi-disciplinary, and multi grade level professional learning communities. Because learning is more powerful when it is connected, our curriculum choices are aligned across grades and we use published curriculum materials in order to best craft clear learning goals, responsive assessment, and rich learning opportunities to result in true understanding (Eberly Center, 2007).

Instructional Techniques

In designing our pedagogical approach, we looked for methods that would allow students to be active learners. Here are examples of the key instructional methods we will apply:

- *Workshop Model:* As we design lessons and units, we will do so with an eye toward how this learning is related to prior and future learning (Eberly Center, 2015). Our planning documents, such as lesson plans and curriculum maps, emphasize what is typically referred to as a "connection." (KDE 3) This will ensure that our students will experience learning as a series of integrated experiences, rather than isolated ones. We will also emphasize "modeling," as we believe that our students will benefit from concrete examples and explicit tools provided in daily lessons. This approach is designed to further their learning. Typically through demonstration or explanation with examples, this style of direct teaching can allow students to benefit from the expertise of teachers (Kroesbergen, Van Luit, & Maas, 233-251). Teachers will design a teaching point for each lesson, with a careful eye toward aligning instruction and student activities to ensure mastery. Posting the teaching point will allow teachers and students to reference it and further enhance connections between lessons.
- *Practice with Support:* Students will engage in guided practice, in which they will try out the new strategy taught that day in the context of the work they will practice that day (Allington, 740-747; Fisher & Frey). Independent practice time will allow teachers to gather data on student work, as well as provide targeted small group instruction and one-on-one conferences to meet the instructional needs of all students. This will align with our core value of efficacy and the belief that all students can and will learn at high levels. (KDE 6) We will seek to build a body of knowledge amongst students so that they have a bank from which to choose from. Whether it is different methods for solving problems or different frameworks for approaching texts, human beings are happiest and most successful when they are free to make choices. (KDE 6)
- *Guided Discovery:* Teachers will start a guided discovery with a dynamic problem or situation. They will invite students to make sense of it and build skills and conceptual understanding through exploration and discussion. During this process the teacher asks probing questions of students and listens as they make meaning and explain their thinking. (KDE 3, KDE 5) The teacher will scaffold by clarifying, providing definitions, and

questioning. To ensure application, students will extend learning to a new problem or situation to allow teachers to assess knowledge and understanding.

- *Protocol-Based Learning*: When teachers use a protocol with students, they are bringing clear structures and guidelines for student discussion. This structure will equip students with the metacognitive, procedural skills and knowledge required to collaborate with peers, a foundational skill for college & career readiness (Balestreri, et al., 2014). (KDE #3, KDE #4)
- *Work Sessions and Labs*: These will often be utilized when students need extended time to applying knowledge and skills to tasks, products, or performances. (KDE #3) Teachers will act as coaches and resources for students as they work to construct meaning on their own. Students will have opportunities to share their findings in a discussion or another format.
- *Co-Teaching*: We will employ co-teaching within the context of whole group instruction. Co-teaching includes: i) one teacher, one support, ii) parallel teaching as part of collaborative co-teaching, and iii) team teaching in a collaborative co-teaching environment. When and how will depend on both the content being taught and the needs of students, including any legal or mandated services. (KDE #4, KDE #6)
- *Small Group Strategies*: This strategy involves meeting with students in small groups around an identified area of need, such as a skill or missing piece of content knowledge, with supplemental work that will provide students with additional bursts of direct instruction combined with opportunities for students to have additional “at bats,” or practices, in order to secure the skill being addressed in a smaller setting. This is particularly effective for students who are acquiring English (ELL learners), students who have been identified with disabilities (such as those who need additional scaffolding or processing time), and students who have been identified as requiring additional accommodation through Tier Two as part of RtI. (KDE #6)

B. Special Student Populations and Related Services

At VOICE 2, we will maintain our deep-rooted belief that ALL students are capable of learning when given the tools and support they need. To this end, VOICE 2 will be diligent about identifying and supporting students who are at-risk, English language learners and students with disabilities. Though VOICE does not have a “gifted” program due to our core value in efficacy, we use data and our curriculum to ensure that students exceeding grade level standards are appropriately challenged as well.

VOICE 2 will aim to continue and build upon the foundation that VOICE 1 has set for serving our special populations. For the past four years, VOICE 1 has at least doubled the district, city, and state averages for ELL students and students with disabilities on the NYS ELA and Math assessments. On average, VOICE 1 has enrolled more students with disabilities than District 30 and we anticipate the same at VOICE 2.

Providing Full and Meaningful Access Through Inclusion (EC.II.B.1, EC.II.B.2)

All aspects of VOICE 2’s program will be designed for all students. All VOICE 2’s curriculum, instruction and assessment will be designed to support language learners, students with disabilities and non-disabled students. Any after-school programming that VOICE 2 will provide will be accessible to all students in the school and we will provide supports and lower barriers to entry as needed.

In line with KDE #6, Diversity and Inclusion, we believe that inclusion is the highest leverage approach to supporting students with and without disabilities. Research widely supports inclusion as the best approach for students with lagging skills, as well as for general education

students²⁰. We have chosen the approaches of ICT, SETTS, and counseling (see below for more information) to ensure an inclusion approach rather than other models such as self-contained special education classes.

Identifying and Supporting At-Risk Students Through Response to Intervention [EC.II.B.3]

This section will describe the process by which VOICE 2 will identify at-risk students and students with disabilities. Following this section is a description of how VOICE 2 will tailor that process for English language learners and high-fliers.

We firmly believe that, “the key is aligning effective interventions with what at-risk of academic failure students need and constantly fine-tuning with an eye to what’s bringing each student to proficiency.” (VanDerHyden). In order to successfully accommodate the needs of struggling students, we must first identify which students are at-risk, and in what capacity. VOICE 2’s process for identifying struggling students will be data-driven. Students’ standings in relation to pre-established grade-wide benchmarks will drive this identification process. We will use assessment data regularly to monitor which students are on track to meet appropriate academic and social/behavioral benchmarks. We will also consider external causes that may cause a student to struggle academically at VOICE 2, such as recent trauma. We will use prior-year achievement data to determine the broad needs of students and to identify which students need extra support entering each school year. For incoming students and kindergartners, we will conduct beginning of the year diagnostic assessments in math and ELA in order to start to identify students who may be at risk of academic failure.

VOICE 2 will use a Response-to-Intervention (RtI) approach to provide extra, tiered support for students in the bottom quartile of academic performance and behavior. Our RtI process will evaluate how students respond to different supports and provide differentiated approaches to build skills and behaviors. We will attempt multiple accommodations and teaching strategies before referring a student for evaluation or extra support from the Committee for Special Education (CSE). During weekly grade team meetings we will emphasize academic growth in the RtI process, using assessments to diagnose and respond to gaps, while also addressing behavioral and socio-emotional growth as needed. Directors, deans and teachers will make decisions around how to support struggling students based on their academic data from VOICE 2’s early literacy assessments, running records, math unit assessments and interim assessments, and data related to student’s emotional development, including empathy assessments, visits to the recovery room, and incident reports. Below is a description of each tier of RtI:

- o **Tier I:** VOICE 2’s core curricular and socio-emotional programs will include preventative and proactive supports that we anticipate will serve 75-85% of students. VOICE 2’s approach to quality Tier I instruction is further outlined in the Curriculum and Instruction section. One major Tier I support is that classroom teachers will be responsible for implementing the use of strategy groups. This will entail identifying and grouping students with similar lagging skills, then administering small group lessons to address skill gaps and provide extra practice. Other personnel, such as classroom assistants, may also administer individual or small-group intervention support to individual struggling students each day. Our team will always attempt to address student needs through Tier 1 interventions as often as possible. When data denotes that a student needs more support, intensive interventions will begin.
- o **Tier II:** Students not responding to Tier I interventions (we anticipate 15-20% of students), will receive targeted, supplemental instruction (from classroom teachers and classroom

²⁰ <http://www.naset.org/782.0.html>

assistants) with progress monitoring for a limited period of time (four to six weeks). Tier II intervention strategies will be based in research based methods and resources, such as the Pre-Referral Intervention Manual (PRIM) (McCarney and Wunderlich), and Thinking Skills Inventory (Think: Kids). Tier II intervention strategies will not involve modifying, changing, or departing from grade-level curriculum. In Tier II we make accommodations that allow students to access the same instructional materials as their peers through intensive collaboration between classroom and intervention teachers. Intervention and classroom teachers will work together to build differentiated lesson plans into all lessons so that support for students is ongoing. This ensures that all students master all concepts within the curriculum, thus allowing them to continue building on previous knowledge at grade-level rather than widening the achievement gap between students (Marshall). Our intervention instruction will make grade-level curriculum more accessible to all students by offering instruction in a smaller group setting, at a different pace, and sometimes by alternate means (i.e. using manipulatives, more scaffolding, etc.). Mastery is measured frequently to ensure gaps in knowledge are identified early and the student receives intervention to stay on track.

- o **Tier III:** For students for whom Tier I and II supports are insufficient, we will move to more intensive Tier III interventions, which include modifications to curriculum and behavioral expectations. Tier III interventions are provided directly by one of our Intervention Teachers, who will be certified in special education. When a student is identified to receive Tier III supports, we will work with the family and the CSE to consider this student for additional assessment to ascertain if disabilities are present. Tier III will be characterized by individualized, high-intensity, assessment-based support outside the classroom with a skilled specialist (5-10% of students will need this). The classroom teacher, intervention teacher, special educators, or other specialists regularly reassess Tier III students to measure progress. We will provide services wherever possible to help the student's continued progress. Supports may include but are not limited to: 1:1 behavioral support from a paraprofessional, use of a word processor/computer instead of handwriting, and modified assessment materials. We will ensure intensive collaboration between classroom and intervention teachers to make accommodations to the grade-level curriculum.

Screening and Services for Students with Disabilities [EC.II.B.4, EC.II.B.7, EC.II.B.8]

All students, regardless of disability classification or special education placement recommendation, will be eligible to apply for a seat at VOICE 2 Charter School via the annual lottery system. Once we obtain enrolled students' records, we will work with the CSE to transition students with disabilities and to align services to IEPs. This will include a meeting with the CSE and the student's parent/guardian to discuss how services, consistent with the IEP, will be delivered. All referrals will state the reasons for the referral, describe attempts to remediate the student's performance, and indicate any additional supports we or the family have provided, such as counseling. A copy of the referral and procedural safeguards notices described in 34 CFR §300.504 will be sent to the student's guardian. The CSE will be responsible for initial evaluations related to referrals generated by VOICE (including psycho-educational testing, relative service assessment, and socio-emotional baselines), reevaluations, and decertification determination. Our special-education service provision will require close collaboration with the CSE to ensure that all students' IEP needs are met within our program. We will follow the regulations outlined in IDEA, including ChildFind, which provides guidelines for developing a "practical" system for identifying when a student would qualify for special education services.²¹

²¹ <http://www.wrightslaw.com/info/child.find.index.htm>

VOICE will hire NYS-certified special education teachers to serve as Intervention teachers, one of whom will serve as Intervention Services Coordinator and who will also serve as the Section 504 Officer. If a student with severe disabilities is admitted, VOICE will make sure the student can work with certified aides and teachers. When a student arrives at VOICE with either an IEP or 504 plan, the Intervention Services Coordinator will ensure that services specified in the IEP are available. We will give teachers the relevant IEP sections, and they will work with a special education teacher to ensure compliance. The Intervention Services Coordinator will provide training to support IEP and 504 implementation. VOICE 2 will have a full-time social worker and will contract through the CSE for a qualified outside service provider to provide on-site special education services that cannot be managed in-house (e.g. occupational therapy, physical therapy, speech therapy).

A special education teacher will monitor each student with an IEP or 504 plan to ensure IEP compliance. VOICE will review students' IEPs annually and will contact the CSE to re-evaluate students and revise IEPs as needed. We will work closely with the CSE to ensure that VOICE staff are present at annual review meetings and that three-year re-evaluations are completed on time. VOICE students with IEPs will take the same city, state, and internal assessments as their non-disabled peers, unless the students are exempted by their IEP. Students with IEPs or 504s will receive accommodations as identified in their IEPs or 504 plans, and parents/guardians will receive reports on their students' progress at least as often as non-disabled students. As required by 34 CFR 300.750, VOICE will provide an annual report including the number of students with IEPs and 504 plans, the specific nature of each student's disability, and each placement and educational setting. VOICE will submit additional reports required by federal, state, and local authorities. We will comply with 8 NYCRR 119.3 requirements.

Student Support Personnel [EC.II.B.5]

Intervention Teachers: Will be designated to provide SETTS, specially designed and/or supplemental instruction to help students access the general education curriculum through various accommodations and instructional supports.

ICT Teachers: Will be responsible to provide differentiated support for students with ICT services on their IEP's. Based on numbers from VOICE 1, we anticipate that each grade level at VOICE 2 will have one ICT section.

Intervention Services Coordinator: Will be responsible for monitoring the effectiveness of the school's intervention process. This will include training staff, leading Intervention Services (IS) meetings, attending grade-level meetings, and collection, analysis, and dissemination of data.

School Social Workers: Will provide individual and group counseling both formally and informally, support teachers in student support and management, and help to develop specific student behavior plans.

Instructional Leaders (School Director and Deans): Will engage in regular observation and feedback cycles with teachers to work towards developing teachers' ability to support all learners using Tier One and Two strategies and support systems in the classroom. They will provide lesson feedback and meet with teachers regularly to ensure teachers' growth in supporting all students.

General Education Teachers: Will be trained in the school's intervention model and receive specific instruction about academic supports and techniques. They will work with the instructional and student support staff to differentiate lessons and refine instructional practices to reach all students.

Coordination and Communication [EC.II.B.5, EC.II.B.6, EC.II.B.9]

Special education and general education teachers will collaborate during weekly meetings in order to share effective strategies, brainstorm new solutions to problems, and discuss student progress using data. These meetings also allow special education teachers and related service providers to work closely with classroom teachers to develop effective scheduling and tailored instruction that aligns to grade-level standards and IEP goals in addition to reflecting learning in the classroom. These lessons are designed to both develop current or new skills and to reinforce lagging ones. Integrated Co-Teaching Classrooms will additionally include close collaboration to employ a variety of co-teaching models to ensure flexible student groupings that meet varying student needs.

All VOICE 2 faculty will receive training on IEP's. They will learn how to read an IEP, as well as the steps involved with the special education referral and annual review process. New staff will receive introductory professional development in the form of a training session and/or documents that will help them understand the components of special education in general, as well as the processes unique to VOICE 2 including the RtI approach and how to monitor student IEP goals. Faculty will also have the opportunity to attend external professional development sessions led by the New York City Special Education Collaborative and other similar organizations.

Through a secure file-sharing platform called Intralinks, faculty and staff working with specific students will be provided access to those students' IEPs. Service providers will have access through the NYC SESIS system. In cases where providers do not have access, we will provide hard or soft copies in a format that will facilitate collaboration.

English Language Learners

VOICE 2 will follow all New York State Education Department regulations for the identification of English Language Learners (ELLs). VOICE 2 staff will request school records from all students' prior schools and use the Department of Education's ATS system to determine if a newly enrolled student has previously been identified as an ELL. All families of students new to the Department of Education system will complete the Home Language Survey. If a student's Home Language Survey shows that they use a language other than English at home, the student will complete the NYSITELL. In accordance with the New York State Department of Education's policies, the NYSITELL will determine if the student is an ELL, and if so, which level of English proficiency they are currently functioning at. All ELLs will be administered the NYSESLAT annually in order to reassess their status as an English Language Learner, determine their English proficiency level, and track their progress. Families will be informed of their students' NYSITELL and NYSESLAT scores and the type of supports their students receive based on these scores. These identification processes will be updated in accordance with additional guidelines from the NYC and NYS Departments of Education.

We believe in teaching language and content simultaneously as, "English is used as a tool for learning other subject matter." (Chamot & O'Malley, 1986) We will therefore operate with the belief that the type of purposeful teaching that will benefit ELLs will, in fact, benefit all VOICE 2 students (See Curriculum and Instruction for more information on how our instructional approach is designed with ELLs in mind). Gestures, pictures, and other visual clues are extremely important tools that help accommodate ELLs (Teale). To that end, classrooms will use visuals (pictures, charts, graphic organizers, word walls, etc.) to complement whole group lessons. In order to bolster other techniques in the classroom, ELLs in younger elementary grades may also use a computer program, such as *Imagine Learning*, in order to build literacy skills and English vocabulary. All programming, including after school and enrichment

programs, will be designed with ELL students in mind. For example, there will be opportunities to develop content knowledge through activities such as chess and musical theatre, as well as to bolster oral language skills through teamwork in athletics.

VOICE 2's music program will support ELL students by exposing them to a variety of repertoire, most of which is in English. This provides opportunities to acquire vocabulary and become familiar with idioms and colloquialisms. Through repetition and the addition of pitch and inflection, students practice speaking as an ensemble. When a layer of movement or musical play is added, feelings of self-consciousness about speaking an unfamiliar language decrease (which we also see when native English speakers play a song game in another language). Students gain additional practice in phonics through breaking words into syllables and identifying rhyming sounds, which frequently appear in the folk repertoire that grounds the music curriculum. Students become familiar with metric cadences associated with fluent English speech (KDE#6).

The Intervention Services Coordinator will be responsible for working with classroom teachers to identify ELLs, coordinating state assessments, communicating with parents of ELL students about assessments and services, and providing ELL-specific professional development to staff. General education teachers, intervention teachers, and the Intervention Services Coordinator will be responsible for embedding ELL support strategies into the classroom and, in some cases, providing targeted instruction to ELLs in a small group setting. They will also be responsible for tracking ELL students' progress together. In addition to supports built into the general education classroom and delivered by the general education teacher, ELLs may also receive support services from an intervention teacher who is certified and/or trained in teaching a specific population. These services, which will be a combination of push-in and pull-out models, are determined based on students' proficiency levels and specific needs.

VOICE 2 will use the NYSESLAT assessment as one measure of program effectiveness. We will expect to see growth in our students' English language proficiency levels each year. Internally, grade-wide assessment and reading level data will be analyzed to ensure that ELL students are making growth that is comparable to their native English-speaking peers.

VOICE 2 will have a number of administrative procedures (e.g., written notes, telephone calls) in place to ensure that correspondence between VOICE 2 staff and ELL parents will be translated whenever possible. ELL parents will complete a survey each year in which they can request translation services for parent-teacher meetings. When translators for such meetings cannot be available on-site, VOICE 2 will utilize an over-the-phone translator system. Additionally, VOICE 2 will use Spanish interpreters at school-wide events whenever possible.

Evaluating our Effectiveness [EC.II.B.11]

On an ongoing basis, we will evaluate special education programming using school-wide and individual student data. We will assess programmatic interventions based on annual goals that cover areas such as student progress toward IEP goals, service implementation, disaggregated student academic growth on internal and state assessments, socio-emotional progress, and on-track progress toward graduation benchmarks. We will evaluate the special education program to ensure it complies with federal, state, and internal requirements around implementation of IEP services, CSE feedback on school-based special education responsibilities, our Key Design Elements, and the effectiveness of PD of the VOICE faculty. The program will be assessed based on how students perform towards mastery of their IEP goals and progress they demonstrate on grade-level standards. This data includes classroom and

additional assessments designed to collect data on specific needs, such as running records, fluency metrics, and decoding skills.

Students Exceeding Grade Level Standards, a.k.a. “Gifted” Students

For students exceeding grade level benchmarks, we will seek to increase the level of challenge they are exposed to in order to broaden their critical thinking skills and further deepen their content knowledge. It has been shown that labeling children as “gifted” is both controversial and generally unproductive, so VOICE 2 will seek ways of determining when students do not feel challenged enough by content material and then providing additional challenging material for those students (Peters, Kaufman, Matthews, McBee, & McCoach). Some aspects of our curriculum will achieve this without any additional intervention by virtue of their differentiated design.

At VOICE 2 some other structures will be in place in core subjects that allow students to further challenge themselves. In reading, students will be able to read books at their “just right” level, which can be far above grade level texts. During ELA skills, when the class is reading a text together, the approach is such that students may use different lenses for reading, thus challenging students to think in new, deeper ways. While one group of students may be reading for a central idea, more advanced students are able to go beyond and apply lenses typical of grade levels beyond. In writing, students will all write within the same genre, but nuance and complexity of the craft is often taught in small groups or through conferring with the teacher individually. In mathematics, teachers will encourage students to use more sophisticated problem-solving strategies. In math, a strategy to increase challenge will be to add additional levels of challenge, either through increased quantity, or by applying multiple operations. We will identify students who need additional enrichment and extension through our assessment processes including project-based learning.

C. Achievement Goals

Incoming Student Population [EC.II.C.1, EC.II.C.2]

VOICE 2 Charter School aspires to open in CSD 30, which, according to census data, is home to around 29,000 children ages 4-10. Close to a majority (49%) of these children are Hispanic with Asian, Caucasian, and African-American children comprising 23%, 19% and 6% respectively. The New York State Education Department notes that within District 30, approximately 86% of students are eligible for free and reduced lunch, 34% are English language learners, and 12% are students with disabilities. Within CSD 30 in 2016, 44% of students were proficient in ELA, and 43% were proficient in Math.

Currently VOICE 1 serves a predominately Hispanic student body. Close to 60% of students are Hispanic with Asian, African American, and White students comprising 16%, 11%, and 10% respectively. Close to 80% of VOICE 1 students qualify for free or reduced lunch assistance. Around 17% of our students are English language learners and 15% are students with disabilities.

Goals for Student Achievement (EC.II.C.3)

Measure	VOICE 2 Goal
ESEA Accountability	VOICE 2 will maintain good standing designation.
Similar Schools Comparison	VOICE 2 students will score at least 1 standard deviation above the mean of cohort ELA and mathematics outcomes for NYS schools with the same grade configuration and similar population of students identified as economically disadvantaged, students with disabilities and English language learners.
Trend/Growth (Aggregate)	75 % of VOICE 2 students will maintain a proficient testing level or be trending toward proficiency from one year’s test administration to the next.

Trend/Growth (Subgroup)	75% of VOICE 2 students in the following subgroups: economically disadvantaged, students with disabilities, and English language learners will maintain a proficient testing level or be trending toward proficiency from one year’s test to the next.
Proficiency (Aggregate)	VOICE 2’s proficiency on 3-8 state assessments will meet or exceed the state and district averages for every tested subject at the school level.
Proficiency (Subgroup)	VOICE 2’s proficiency on 3-8 state assessments will meet or exceed the state and district averages for every tested subject at the school level compared to the subgroup. Includes students who are economically disadvantaged, students with disabilities and English language learners.
Proficiency (Grade Level)	VOICE 2’s proficiency on 3-8 state assessments will meet or exceed the state and district averages for every tested subject by grade level
School Specific Goal: Music Achievement	80% of VOICE 2 students will be proficient as measured against VOICE 2’s internal benchmark system (exceeding the rigor of NYSSMA standards) to ensure they can perform and deeply analyze music (KDE#1, #2, #3): <ul style="list-style-type: none"> • Melodic performance - the ability to sing in tune with proper vocal production within a developmentally appropriate range; • Music literacy – the ability to read musical notation

Evaluating and Monitoring Progress Towards Goals (EC.II.C.4, EC.II.C.5)

VOICE 2’s curricular program is aligned to ensure that students demonstrate mastery of CC standards towards meeting achievement goals. To monitor progress, VOICE 2 will utilize both third-party and home-grown assessments to measure student progress towards goals. VOICE 2 will refer to the assessments below as Formal Assessments. (KDE#3)

Assessment	Content	Grade(s) and Frequency	Description (Why we chose this method of evaluation)
<i>TCRWP Running Records</i>	ELA	K-5, 4x per year	“To support the New York City Measures of Student Learning (MoSL) requirements, we offer one set of running records that have been accepted by NYC’s Department of Education as eligible for beginning and end-of-year MoSL administration...these can also be used as interim assessments across the year.” - TCRWP
<i>Early Literacy Assessments</i>	ELA	K-1, 3x per year	These assess early literacy skills in decoding, fluency, sight words, vocabulary and other early literacy skills. These assessments are created from a blend of DIEBLS, Foundations and sight words lists.
<i>NWEA-MAP MPG (MAP for Primary Grades)</i>	ELA and Math	K-5, 3x per year	“After every Measures of Academic Progress® (MAP®) interim assessment, each student receives a score that helps illuminate what he or she knows, is ready to learn, and is projected to achieve. And thanks to something no other interim assessment offers—a mature, reliable, and stable scale—you can trust that the scores you see are both accurate and fair. Our scale, the RIT (Rasch Unit) scale, is a stable equal-interval vertical scale. You can compare the performance of your students and school/district relative to: national achievement and growth norms state standards, including the Common Core State Standards (CCSS).” (https://www.nwea.org/assessments/map/scale-and-norms/)
<i>Interim and EOY Assessments (Created by Educational Vistas)</i>	ELA and Math	K – EOY 1 – EOY 2 – 2x per year 3 – 4x per year 4 – 4x per year 5 – 4x per year	In 2016, VOICE 1’s created Interim Assessments internally through a collaborative process with school leaders, teachers and our data department. The Interim Assessment we gave about a month before the NYS assessments ended up coming within 2% accuracy in predicting 3-8 th grade school-wide proficiency in both ELA and Math. Given this history, for VOICE 2 we decided to find a third-party partner who would create custom assessments for VOICE. Educational Vistas customizes assessments that are “aligned to common core standards and support the reinforcement of skills needed

			<p>for deeper content and application. All assessments are designed in collaboration with district staff and highly qualified educators. Items are developed to be valid for the content to be attained and reliable across appropriate student populations. Our pre and post, interim, summative, and benchmark assessments provide needed information on item and whole test rigor, test mapping, and each common core standard to which items are aligned.”</p> <p>(http://www.edvistas.com/Services/Assessment-Services/Assessment-Development)</p>
--	--	--	---

Goal and Progress Monitoring (EC.II.C.4, EC.II.C.6, EC.II.C.7)

VOICE 2 will monitor progress towards goals using assessment results from the assessments referenced above. Results will be shared quarterly with the Board’s Academic Accountability Committee (AAC) who will provide support and analysis.

Each year, VOICE 2’s data department will generate student goals to define the progress we expect students to make collectively and individually. Once students reach fourth grade, goals are set in ELA and Math with a formula that uses the student’s results on the previous year’s NYS assessment as a benchmark and then that sets a goal for growth in the upcoming year that correlates to the achievement goals above. For students younger than fourth grade, reading levels and EOY math assessments are used. Goals will then be parsed out across the year so that each student will have a goal on each interim assessment they take.

Each assessment cycle, teachers evaluate student assessment results against their goals and create action plans at the grade, class, small group and individual level. If needed, they set new goals for students who have already met their goals and need further challenge, or they adjust goals down in the rare case of special circumstances (disability implications, extended absences from school, etc.) if something unexpected has impacted their performance. (EC.II.C.7)

D. Assessment System

At VOICE 2, we believe “if they didn’t learn it, we didn’t teach it.” Assessment helps us understand what students did and did not learn. In line with KDE 3, most assessments will be ongoing and formative in nature, stem directly from curriculum and will be used to evaluate and inform instruction. (EC.II.D.1)

VOICE 2 will create a culture of data by creating ongoing data systems and structures that will allow leaders and teachers to receive data in real time and make instructional decisions both ongoing and longer term based on real data. Our mindset for data will be grounded in our Cycle of Inquiry that will serve as the foundation of our culture of data. VOICE 2 will collaborate to utilize a protocol-driven *Data Inquiry Cycle* that involves the following stages: *Analyzing Data, Asking Questions/Consulting Literature, Developing and Tuning Action Plans, and Carrying Out Strategies and Collecting Data*. The goal of this will be to consistently incorporate data and student work analysis into our PLC’s so that we are truly using it to drive instruction. (KDE 4)

Our data and technology team will be responsible for creating the systems to collect data and get results in the hands of leaders and teacher teams within 48 hours of any given assessment, leaders will be responsible for analyzing data across the grade and school-wide level, and teachers will be responsible for using data on the daily, weekly, unit and yearly level to make changes to curriculum to ensure student learning.

Screening and Diagnostic Assessments (EC.II.D.2)

Screening/diagnostic assessments

- New kindergarten students will be screened informally by classroom teachers
- The fall (September) administration of NWEA-MAP/MPG will be used to gather more

formal screening data for incoming students, and to set benchmarks and goals for learning over the course of each year

New students who enter in a grade higher than kindergarten will come in for an “Assessment Day” in August before the school year starts to take diagnostic assessments. They will take the EOY Assessments from the previous year (i.e. a student entering 2nd grade will take the EOY 1st grade assessment). This data will provide us an initial diagnostic so that we can begin to action plan for each student.

Periodic, Formal Assessments (EC.II.D.2)

- See table above in Achievement Goals for information on assessments chosen, rationale and timetable for each.
- VOICE 2’s data department will process all formal assessment with support from one of our 3rd party providers (NWEA or Educational Vistas) so that school leaders and teachers receive data within 48 hours of submitting assessment results. (EC.II.D.3)

Ongoing, Informal Assessments (EC.II.D.2, EC.II.D.3, EC.II.D.4)

End of Unit Performance Assessments (Writing, Math, Social Studies, Science)

- These will be used to gauge mastery at the end of units by giving students the opportunity to produce a piece of work that demonstrates mastery of content and skills covered in the unit. They will be scored using common rubrics and analyzed using VOICE 2’s Looking at Student Work protocol.

Conferring (Reading and Writing)

- Teachers confer with each student once a week in reading and writing to gauge mastery and tailor individualized instruction and support as needed.
- Teachers confer with struggling students more than once weekly Tier II intervention.

Exit Tickets and Response to Literature (All content areas)

- Exit tickets will help teachers gauge mastery at the end of class and make instructional adjustments as needed. They will also be shared with students to provide student ownership of next steps.
- Response to Literature questions will assess text-based discussions in ELA. .

Analyzing Assessment Data, Action Planning and Re-teaching (EC.II.D.4)

Teachers will use assessment data to drive instructional decisions daily and weekly, at the unit level, quarterly and yearly. VOICE 2 leaders and teachers will analyze these results within VOICE 2’s *Data Inquiry Cycle*.

- Daily/Weekly: Teachers have daily meetings with their grade/content teams, intervention teachers and Deans to collect and analyze exit tickets and students work on a daily basis and make changes for the following day. Teachers will also use weekly envisioning meetings to look at student work from the previous week and plan for the week ahead.
- Unit Level: Teachers will analyze student work from unit performance assessments against the standards and goals set in their envisioning meetings and plan reteach/remediation groups accordingly.
- Quarter/Trimester: Each quarter, teachers will analyze Interim Assessment data and create Action Plans to address student needs on the individual, class and grade. The week after analyzing any formal assessment data will be a “reteach” week in which teachers will circle back to standards based on data analysis. Quarterly data will also be reported to the Academic Accountability Committee of the Board of Trustees.

Sample Assessment Cycle Calendar:

Interim Assessment #1 Dates	Monday, October 3 – Friday, October 7
------------------------------------	---------------------------------------

Faculty Receives Assessment Data	Monday, October 9
Data Analysis and Action Planning	Tuesday, October 10 - Friday, October 14
Reteach Period	Monday, October 17 – Friday, October 21
Interim Assessment #2 Dates	
Faculty Receives Assessment Data	Monday, December 5 – Friday, December 9
Data Analysis and Action Planning	Monday, December 12
Reteach Period	Tuesday, December 13 – Friday, December 17
	Monday, December 20 – Thursday, December 23
Assessment # 3 (Mock Exams)	
Interim Assessment #3 Dates	Monday, March 6 – Friday, March 10
Faculty Receives Assessment Data	Monday, March 13
Data Analysis and Action Planning	Tuesday, March 14 – Friday March 17
Reteach Period	Monday March 20 – Friday, March 24
Interim Assessment #4 Dates	
Faculty Receives Assessment Data	Monday, May 15 – Friday May 19
Data Analysis and Action Planning	Monday, May 22
Reteach Period	Tuesday, May 23 – Friday, May 26
	Monday, May 29 – Friday, June 2

New York State Testing and Reporting (EC.II.D.5, EC.II.D.6)

VOICE 2 Charter school is committed to following all assessment requirements applicable to all public schools consistent with N.Y. Education Law § 2854(1)(b). VOICE 2 will appoint a testing coordinator to ensure that all appropriate guidelines are followed throughout the testing process.

VOICE 2 will monitor and report comparative results against CSD 30, the city, and the state. The School Director and teachers will use state test data to analyze areas of strength and weakness and set annual priorities. The Board, most specifically the Academic Accountability Committee (AAC) will use the data to monitor progress toward school-wide goals and to support the school in making changes. We will use the following reports to inform the board and community on school and student progress:

- (1) Vital Signs Report: Quarterly, the Executive Director will report on performance indicators at the school, grade, and cohort level.
- (2) Annual report: VOICE will produce all reports required by the country, state, and city. We will review our annual report with the board each year.

E. Performance, Promotion, and Graduation Standards

In line with KDE#3, child-centered curriculum and assessment, VOICE 2 Charter School will take promotion decisions very seriously. We strive to ensure that students are fully prepared for the next grade level and ready to be successful. By fully, we mean that students are prepared academically, behaviorally and socio-emotionally. VOICE 2 will make all decisions on a case-by-case basis and will utilize a variety of different factors as we make our promotion decisions. (EC.II.E.1)

Our promotion decisions are guided by our core value of efficacy. We do not see retention as a punishment or failure, but rather as another opportunity for students to demonstrate mastery of essential knowledge and skills. If and when students are retained, we consider them part of the at-risk sub-group and therefore they are entitled to all of the additional support systems provided to that group through our RtI approach. (EC.II.B.2)

VOICE 2 will use the research-based Light’s Retention Scale as a reference in our decision-making and in considering which data to use to drive our decisions. We prioritize academic achievement against end of year benchmarks as the leading factor in our promotion decisions, but we also push ourselves to consider a wide variety of data, including but not limited to: age, size, attendance and lateness, behavior problems that have caused the student to miss significant learning time, student grades, student work samples, reading level, and more. Our goal is to take all data and to use it to make the best decision for student learning and overall development. (EC.II.E.2)

Administrators will solicit information from teachers and parents about promotion decisions, but the school director retains authority to make the final promotion decisions.

Promotion Process

Our promotion process unfolds throughout the year, and we inform and involve parents at every step along the way. The promotion and exit standards below are also mapped backwards throughout the year. Through our report card and parent conference calendar, parents receive updates on the child’s progress throughout the year.

Parents are first informed that their children could be at risk or promotion in doubt at November parent conferences. They are given updates again in March, and lastly in June. Action plans are created by teachers for students who are at risk or promotion in doubt. VOICE helps parents place their students in summer school and summer tutoring programs, in addition to providing resources for parents to help their students.

In August, at-risk students will be re-assessed against standards that they did not meet during the year. If enough growth was made, students will be promoted. If they have still not met standards, final retention decisions are made at that point.

Students who had attendance and/or behavior problems are given the opportunity to complete restorative projects that push them to reflect on the impact of their absences, latenesses and/or behavior. These projects are evaluated by administrators and considered in the final promotion decisions.

Sample Promotion/Exit Standards

Reading Benchmarks (TC Running Records): Students who end the year at level 1 are highly likely to be retained. Those at level 2 are at risk for retention.

Grade	1 - Far Below Standards	2 – Approaching Standards	3 – Meeting Standards	4 – Exceeding Standards
Kindergarten	B or below	C (with book intro)	D/E	F or above
1 st Grade	G or below	H	I/J/K	L or above
2 nd Grade	J or below	K/L	M	N or above
3 rd Grade	N or below	O	P	Q or above
4 th Grade	P or below	Q/R	S/T	U or above
5 th Grade	R or below	S/T/U	V	W

Early Literacy Sample Benchmarks (In-House Early Literacy Assessment)

This table describes the skills expected for students to master at the end of K-2 in reference to word work. These skills are assessed on our in-house EOY early literacy assessment.		
Kindergarten	First Grade	Second Grade
<ul style="list-style-type: none"> Segment words in an oral sentence Segment words into syllables Segment syllable into sounds (phonemes) up to three sounds 	<ul style="list-style-type: none"> Segment words into syllables Segment syllables into sounds (phonemes)-up to five sounds Name sounds of consonants (primary) and short and long vowel sounds when given the name 	<ul style="list-style-type: none"> Segment syllables into sounds (phonemes) – up to six sounds Identify word structures such as vowels, consonants, blends, digraphs, digraph blends Identify parts of words (syllables, basewords, suffixes)

<ul style="list-style-type: none"> Name all the letters of the alphabet Write all the manuscript letters in lower and upper case Sequence letters of the alphabet Name sounds of consonants (primary) and short vowel sounds when given the letter Name corresponding letter(s) when given the sounds of consonants and vowels Read and spell approximately 200 CVC words Identify the correct punctuation (period or question mark) Identify upper case letter use for the beginning of sentences and names of people 	<ul style="list-style-type: none"> Name corresponding letter(s) when given the sounds of consonants and vowels Identify the word structures such as blends, digraphs, basewords, suffixes, syllable types (closed and vowel-consonant-e syllables) Read and spell CVC,CCVC,CVCC,CCVCC,CVCe words Read and spell compound words and other words with two syllables Read and Spell words with s, es, ed, ing suffixes Read controlled stories with fluency, expression and understanding Apply correct punctuation (period, question mark, exclamation point) Apply capitalization rules for beginning of sentences and names of people 	<ul style="list-style-type: none"> Identify all six syllable types: closed, vowel-consonant-e, open, r-controlled, vowel digraph/diphthong, consonant-le Read and spell words with short vowels Read and spell words with long vowels in vowel-consonant-e and open syllables Read and spell words with r-controlled vowels (ar, er, ir, or, ur) Read and spell words with vowel teams (ai, ay, ee, ey, ea, oi, oy, oa, ow, oe, ou, oo, ue, ew, au, aw) Read and spell words with unexpected vowel sounds (old, ild, ind, ost, olt, ive) Read and spell words with suffixes (s, es, ed, ing, est, ish, able, ive, y, ful, ment, less, ness, ly, ty) Read and spell phonetically regular one-, two- and three-syllable words Read and spell Trick Words or targeted high-frequency words Divide multisyllabic words Use correct writing position and pencil grip Write clear, legible manuscript at appropriate rate Spell words with options for the grapheme representation for sounds with use of a spell checker or dictionary Apply correct punctuation (period, question mark, exclamation point) Apply capitalization rules for beginning of sentences and names of people
--	---	---

Math Assessment Scale for K-5 Students (Unit Assessments and EOY Assessment):

Students who score at a 1 are at high risk for retention.

Students who score at a 2 are promotion in doubt.

Level	1	2	3	4
% on Assessment	<70%	70-79%	80-89%	90-100%

Attendance and Lateness Criteria: Students with more than 9 absences and/or more than 20 tardies are considered promotion in doubt based on the amount of school missed.

Special Populations: Students who have Individualized Education Plans (IEPs) will be promoted on the basis of the promotional criteria specified in their IEP.

F. School Schedule and Calendar

Typical Student Day

Our instructional day for most students will begin at 7:55AM and end at 3:45PM for grades 1 to 5. This longer school day will provide additional time for academic instruction and will allow us to incorporate daily specials instruction, a core element of VOICE 2’s mission including daily instruction in music, as well as other content-specific specials courses. The Kindergarten day will end at 3:00PM, but students will be allowed to stay at school longer if they use yellow bus service. In Kindergarten, we will offer the option of a shortened day to meet the development needs of our youngest students who will be transitioning to more formal schooling.

A typical student day will contain eight instructional periods and one lunch and recess period. Each day, students will receive instruction in academic areas for five periods and three specials subjects, which will typically include one period of music. The academic subjects we

are defining to include ELA (reading, writing, and/or word work), math, and social studies and specials courses to be art, science, physical education, and social-emotional learning. .

Typical Teacher Day

A teacher will report to work from 7:45 to 4:00. Teachers will typically teach 5-6 periods per day with a duty-free lunch period in addition to 3 periods of preparation. These preparation periods may be used for teachers to meet with their team, instructional coaches, or other leaders; work with parents; work with students individually or in groups; or prepare for instruction. Over the course of the week, a teacher is likely to teach 25-30 instructional periods and meet with colleagues 4-5 periods a week. Meeting with colleagues will include rehearsing lessons, analyzing student work and/or data, or revising curriculum maps and lesson plans. On a weekly basis, teachers will have 10-20 planning periods to ensure they have significant time to prepare their materials, envision instruction, and work with colleagues to plan effective lessons.

Faculty will attend a 20-minute faculty meeting once a week during which important policy changes or announcements are discussed. We will build 5-10 professional development days into the year, starting with intensive new teacher orientation in August that is incorporated into a whole-faculty session that focuses on skill development, community building, and common planning. Professional development days during the year will allow for data analysis, reflection and long term planning initiatives, such as revising curriculum and learning new skills.

Calendar Highlights:

- The school year is a minimum of 180 days. VOICE 2 may add 1-2 days in case school is canceled due to inclement weather.
- Each school day will likely be just under eight hours long. This would allow for a maximum possibility of 1440 hours of instruction during the school year, including lunch and transitions, or 1260 hours without lunch and transition periods.
- VOICE 2 will likely begin the school year the Tuesday after Labor Day, which will be September 4th in 2017. The last day for students is proposed to be June 22, 2018
- For the purposes of report cards, VOICE 2 will utilize a trimester system.
- The calendar notes expected holidays, half days and professional development days based on past years at the original VOICE Charter School. While VOICE 2 intends to follow the Department of Education master calendar, we may deviate from the timing of holidays based on the needs of our community. Since VOICE 2 intends to utilize DOE transportation services, we do ensure these deviations do not exceed the allowed number of alternate bus service days by Office of Pupil Transport (OPT).
- VOICE 2 does not anticipate offering summer school or supplemental educational sessions outside of regularly calendared school days, due to cost. The current VOICE Charter School refers students to DOE and private summer school programs held in other locations as needed, and we anticipate this continuing at VOICE 2.
- VOICE 2 will hold at least eight days of professional development in the summer prior to the start of the school year for teachers.

G. School Culture and Climate

At VOICE 2 we will build on the beliefs from VOICE 1, where we believe that discipline serves three main purposes: to promote students' emotional and moral development; to create a safe (physically, emotionally, mentally, and intellectually) environment and to empower students to learn from their own behavior. VOICE's core values that drive this belief are: care, wonder and efficacy.

VOICE 2 will push for student accountability and restoration in lieu of punitive consequences, which have been shown to have detrimental effects on students. We are proud to say that VOICE 1 has never expelled a student in seven years. VOICE 2 will strive to continue and build upon that record.

In their emotional and moral development, VOICE students will learn to work and interact with adults and other students in the school community, value their interpersonal relationships, and gain an autonomous understanding of right and wrong that will enable them to make independent moral decisions as adults. Adults at VOICE will model the values we wish to nurture. These values will be taught, discussed, practiced, and articulated clearly because we believe that true success and strong character are inseparable.

Our Approach: Principles before Systems

VOICE 2’s approach to classroom management and discipline is derived from one of our primary influences, Love and Logic. We will primarily employ a “principles approach” to discipline rather than a “systems approach.” The below table lays out the difference between the two approaches (Teaching with Love and Logic, 101):

Systems Approach	Principles Approach
Rules are developed and established	Rules are developed and established
Staff is expected to take action whenever a rule is violated.	Staff is expected to take action whenever a rule is violated.
Discipline is based on specific punishments for given infractions.	Discipline is based on an accepted set of principles .
Staff is encouraged to impose uniform punishment regardless of comfort level with specific elements of the system.	Staff is encouraged to apply whatever discipline is necessary, on an individual basis , based on established principles.
Consistency is encouraged by adhering to predetermined rules and punishments, administered equally to all , with no individual consideration of differences.	Consistency is encouraged by adhering to a predetermined set of values in administering consequences with regard for individual circumstances .

Both systems and principles approaches to discipline are based on established rules for behavior and conduct. However, in a principles approach, rules should be grounded in values and must be overarching enough to apply to the multitude of behaviors and actions that take place in a classroom.

Given our mission to promote emotional and moral development and create a safe community in which students are empowered to learn from their mistakes, this approach best serves VOICE 2. A principles approach is not unstructured. Rather, rules define acceptable behavior and must be enforced and adhered to by both adults and students. Taking a principles approach is more empowering to student learning and inherently promotes a personalized and differentiated approach to dealing with misbehavior.

The *four key principles of the Love and Logic philosophy* are (pg 109-110):

- (1) A student’s self-concept needs to be either maintained or enhanced. Under almost any condition, a student’s sense of self-worth needs to be enhanced, even in – especially in – a “discipline” situation.
- (2) Control is a shared commodity. An adult takes only the amount of control needed and always leaves some for the student.
- (3) Consequences need to be served up with compassion, empathy, or understanding, rather than anger. To internalize the lessons of life, kids need to experience the consequences of their behavior.

(4) Thinking needs to be shared. To the degree possible, students should do more thinking than the adult and be involved in making decisions that affect his or her life.

Students with Disabilities: VOICE 2's approach to management and discipline also applies to students with disabilities. We believe in inclusion and personalizing classroom management and discipline for all students. (KDE#6) VOICE 2 will create individual behavior plans for students who need it. Our social work team and interventionists will work with leaders and teachers to create these plans at weekly IS (Intervention Support) meetings to design accommodations and modifications as part of our RtI approach.

Student Discipline Policy and Code of Conduct

VOICE is committed to developing and sustaining a safe and orderly school culture that promotes student academic and socio-emotional learning. Our attached School Discipline Policy and Code of Conduct sets forth rights and responsibilities of students, and identifies infractions that are subject to disciplinary measures. The discipline code is in compliance with all laws regarding discipline of students with disabilities; including procedures the school will follow to determine whether a behavior was a manifestation of the child's disability. In accordance with the Dignity for All Students Act, the School Discipline Policy defines and prohibits both harassment and bullying.

VOICE's School Culture Implementation and Evaluation Plan

VOICE's implementation of its culture plan will begin during August Professional Development. Professional Development is planned and lead by School Directors and Deans. We have a total of 4 weeks of August PD, broken out below:

- Week 1: Dean PD, led by School Directors
- Week 2: New Teacher PD, led by School Directors, Deans and teacher leaders
- Weeks 3 and 4: All Staff PD, led by School Directors, Deans and teacher leaders

Proactive Management Techniques

Rules: VOICE has institutionalized the Love and Logic approach first through the creation and implementation of three school-wide rules for student behavior. They are:

- (1) You may engage in any behavior that does not jeopardize the safety or learning of yourself or others. Unkind words and actions will not be tolerated.
- (2) You may engage in any behavior that does not create a problem for you or anyone else in the world.
- (3) If you find yourself with a problem, you may solve it by any means that does not cause a problem for anyone else in the world.

These rules will be taught to students within the first week of school through a series of developmentally appropriate lessons that feature modeling and role-plays. These plans have been developed and refined by teachers over the years at VOICE 1 and will be implemented at VOICE 2.

Routines and Procedures: To support our approach, and to ensure that principled does not become unstructured, VOICE staff will teach students shared routines and procedures. These ensure safety, efficiency and establish a sense of clarity within our school community. There is a baseline set of school-wide routines and procedures that will inform grade-wide routines and procedures, which are developmentally responsive adaptations of school-wide expectations. Grade-wide routines and procedures will be created by the teams of teachers and will be required to be consistent across the grade and developmentally appropriate. The process will be supported and enforced by the School Director and Deans. Examples of these routines and

procedures are: transitions (lunch, recess, bus, between classes), the first and last 5 minutes of class, partner work, group work, and classroom materials/supplies use.

School-wide Expectations and Policies: We will promote a safe and orderly culture of learning through school-wide expectations and policies. These are detailed in our Parent/Guardian Handbook. They include: Uniform Policy, No Harassment Policy, Items Not Allowed in School, Attendance and Tardiness, Poor Bus Behavior, and Appropriate Use of Technology. In concert with our philosophy about discipline, violations of these expectations will be dealt with through logical rather than punitive consequences.

Positive Culture Rituals: We will promote positive behavior through shared cultural rituals to celebrate and promote our shared values. Some examples are:

- Student of the Month Ceremonies: Each month, students are chosen who have exemplified our core values, who have met expectations and who have contributed to building a positive learning community.
- All Sing: Each morning, students begin their day with “All Sing.” Students gather as a community across classes and grades to sing songs together and to start the day on a positive note. In “All Sing,” students practice shared routines and procedures.

Reactive Management Techniques

Discipline Principles: We will develop teachers to enforce behavior in the classroom through logical consequences whenever possible. We will use the following principles to discipline students who are violating any of our shared rules. These principles will guide our “reactive” discipline practices - how we respond to students who violate the above stated rules. The School Director and Dean of Students will train staff on these principles and techniques during three weeks of August pre-service professional development and throughout the year. We also call on support of outside consultants as needed. They are:

- (1) We will react without anger or haste to problem situations.
- (2) We will provide consequences that are not punitive but that allow the child to experience the results of a poor choice, enabling him or her to make better choices in the future.
- (3) We will proceed in all situations with the best interest of the child foremost in my mind- academic, social, and emotional well-being will be fostered.
- (4) We will guide students toward personal responsibility and the decision-making skills they will need to function in the real world.
- (5) We will arrange consequences for problem situations in such a way that the child will not be humiliated or demeaned.
- (6) Equal is not always fair. Consequences will be designed to fit the problems of individual students, and may be different even when problems appear to be the same.
- (7) We will make every effort to ensure that, in each situation, the students involved understand why they are involved in consequences.
- (8) If I at any time act or react in a way that a child truly feels is unjust, that student need only say to me, “I’m not sure that’s fair.” I will arrange a private conference during which the student can express to me why he or she feels my actions were not fair. This may or may not change my course of action. I am always open to calm, rational discussion of any matter.

Recovery Process: If a student’s behavior becomes a serious problem in the learning environment, then the next step will be to utilize the recovery process. The recovery process, a feature of the Love and Logic approach, is designed to preserve the classroom learning environment when students are interrupting their own learning and/or the learning of other students. Students will also use the recovery process as an opportunity to get themselves ready

to rejoin the class. Students will have the option of using a different setting as a temporary place to recover.

The recovery process will be broken down into the following levels, which teachers and students are trained in and then monitored by a teacher or instructional leader who will staff the room. At each level, students must reflect on their behavior and articulate how they will prepare to rejoin their learning community. The levels of recovery are:

- (1) Sitting in a different seat in the same classroom.
- (2) Sitting in a seat in a different classroom.
- (3) Visiting the recovery room, which is devoted to giving students a place to recover.

Recovery is not punitive – it is strictly to get students ready to re-enter the learning environment. The recovery process also provides students with the physical and mental space to take accountability for their actions and determine how to restore any relationships that may have been impacted by their behavior.

Collaborative Problem Solving (CPS): A restorative technique in which a teacher interviews a student following inappropriate or undesired behavior. Questions are open-ended and teachers are trained to be slow and to delay giving advice so that the student may, with teacher facilitation, recognize key triggers for their behavior on their own. After the student has articulated the problem, the teacher and student collaboratively come up with solutions that align with VOICE values.

Behavior Incident Reports: To document student behavior violations, teachers will complete behavior incident reports (IRs) describing what happened. An IR will be filled out if a student violates rules in the classroom or has had to enter the recovery process. Incident reports will be systematized electronically and will be immediately emailed to school leaders in real time as teachers complete them. Parents will be contacted when a significant incident occurs. In addition, school leaders will receive weekly data reports of all IRs from the previous week. Incident reports will allow us to:

- Collect data on student behavior infractions to be analyzed in leadership, grade team and school wide team meetings;
- Identify students who are frequently distracting or disrupting the learning community so as to provide more intensive evaluation and support for those students – such as engaging the social work team, reaching out to families, creating individualized behavior interventions, and more;
- Monitor the type and frequency of behaviors occurring in each classroom and the responses that the teachers are giving to ensure fidelity to our disciplinary approach and to identify struggling teachers who may need leadership support.

Evaluation and Data

VOICE will consistently evaluate its culture and discipline procedures using both qualitative and quantitative data. The following are data points that we will collect to evaluate our progress: classroom observation data using the VOICE Framework for Teaching, Behavior Incident Report data, suspension data, parent focus group and survey data, student surveys (twice annually), and assessment data from Mind, Body and Heart.

Parent Involvement, Communication, and Gauging Satisfaction

At VOICE2, we will view parents as partners in the creation of our school culture and climate. We will engage parents proactively immediately upon their child's acceptance into the school. We will communicate our expectations to parents and solicit their input and feedback in the following pre-emptive and ongoing ways:

- *Registration:* Parents will come into the school to register their students once they are accepted into the lottery. At registration, parents will be given the Parent/Guardian Handbook and the Student Disciplinary Code of Conduct. School leaders will present to parents on the discipline approach at VOICE, and parents will watch videos created by VOICE staff that show our beliefs, approach and values in action.
- *Events and Rituals:* Parents will attend events and rituals such as our Student of the Month Ceremony, Seasonal Concerts, and our Parade of Nations Day.
- *Coffee with the School Director:* Parents will be invited once a month to have coffee with the School Director. This is a time for the School Director to give updates on how things are going and for parents to give feedback to the Director about how things are going. These events will be collaboratively planned, promoted and publicized by the school and VOICE Parent Association.
- *Parent Focus Groups:* Twice every school year, VOICE will hold focus groups of parents to get insight and feedback into how things are going. Parents will be strategically asked questions about the school's culture and discipline and given opportunity for input.
- *Parent Surveys:* In addition, twice a year parents will complete a survey on how things are going for their students. These surveys will be used to review and revise policies and procedures as needed.

III. ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

The applicant group for VOICE 2 Charter School was led by Franklin Headley, Co-Founder and Executive Director of VOICE Charter School, Zoe Rind-Ryan, School Director for Grades K-5, and Marc Cohen, proposed Board chair of VOICE 2, and supported by the Center for Educational Innovation. The application went through multiple drafts and iterations and its writers have been collaborating and meeting weekly to draft key design elements and all aspects of the charter. VOICE also focused four separate full day retreats on the development of VOICE 2. Key elements were reviewed by parent focus groups and current board members of VOICE. [ECIII.A.3 & 4]

The proposed Founding Board members include current members of VOICE Charter School's original Board. All members of the applicant group are integral to the existing VOICE Charter School and strongly believe VOICE should replicate.

Applicant Group Background Information [ECIII.A.1 & 2]:

Franklin Headley, Lead Applicant and Proposed Leader of VOICE 2. Mr. Headley is the co-founder and principal of VOICE Charter School. He has successfully led VOICE Charter School through its first charter term, a full five-year renewal, and oversees its leadership team.

Zoe Rind, Elementary School Director – Ms. Rind started with VOICE in 2010 as an Assistant Principal. She brings a wealth of teaching and educational administration experience to VOICE 2 and is responsible for the academic development and integrity of VOICE 2.

Marc Cohen, Proposed Board Chair of VOICE 2. Mr. Cohen was just elected Board Chair for the existing VOICE Charter School and has served on the Board of VOICE Charter School since 2008. Mr. Cohen has served on many committees and has a background in finance. He is also an advocate for Long Island families affected by autism.

Noah Green, Middle School Director – Mr. Green is beginning his first academic year with VOICE Charter School as the first Middle School Director. He brings formidable teaching, operations leadership, and instructional leadership experience to VOICE from several different

charter networks, including PAVE and Success Academy. Noah will be responsible for the development and academic integrity of VOICE Charter School's middle school grades (6-8).

Steven Tutterow, Associate Director of Operations & Growth – Mr. Tutterow is beginning his first academic year with VOICE, having previously served in strategic planning roles at KIPP NYC and Uncommon Schools. Steven will oversee the operations, facilities, compliance, data, and technology teams at VOICE, as well as grow our impact in Long Island City and open VOICE 2.

Proposed Founding Board Members:

Michael Karp. Mr. Karp has an MBA from Wharton and serves as Director of J. H. Cohn, LLP, a performance consulting group. He brings a wealth of strategic management skills to VOICE 2.

Richard Grasse. Mr. Grasse is a Senior Vice President in the private client group at UBS Financial Services. He has over 26 years of experience in wealth management. Mr. Grasse has served for four years on the original VOICE Charter School Board.

Robert de Luna. Mr. de Luna serves as the Director of Public Information of United Hospital Fund in New York. He brings a background in marketing and public relations to the Board and has served on the original VOICE Charter School Board since 2008.

Lorraine Cecere. Ms. Cecere is a retired educator who most recently served as a Leadership Specialist for New Leaders for New Schools in New York. She has over 30 years of experience as a teacher, assistant principal, and principal in Long Island City and Jackson Heights, Queens.

Loraine Enlow – Ms. Enlow is a music associate at St. James Church where she is responsible for a K-12 choir program. She has a background in music theory dating back to college.

Casey Lamb. Ms. Lamb is a proposed Board member who is currently the Chief Operations & Development Officer for Schools That Can. She has a wealth of experience working with high-performing and high-potential schools in New York City

VOICE 2 Application Authorship [ECIII.A.5]:

This application draws from the original charter for VOICE Charter School, for which Franklin Headley was the lead writer. Key writers for this document include:

- Zoe Rind (Elementary School Director) & Noah Green (Middle School Director) – Pedagogical and Program Evaluation Sections;
- Amber Greenleaf (Director of HR & Talent Support) – HR and organizational sections;
- Thomas Ficeto (Finance Manager) – Financial sections and proposed budget;
- Patrick Ford (Facility & Compliance Manager) – Legal, outreach and operational sections;
- Steven Tutterow (Associate Director of Operations & Growth) oversaw the process;
- CEI (The Center for Education Innovated) supported and provided feedback.

B. Board of Trustees and Governance [ECIII.B.1 & 2]

The role of the Board of Trustees is to govern the school and enable VOICE to achieve its mission as prescribed and permitted by its charter. The Board oversees school management. The responsibilities of the Board are: (1) establishing, ratifying, and achieving the School's mission; (2) taking actions necessary to cause the School corporation to satisfy its obligations under applicable laws; (3) selecting and dismissing the Principal and providing oversight for his/her work and evaluating his/her performance; (4) fiscal oversight of the school including overseeing fundraising for short and long-term sustainability; (5) developing and monitoring achievement of the school's accountability plan; (6) raising private funds for the school from foundation, corporate and individual sources; (7) overseeing the school's communication strategy with the general public; (8) advocating on behalf of the school; and (9) overseeing the legal strategy and legal responsibility of the school.

Relationship Between Board of Regents and VOICE 2 Board [ECIII.B.3]

The VOICE 2 Board recognizes that it will be held accountable through five-year contracts by our chartering entity, and by the Board of Regents to meet our accountability plan.

Governance Structure [ECIII.B.2]

The VOICE 2 Board will have between 7 and 15 members. The proposed founding Board includes 7 elected Trustees and two Ex Officio: (1) Marc Cohen; (2) Michael Karp; (3) Richard Grasse; (4) Robert de Luna; (5) Lorraine Cecere; (6) Loraine Enlow; (7) Casey Lamb; (8) Franklin Headley [ex-officio]; and (9) A parental representative [TBD – ex-officio].

The proposed Board includes several members of VOICE’s current board. These board members have already provided the oversight necessary to produce a high-quality charter school. In addition, several of the proposed Board members have deep ties to the community, and the Board is comprised of diverse professional backgrounds and skill sets, all of which will equip the Board to govern responsibly and oversee sustained success at VOICE 2.

Qualifications [ECIII.B.2]

We recruit board candidates from a range of backgrounds in New York City, including (but not limited to) education, finance, and law. To balance the experience of the board, our board will have members with experience in: Public Relations, Human Resources, Financial, Fundraising, Legal, Marketing, Real Estate, Arts Education, and/or Strategic Planning. Previous charter school experience, either as an employee or Board member, would be helpful, but not required. Please see the applicant group section for background information for the proposed Board members.

Terms and Method of Appointment or Election [ECIII.B.2]

Terms will last three years. At the Board’s Annual Meeting, the Board will elect Trustees pursuant to the Board’s By-Laws. Terms will be staggered so terms don’t expire simultaneously.

Organizational Structure of the School

The VOICE 2 School Director will report to the Executive Director. In turn, the Executive Director recognizes his accountability to the Board of Trustees, VOICE 2’s accountability goals, and ultimately the Board of Regents, its authorizer and its chartering entity.

Meetings [ECIII.B.2]

The Board will meet 12 times per year and will hold an Annual Meeting every June. In accordance with the Open Meetings Law, VOICE 2 will publish a schedule of VOICE 2’s Board meetings (with time and location) on VOICE 2’s website along with meeting agendas and minutes.

Roles and Responsibilities [ECIII.B.3]

Duties. The duties of the Board of Trustees shall be as follows:

- (a) to govern and oversee the School for the purpose of achieving its Mission;
- (b) to take actions necessary to, cause the School corporation to satisfy its obligations under the New York State Charter Schools Act and other applicable laws;
- (c) to hire, fire, oversee, evaluate, guide and support the Principal
- (d) to financially manage the School, including budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
- (e) to set, implement and enforce the implementation of school policies, including but not limited to: admissions; curriculum, teaching, and learning; employment and other personnel matters; student discipline; Special Education; English language education for English language learners; the Code of Ethics and policies governing self-dealing of Trustees, officers and employees; dress code; transportation; student food services; student health services; communication with students’ families; communication with governmental

and regulatory agencies; public relations and outreach; and hearing complaints as required by of Section 2855(4) of the New York Charter Schools Act.

By-laws [ECIII.B.4]

Please see Attachment 5b for the VOICE 2 Charter School By-Laws.

Code of Ethics [ECIII.B.5]

Please see Attachment 5c for the VOICE 2 Charter School Code of Ethics.

Recruitment, Selection, and Development Plans [ECIII.B.6]

The current applicant group contains a sufficient number of proposed Trustees to satisfy the VOICE 2 Board By-laws. However, ongoing recruitment for additional Board seats will continue throughout the planning period for VOICE 2. The primary means of recruitment will be by word-of-mouth within the Long Island City community, charter school and educational networks in the NYC area and the personal networks of members in the proposed Board group. VOICE 2 will tap the current VOICE parent community to add an additional parent representative to the VOICE 2 Board. Selection of Board members will be determined by skill sets needed.

The Board of Trustees Nominating Committee is responsible for the recruitment and selection of a diverse board and together with VOICE compliance staff, future board members are brought on in compliance with authorizer and state regulations. The nominating committee in conjunction with the executive director and counsel will ensure both current and new board members receive sufficient guidance in terms of legal guidance and best practices.

C. Management and Staffing

In this section, we will provide a management and staffing plan that presents a thorough understanding of how the school will be operated and managed, as well as provide a clear picture of the school's operating structure and priorities, delegation of responsibilities or staffing, and relationships with key stakeholders. The response should also provide a plan for staffing for the charter and a narrative that explains rationale for the staffing structure and numbers.

Management Needs and Priorities: The organizational structure of VOICE 2 in Year One will have 8 classroom teachers (3 in kindergarten, 3 in first grade, 2 focused on special education, and 1 interventionist). Each classroom will also be staffed with a teaching assistant (6 in total), who will help ensure that the teacher is able to focus on providing quality instruction to all students within the classroom by reinforcing instruction with students 1:1 or in small groups and supporting behavior management with students. In addition, we will hire 3 teachers to teach specialized content areas, one of which will provide music instruction to students while the other two will provide science, art, and/or physical education and movement instruction. VOICE 2 will hire one full-time social worker in its first year of operation who will teach Mind Body Heart, a course focused on developing emotional self-regulation and relationship building skills within students, and who will also counsel students with IEPs [EC111.C.2].

As VOICE 2 adds a grade each year and relatedly increases student enrollment, we will hire an additional 4 teachers and 3 teaching assistants per year to teach and support students in that grade level. In Year Three, VOICE will hire an additional three teachers to expand our specialized content offerings for our increasing student enrollment. In Year Four, we will bring on an additional social worker. In Year Five, we will hire only one additional teaching assistant – we've found that upper grade levels require less classroom and disciplinary support [ECIII.C.5].

In Year One, instructional leadership at the school level will include a School Director and Dean. Their specific roles and responsibilities are described in greater detail below. In Year Five, VOICE will also hire a Managing Director of Academics who will split her/hers time overseeing the School Directors for VOICE 1 and 2 and who will oversee pedagogical functions.

At the central office level, VOICE 1 and VOICE 2 will share a Director of Talent, Director of External Affairs, Director of Operations and Growth, and Director of Finance, who will each devote a third of their time to VOICE 2 in Year One and half of their time beginning in Year Two. The Director-level administrative positions will report to the Executive Director, with Manager-level positions such as the HR Manager reporting to the Directors. More details regarding the responsibilities of each of these positions can be found below. In Year 5, VOICE will hire a Managing Director of Operations who will oversee Director-level operational staff and who will report directly to the Executive Director.

At the school-level, VOICE 2 will employ an Operations Manager who will manage the reception, campus specific, and operations functions at the school-level, and work in close concert with the School Director and the Dean in identifying and addressing operational needs.

Central office functions that split time across VOICE 1 and VOICE 2 will be supported by entry- to mid-level staff members who will provide administrative support. This includes a Pedagogical Support Specialist who will support curriculum and instruction, and a Scheduling Specialist who will oversee the development and implementation of the VOICE 1 and VOICE 2 schedule for students and teachers.

Management Roles and Responsibilities [ECIII.C.3]

Executive Director: The Executive Director will oversee executive-level functions for VOICE 2 and the existing VOICE 1, including Talent, Finance, External Affairs, Operations and Growth, and School Direction for both schools. Specific functions will include leadership and governance of VOICE, including the development of an effective leadership team; strategic and organizational planning and ensuring an explicit and sustainable shared vision for VOICE schools; developing deeper relationships with the VOICE Board, working collaboratively with the Board as stewards of the charter; and ensuring alignment between VOICE values and systems, ensuring the operationalization of VOICE values. S/he will report directly to the Board of Trustees and be supported by a Special Projects Assistant.

Qualifications for the Executive Director include being a visionary leader who has the experience, deep passion and interest, and commitment to leading VOICE to greatness. He/she will have at least ten years of experience working in education, education policy, and/or a school-based setting, with success in many of the following areas: leading a high performing or school serving low-income students, successfully leading, developing, and supporting school leaders, implementing and supporting rigorous curricula, supporting Special Education, and effectively managing data and assessment. He/she will also demonstrate a strong commitment to building relationships and trust within the community, previous experience in raising academic achievement in urban settings, significant experience working in high poverty communities and a passion for empowering students and families, excellent interpersonal skills to relate to students, staff, administrators, Board members, and the community, and a track record of leading, motivating, and developing diverse and high performing teams.

School Director: [ECIII.C.4] VOICE 2 will be run by a School Director, who will oversee academics and instruction, including curriculum development and selection; the support and continued development of both teachers and the Dean; the development and execution of relevant professional development content driven by data; and instructional coaching and supervision which will focus on observing, providing feedback to, and assessing and evaluating the progress of teachers. He/she will serve as a key member of VOICE's leadership team.

Qualifications for the School Director include at least three years of teaching and two years of leadership experience with success in the following areas: leading a high performing

school, successfully leading and supporting teachers, implementing and supporting rigorous curricula, supporting Special Education, and effectively managing data and assessment. In addition, he/she will have significant experience working within high poverty communities with a passion for empowering students and families, demonstrate a deep commitment to building relationships and trust with leaders, teachers, students, parents, and the community, and a track record of leading, motivating, and developing diverse and high performing teams. He/she should also have a deep understanding of and the ability to apply best instructional practices.

Dean: [ECIII.C.3] VOICE 2's School Director will be supported by a Dean who will promote and support student culture and discipline; contribute to the support, coaching, and alignment of teachers within VOICE 2; and supervise teaching assistants.

Qualifications for the Dean include three plus years of experience within the classroom with demonstrated improvement of student achievement, and experience working within an urban school setting, and specifically within VOICE, preferred.

Director of Talent: The Director of Talent will oversee the recruitment and selection of all staff for VOICE 1 and VOICE 2, including envisioning, developing, and executing VOICE's staff recruitment and selection strategy for each school year that supports VOICE's school-wide mission, vision, values, and goals; envisioning and executing VOICE's talent strategy, including the creation and implementation of systems that promote and ensure best practices around staff engagement, high performance, and accountability; and oversee VOICE's human resources functions, monitoring VOICE's overall liability risk, ensuring compliance with national, state, and local laws and regulations, and advising leadership on areas where potential liability can be reduced. In addition, he/she will serve as a key member of VOICE's leadership team, cultivating strong and proactive collaborative working relationships across the school and bringing human capital management expertise to strategic decisions and initiatives.

Qualifications for the Director of Talent include five years of HR, talent management or school management experience. In addition, he/she will have demonstrated success in managing multiple high-performing individuals and teams and previous experience working in education.

Director of Finance: The Director of Finance will be responsible for strategic oversight of VOICE's fiscal sustainability, including decision-making around budgeting and financial transactions and working with the Executive Director to develop and manage the school's budget; financial reporting and compliance, including reporting on monthly financials to the Finance Committee of the Board; payroll and benefits administration; and serving as a key member of the School's Leadership Team.

Qualifications for the Director of Finance include five plus years of relevant experience within the finance field, prior supervisory experience and demonstrated ability to manage staff, including experience managing cross-functional teams to develop a growing organization, and a NYS CPA license.

Director of Operations and Growth: The Director of Operations and Growth at VOICE ensures that the school operates seamlessly, managing and overseeing VOICE's Facilities, School Operations, and Data and Technology functions. S/he plays a critical role in creating the vision for operational excellence, enhancing the organizational structure of the operational team and leading the team to excellence, and working closely and collaboratively with VOICE's leadership team around strategic priorities and the development of operational systems that forecast the growth of the school.

Qualifications for the Director of Operations and Growth include prior supervisory experience and demonstrated ability to manage staff, including experience managing cross-

functional teams to develop a growing organization as well as five plus years of experience managing school-based operations, facilities, and technology.

Director of External Affairs: The Director of External Affairs Is responsible for overseeing VOICE’s internal and external communications, including actively cultivating and managing media relationships to build coverage of VOICE’s work and developing and executing marketing and dissemination strategies for VOICE’s events and initiatives; conducting external outreach and building partnerships, serving as VOICE’s primary point of contact for stakeholders and developing, guiding, and implementing advocacy strategies to deepen relationships with elected officials and other key stakeholders; and development and fundraising, working closely with the Executive Director and other stakeholders to envision a long-term development strategy for VOICE. He/she will serve as a member of VOICE’s leadership team.

Qualifications for the Director of External Affairs include five plus years experience managing communications, outreach, and fundraising campaigns in education-related organizations and prior supervisory experience and demonstrated ability to manage staff, including experience managing cross-functional teams to develop a growing organization.

Recruitment and Selection of the School Leader [ECIII.C.4]: The School Director for VOICE 2 has already been selected and VOICE is currently focused on building the knowledge, skill, and leadership competencies within this individual to assume the specific roles and responsibilities and meet the qualification of the School Director position described above. During this development period, the selected internal candidate will work closely with and learn from the leadership team while also receiving feedback and coaching around his/her practice.

School Directors for VOICE schools will be promoted from within when there are available internal candidates who meet the necessary qualifications and who are ready to carry out the responsibilities of a School Director. Possible internal candidates will be identified and developed into values-aligned leaders ready to assume the School Director role both during their time as teachers and while serving in Dean roles.

If there are no viable internal candidates available, the Recruitment and Selection team will manage the search for an external School Director, posting the position via a number of different venues, including employment and education related websites, social media outlets, word-of-mouth, and career fairs, then reviewing the applications received and determining strong candidates to move forward to an initial phone screening. Candidates moving forward from the phone screen will be invited to come to VOICE 2 and meet with members of VOICE’s instructional and support teams. Panels of teachers, leadership, and administrative staff will interview the candidate, observe and provide feedback on a demo lesson, and review a candidate’s submitted performance task. If the candidate meets the necessary qualifications in addition to exceeding in two of VOICE 2’s seven behavioral qualifications, which include Achievement, Commitment, Sensitivity to Environment, Critical Thinking, Constant Learning, Personal Responsibility, and Grit, the Recruitment and Selection team will conduct reference checks and determine if an offer should be made. The Executive Director will have final approval of any School Director candidates.

Staffing Plan for Effective Implementation of the Educational Program [ECIII.C.1]:

The instructional and support teams will grow as the school grows with the addition of one new grade level and related increased student enrollment each year. See Table 4 for the Five Year Staffing Chart. The additional staffing required by the growth of the educational program over time is described in the Management Needs and Priorities section.

Meeting the Needs of ELL, Special Education, and FRL Student Populations [ECIII.C.6]:

VOICE is committed to hiring staff that possess experience with, understanding of, and expertise in working with our students who are eligible for our Free and Reduced Lunch Program, students learning the English language in addition to his or her native language, and students with disabilities (KDE 6).

At VOICE, we believe deeply that all students can work hard with the help of teachers to achieve academic success and strive to bring on board instructional staff who share this belief and who have demonstrated success in empowering students to dedicate and push themselves to achieve greatness. When identifying potential ELL and Special Education teacher candidates, we look for individuals who are NYS ESL- and Special Education-certified who have deep experience assessing student needs, collaborating and coordinating with classroom teachers, differentiating lesson plans, and developing and executing relevant outcomes-focused intervention strategies that support and promote student success.

VOICE is committed to creating a safe and healthy learning environment that nurtures, motivates, and challenges all of our children to achieve the highest level of academic excellence and develop into mindful, responsible, contributing participants in their education, their community, and the diverse society in which we live. The foundation of this commitment is grounded in bringing together students and staff of varying backgrounds with differing perspectives and experiences that reflects our diverse society to enable a greater depth and intensity of thinking, collaborating, learning, and reflecting.

We believe deeply that the diversity of our staff must be reflective of the diversity of our students in order to allow for authentic understanding and engagement in true collaboration through the exchange of a variety of experiences and perspectives. During school year 2014-15, VOICE's Talent team worked toward increasing the racial diversity of applicants and new hires. They began via a data-driven examination of VOICE's selection process, determining, for example, that phone screening eliminated some diverse candidates, which resulted in changing our approach and evaluative criteria. The team increased the percentage of candidates of diverse backgrounds who applied by 5% and hired a greater percentage of racially diverse individuals than in previous years. They are continuing to push for greater diversity, with quantitative metrics in this area and moving forward, with a focus on building the diversity of our instructional and support leadership teams.

Hiring and personnel policies and procedures of the school, including the qualifications to be used in the hiring of teachers, school administrators, non-certified instructional personnel and other school employees, and a description of staff

responsibilities [ECIII.C.7]: A portion of VOICE Charter School's Employee Handbook (for SY 16-17) is attached to this document, which describes in depth VOICE's personnel policies.

Talented, values-aligned leaders and teachers will be critical to the success of VOICE 2. VOICE is committed to attracting and hiring deeply caring, curious, and hard-working team members, and employs a broad and strategic array of recruitment methods and an in-depth, values-aligned, and rigorous selection process to do so. We look for candidates who will love and nurture all of our students; take personal responsibility and work collaboratively to ensure that all of our students achieve and grow; hold themselves to the highest standards; push and support themselves, their students, and their colleagues; proactively seek and incorporate feedback; and help each individual child gain the opportunity to choose what his or her future will be. When VOICE 2 begins its search for additional team members (though we also plan to cross-pollinate VOICE 2 with staff from VOICE 1 to ensure a balance of experienced and newer staff), we will utilize VOICE's current recruitment methods as these have resulted in VOICE

receiving 2,000-3,000 applications each year. In addition, VOICE 2 candidates will undergo the stages of our current selection process described in detail below.

VOICE's current recruitment methods include: posting job descriptions for available positions on employment and education focused website such as Idealist, Craigslist, Teachers-Teachers, and School Spring; encouraging word-of mouth and internal recommendations from current staff members, Board members, and VOICE alumni; developing relationships with professors and career offices at colleges and universities and visiting college and university campuses with recognized education degree programs; attending local and regional career fairs; conducting outreach to and developing partnerships with service-based organizations; and utilizing social media sites and networks. As the Recruitment and Selection team develops the recruitment strategy each year, they analyze the candidate data gathered throughout the hiring season and use this data to inform the methods of recruitment for the next hiring season. VOICE accepts applications on a rolling basis to ensure that we have constant and continued access to a strong candidate pool throughout the year.

VOICE's selection process is typically comprised of the following components:

- Initial screen of written materials, including a review of candidates' applications, cover letters, resumes, and responses to a series of writing prompts that explore a candidate's interest in VOICE and commitment to serving under-resourced students;
- Phone screen with a member of our Selection Committee, comprised of teaching assistants and teachers;
- In-person interview day event, which, for instructional staff, includes a mini interview and demo lesson, and may include receiving feedback on a demo lesson, re-teaching the demo, and a full interview with our Selection Committee, comprised of teachers, members of our administration, and members of the Recruitment and Selection team;
- Reference check
- Job offer

During our selection process, the screening team looks for seven specific behavioral qualifications that align closely with and were derived from our core values of care, wonder, and efficacy. These include:

- Achievement (in a content area, within a high poverty school, within undergraduate or graduate school)
- Commitment to VOICE's mission, vision, values, and the student population we serve
- Sensitivity to environment and the ability to adapt to one's surroundings
- Critical thinking
- Constant learning, curiosity, and the ability to reflect and incorporate reflections into practice
- Personal responsibility around decisions and actions made, and in relation to his/her work of part of a larger team
- Grit and persistence to push through and overcome tough and challenging situations

In order to be considered for offer, candidates must receive high ratings in two of the behavioral qualifications without receiving any disqualifiers in the others.

While the School Director will have final authority to hire and fire staff in the school which s/he oversees, VOICE's screening team – comprised of individuals in differing positions at VOICE, including teachers, teaching assistants, members of the instructional and support leadership teams, and support staff as we feel strongly that candidates should have exposure to staff with whom they will work most closely with – is tasked with and empowered to make a hiring recommendation about the candidate (KDE 4). The screening team receives intensive

training up front around VOICE's behavioral qualifications and selection processes in addition to receiving continued coaching and feedback throughout the semester. To ensure fair and consistent analysis of candidates, the screening team utilizes detailed and intensive rubrics in their evaluations of candidates.

To help us improve our selection process, VOICE also surveys candidates about their experiences along the way, and the recruitment and selection team adjusts process based on feedback received. During the SY 14-15 hiring season, 98% of candidates indicated that they felt satisfied or very satisfied with their experience, and 99% of candidates indicated that they would recommend VOICE to a friend.

Staffing needs that are aligned with the budget and the school's anticipated enrollment and growth [ECIII.C.5]: The VOICE 2 staffing plan is aligned to the five-year budget plan and attached to the application. Both the staffing plan and the five-year budget plan reflect how increased student enrollment will be carefully planned and fiscally sound.

Strategies for recruiting and retaining effective teachers that are realistic and reasonably likely to be effective | plan that is reasonably likely to attract and retain effective staff including information pertaining to the school's working conditions and compensation package(s) that will attract highly qualified staff [ECIII.C.8,10,11]: VOICE's compensation structure is competitive and based on experience. Given that our starting salary for teachers is substantially greater than the district average and as we offer a comprehensive and competitive benefits package, we are able to attract and retain high quality staff. Salaries and our benefit package are reviewed on an annual basis.

VOICE 2 will offer competitive compensation, including salaries comparable to those offered by other NYC charter schools and greater than those offered by the DOE. Our compensation structure for each school year is developed in concert with review and deep analysis of compensation survey data generated by the NYC Charter School Center that is reflective of salary percentiles for charter schools across the city. We currently fall within the 50%-75% percentile for 90% of our positions.

In addition to competitive salaries, VOICE 2 will offer a robust benefits package that includes full coverage of medical and dental insurance, Transit Check access and partial reimbursement, reimbursement for engaging in professional enrichment activities such as attending museums and lectures, gym reimbursement, life insurance, short- and long-term disability insurance, paid personal and sick time, and investment options, including a 403B option for support staff and access to the Teachers Retirement System for pedagogues (a benefit which is immensely unique for a charter school). We also offer a tuition assistance package and five-year incentive that promote the continued education and development of our staff.

In addition to these more tangible incentives that are used to help recruit and retain high quality staff, VOICE also offers its staff robust professional development opportunities for career advancement and professional development, which currently and will continue to include: intensive onsite professional development throughout the year; opportunities to attend offsite (local and out-of-state) professional development opportunities paid for by VOICE; continuous coaching and feedback; and collaborative opportunities.

VOICE also very much values the continued development of our employees as a retention strategy. Upon demonstrating strong potential, leadership-level candidates will be deeply developed during their time as entry- to mid-level staff members and may be promoted to serve in a higher-level position such as a Specialist, Manager, teacher leader, and/or Instructional dean for at least one year prior to being promoted to a leadership-level position. VOICE

provides staff with potential for leadership with a number of growth and development opportunities. On the instructional side, we, each year, have several of our teachers participate in The National Academy of Advanced Teacher Education's (NAATE) advanced program of study that balances instructional mastery and leadership and allows participants the opportunity to take on and lead a high-level project within the school setting. In addition, VOICE encourages staff to identify and attend external professional development opportunities such as The Together Leader and/or the Management Center's Managing to Change the World workshops. Staff with potential are also provided with opportunities to take on more complex responsibilities, such as grade-level leadership roles. Once a staff member with potential for leadership is promoted to a higher-level position, such as a Dean at VOICE, the supervisor and Talent Team will intensively support, coach, and provide ongoing feedback to him/her, gauging readiness for a leadership-level position along the way.

How individual base salaries and increases will be determined: In order to retain a healthy work force, a competitive salary will be offered for all staff positions at VOICE. For teachers, the base salary will be 10% greater than where he/she would fall within the NYC DOE salary table. For support staff, support leaders, and instructional leaders, our goal is for base salaries to fall within the 50-75th percentile of the NYC charter sector.

Salary increases for our teachers will be determined by their level of experience and attained education, and salary increases for our support staff, instructional leaders, and support leaders will be determined in consultation with VOICE's Board of Trustees.

How the school will address potential human resource challenges as the school grows to scale over the course of the charter term [ECIII.C.12]: The Director of Talent, in consultation with the Executive Director and School Directors, will recruit and hire staff on a rolling basis throughout the course of the school year to ensure that we continue to keep candidates in the pipeline when human resource challenges arises. We will adjust recruitment strategies as needed to address the challenges presented by the market, utilizing tried and true methods when feasible and continually reviewing candidate data and best practices within the field to determine when adjustment is needed.

Describe how the school will use student assessment data to drive key decisions aimed at the recruitment, evaluation, retention and support of the leaders and teaching staff [ECIII.C.13]: Student assessment data will drive key decisions in the recruitment, development, evaluation, and retention of School Directors, Deans, and Teachers. For example, if assessments indicate that students in a specific grade are struggling with meeting benchmarks, VOICE will focus on recruiting an experienced teacher with proven success. Student performance data is linked to staff's individual evaluations and growth plans and tied to their goals and priorities set at the start of the year. VOICE is committed to ensuring that data is driving our decision-making, especially within the areas of recruitment, staff development, and hiring and exit decisions.

C2. Partner Organization

VOICE 2 will replicate VOICE Charter School's successes by leveraging shared systems, structures, and standards of excellence that VOICE has built over the past eight school years. After growing a successful K-8 model to scale, we are confident that our lessons learned will help us replicate best practices and more effectively serve families in District #30.

VOICE Charter School will serve as a partner to VOICE 2 to grow an effective and efficient K-5 model. If granted a charter, VOICE Charter School will provide VOICE 2 with:

- Shared administrative and senior leadership teams to drive and deliver VOICE 2's goals;

- Extensive pedagogical, hiring, talent management, financial, and operational support;
- Shared professional development opportunities; and
- Experienced teachers and leaders to staff the new location.

In addition, VOICE’s current families and students will help VOICE Charter School grow VOICE 2. Students and families will ensure that VOICE 2’s culture is both unique and authentic.

VOICE Charter School has a consistent record of outstanding academic results, compliance with applicable laws and regulations, and strong organizational and fiscal health.

VOICE Charter School’s public contact information is: Franklin Headley, 36-24 12th Street, Long Island City, NY, 11106; info@voicecharterschool.org; (718)-786-6213.

D. Evaluation

VOICE 2 plans to engage an independent Certified Public Accounting firm, selected by the VOICE 2 Audit Committee, to perform annual audits of its financial statements for the prior fiscal year [ECIII.D.1]. These statements will be prepared in accordance with generally accepted auditing standards in the United States and Government Auditing Standards, issued by the Comptroller General of the United States. The selected firm will also report on the school’s internal controls relating to financial reporting and compliance with relevant laws, regulations, contracts, and grants. The Finance Manager will be responsible for scheduling the audit and ensuring the audit is completed in a timely manner. Upon initial completion of the audit, there will be an Audit Committee meeting with the auditors to finalize the audit before it goes to the Board for approval. The selected auditors will also complete and file the IRS 990 annually.

An annual budget will be created through an iterative process led by the Finance Manager with support from a contracted CPA [ECIII.D.4]. The annual budget is reviewed and approved annually, first by the Executive Director, then by the Finance Committee, and lastly by the school’s Board of Trustees. It is modified as necessary to ensure enrollment is accurately represented per the charter agreement and to ensure staff can properly support the proposed number of enrolled students. Critical school program expenses should be represented in the budget to ensure reality is properly reflected. Historical information is used when available and applicable. The iterative process is repeated until a budget is developed that fairly represents the revenues and expenses for the operating budget as well as the cash requirements for capital expenditures under the capital budget. Once complete, the Executive Director will present the budget to the Finance Committee for review. When the Committee is satisfied, the budget will be presented to the Board for a vote of approval. The VOICE 2 annual budget will be created by April 1st of the previous fiscal year and approved by the Board before the next fiscal year begins.

The annual budget will be monitored on a monthly basis by the Finance Manager, Executive Director, Finance Committee, and Board of Directors. This monitoring will be completed through review of monthly financial statements which contain a budget variance report. Variance differences of \$10,000 or more will be described in the notes section. The Executive Director will be responsible for ensuring that significant differences are thoroughly researched and identified as permanent or temporary variances and that the Finance Manager or contracted consultant produce contingency budgets with extreme issues. The Finance Manager will create a working budget on an as needed basis, and the Finance Committee and/or Board of Directors will be able to request that a revised budget be created at any time.

Leaders at VOICE 2, including the School Director, will undergo a formal evaluation process at least once each year in addition to undergoing informal evaluations throughout the year [ECIII.D.2]. The formalized evaluations will utilize a streamlined process and evaluative tools that staff will be trained on prior to the evaluation. These tools will be aligned to VOICE’s

mission, vision, and values and evaluate staff based on a 4, 3, 2, 1 scale for professional responsibilities tied to our four leadership competencies: Self-Management, Project Management and System Development, Individual and Team Development, and Organizational/School Leadership. During formal and informal evaluations, progress will be measured against the “what” of the work (priorities and metrics for that review period) and the “how” of the work (how individuals carry out the work: VOICE 2’s leadership competencies).

Below is a list of individuals responsible for oversight and evaluation of key personnel:

Position	Evaluating Entity:
Executive Director	Board of Trustees
MD of Academics	Executive Director
Director of Talent	Executive Director
Director of Ops & Growth	Executive Director
Director of Finance	Executive Director
Director of External Affairs	Executive Director
MD of Operations	Executive Director
School Director	Executive Director (Years 1-4); MD of Academics (Year 5)
HR Manager	Director of Talent
Data & Tech Manager	Director of Operations and Growth
Facilities Manager	Director of Operations and Growth
Operations Manager	Director of Operations and Growth
Dean	School Director
Teachers	School Director
Social Workers	School Director
Classroom Assistants	Dean

As part of the formal evaluation process, leaders will be asked to conduct a self-evaluation and provide evidence around progress made against priorities and metrics during the review period based on data received through surveys and focus groups, personal demonstration of VOICE’s values in practice, the level at which s/he has performed against VOICE’s leadership competencies and the corresponding rubric during the review period, and the key changes s/he faced in responsibilities and decision-making during the review period. In addition, staff members will reflect upon the progress made against their development plans for the review period based on data received from direct reports, colleagues, supervisors, and clients, noting progress made against the related outlined action items. Staff will also be asked to determine action items tied to each of their areas of strength and growth for the upcoming quarter.

Once the self-evaluation is complete, supervisors will review and add their analysis to the self-reflection completed by the employee. Evaluation conversations are conducted shortly thereafter. Once a supervisor has provided input on an employee’s progress against priorities and provided a rating and evidence for how an employee is performing against VOICE’s leadership competencies, employees will finalize their development plans for the upcoming semester and develop priorities and metrics related to their work.

In addition to the formal evaluations, supervisors and employees continuously check in about an employee’s progress throughout the year, including against his/her development plan and priorities and metrics, during weekly 1:1 check-ins to ensure that these conversations are happening on a regular basis and not just during the formalized evaluation periods. VOICE 2 will

be committed to growing and developing staff at all times and providing opportunities that encourage growth and development.

Performance evaluation materials, together with any written comments by the employee in response, become a part of each employee's personnel file and may have a bearing on any personnel decisions involving the employee. Components of any part of the evaluation process may be discussed in professional development.

VOICE 2's Board of Trustees will begin the year with the development of annual goals, and will oversee and monitor progress against these throughout the year [ECIII.D.4]. At least twice annually, they will present progress made on the goals to the entire Board.

Teachers will be trained on the VOICE Framework of Teaching which describes our five teaching competencies [ECIII.D.4 & 5]: Engagement and Connection, Essential Content, Monitoring of Student Understanding, Academic Ownership, and Professional Responsibilities. These competencies were built internally to align with our unique instructional approach and are grounded in the work of Charlotte Danielson and Kim Marshall. Teachers will set goals at the beginning of the year after working with instructional leaders to identify the dimensions and particular skills they need to master in order to increase student achievement. Instructional leaders will evaluate teachers at least twice a year formally and several times a year informally using the student evidence rubric which measures the impact of the teacher elements through a 4,3,2,1 rubric based on The New Teacher Project's Core Rubric. As part of the evaluation process, teachers will have an opportunity to conduct a self-reflection. The mid-year evaluation will be followed by a conversation between an instructional leader and teacher which is focused on norming on the ratings for each of the dimensions. In order to account for developmental progress of faculty newer to teaching, we will use a sliding scale to determine proficiency. In addition to this observational data, during the mid-year and end of the year evaluation, student performance data will also be considered as part of the holistic evaluation of the teacher and to evaluate whether or not the teacher achieved performance goals set out in each teacher's personalized priorities and metrics. Using these rating and student performance data, instructional leader will provide an overall rating of the teacher ranging from satisfactory: doing very well, satisfactory: on track, needs improvement, and dismissal (Attachment F). Following the evaluation, with the support of an instructional leader, teacher will update their development plans including action steps such as professional readings, workshops, or peer observations.

E. Professional Development

VOICE 2 will implement intentional structures, processes and practices to address the needs of all our administrators and teachers each year. VOICE 2 will continue to build upon the success of VOICE 1's Professional Learning Community (PLCs). All teachers will have approximately 15 full days of professional development over the course of the year, with new teachers having approximately 20. Our approach to professional development will emphasize opportunities for teachers to learn new skills and to work with colleagues in developing curriculum. Professional development will be grounded in the use of data (KDE 3) and connect back to our school-wide values and beliefs about teaching and learning. Teacher collaboration is at the core of our Professional Development program (KDE 4) as we believe that teachers grow their practice from collaborating with their peers, not trying to grow in isolation. Below is a description of VOICE 2's professional development structures as they occur throughout the year.

August Professional Development

VOICE 2's Professional Development (PD) will begin during the summer. Instructional leaders (school directors and deans) will return to school at least 5 days before any teachers

arrive in order to review end of the year data, set goals and priorities for the upcoming school year, and plan professional development for new and returning teachers. During this time instructional leaders will also have the opportunity to set development goals for themselves using feedback from academic data, student culture data, as well as survey data from families, students, and their direct reports.

VOICE 2 will provide focused PD for all teachers beginning in August. New faculty, both to teaching and to VOICE specifically, will come in for PD five days before returning teachers to receive additional professional development to ensure onboarding and readiness to begin the school year. They will also receive sessions in basic aspects of VOICE 2's models for curriculum, instruction, assessment and school culture as well as serving special populations of students including an introduction to special education services at VOICE and our approach to RtI through the IS process. These sessions will be lead by deans, school directors and returning teacher leaders such as the Intervention Services Coordinator.

Returning teachers will come back and the entire teaching team will have at least 8 days of focused PD before the school year begins. This is an opportunity to build a shared vision for the upcoming year, align school-wide and grade-wide goals and priorities, plan curriculum, review EOY assessment data from the previous year, create shared routines and procedures, and to learn and practice new skills with colleagues and instructional leaders. These sessions will include a focus on identifying students who are at risk of academic failure through our IS process as well as teaching additional instructional strategies that meet the needs of our English Language Learners and students with disabilities.

Ongoing Professional Development Structures

- *Support Structures:* Instructional leaders will have a weekly one-on-one meeting with teachers to check-in on how they are doing, review learnings from the week, and revisit development plans from their observations and evaluation.
- *Coaching Structures:* In line with our core value of efficacy, VOICE 2 instructional leaders will prioritize teacher improvement towards student achievement. To that end, VOICE 2 leaders will be trained in coaching methods themselves, based in the work of The New Teacher Project. Coaching will be based primarily on student data, student work, and classroom observations. For quarterly data cycles, leaders will get data before the teachers do in order to have a chance to analyze it and decide upon coaching next steps. Leaders will also check in with teachers daily and weekly to analyze and discuss student work from writing pieces to exit tickets and support teachers to make instructional adjustments in their weekly plans. Leaders will also regularly observe teachers using low inference note-taking to collect data that is as objective as possible. The instructional leader will work with a teacher to identify an element from the VOICE framework for teaching and a goal for improving student outcomes on the student evidence rubric that will be revisited during the weekly 1:1 agendas. In addition teachers will have the opportunity to participate in more intensive cycles of instructional coaching lasting between four to six weeks that will include smaller weekly goals with accompanying activities each week to improve teacher practice. The kind of coaching support teachers receive will be based on the use of data gathered from the Student Evidence rubric.
- *Collaborative Structures:* On the PLC structures KDE 4 will be where teachers will meet in grade level teams several times a week. These meetings will be focused on instructional issues. Typically a team will meet at least four times a week with each meeting focused on a different subject area (reading, writing, math, and social studies) with an agenda that supports

determining the student outcome, aligning on criteria for student success, and practicing instructional strategies in front of colleagues to get feedback. Another key aspect of team meetings will be the regular review of student data to reflect on previous teaching and identify areas for further support and instruction. A third key aspect of the team meetings will be reviewing curriculum to ensure its constant improvement through the use of audits.

Teachers will use protocols to stay aligned on team objectives and hold each other accountable to doing work. Teams will regularly assess themselves using a rubric about their processes and relationships. Our school schedule will provide teacher with ample individual planning time (approximately 10 periods per week) as well as team planning time (approximately 5 periods per week). Teachers will be required to observe colleagues in their grade or another department monthly on a focus area of their choosing on the framework for teaching. In some cases this will supplement an instructional coaching plan being developed with the instructional leader and in other cases it will be for other development purposes such as to reflect on the implementation of the team meeting structures similar to lesson study structures. In these ways, VOICE 2 seeks to promote teacher development and accountability from the ground up from faculty themselves rather than only top down from the leadership level. In these and other ways, we seek

- *Problems of Practice: Consultancy Protocols:* One of the most significant protocols we will use at VOICE 2 borrowed from VOICE 1 is the use of the consultancy case study method. In this protocol, a presenter presents a case study on an issue and others in the group ask clarifying questions as well as probing questions to better understand the issue. Then the group brainstorms ideas and fleshes out the issue while the presenter listens. At the end the presenter has the opportunity to summarize, ask clarifying questions, and identify next steps.
- *Change Proposal Process:* Connected to KDE 4, VOICE 2 will seek to invest teachers in decision making wherever possible. One way we will do this is through a process we have designed at VOICE 1 called the Change Proposal Process. The change proposal process starts in February where the School Director conducts step-back meetings where teachers work in teams to identify issues that VOICE is struggling with. After major issues have been identified, individual faculty members volunteer to lead focus groups to tease out the issues and brainstorm potential solutions. From these focus groups, faculty will be encouraged to complete change proposals. Faculty will be given an opportunity to weigh in and express support for change proposals. For proposals that have enough support and meet the feasibility test of instructional leaders, faculty then work to write project plans to execute the proposals or work with administration to enact them. Updates about the implementation of change proposals are provided faculty meeting and professional development throughout the year. Surveys administered to faculty also help to gauge the success of change proposals.

June Professional Development

June Professional Development serves as a crucial reflection point for teams in which they revise their curriculum documents based on lessons learnt throughout the year and ensure they are as comprehensive as possible to create stronger curriculum the following year. Teachers will review academic data from EOY assessments, reflect school-wide goals and priorities from the year and begin to make action plans for the next school year wherever possible.

During June PD as well as throughout our professional development days during the year, our instructional leaders will create opportunities for vertical alignment through shared meeting structures as well as through electronic sharing systems. In this way our teachers will have access to resources created by colleagues in teams they collaborate less frequently with such as

additional ideas for accommodations and modifications to serve all students or team protocols to increase collaboration and efficiency.

Evaluation and Review of Professional Development

The instructional leaders will review the effectiveness of professional development and training it provides through a quarterly reflection. One of the factors that will be considered will be to gauge teacher satisfaction through surveys- for example did they like it and find it to be a valuable use of their time? Another factor we will use to evaluate it is to measure the impact of the sessions on teacher performance- during observations do we see evidence of implementation of the framework of teaching, particularly the teacher elements, that we focused on during sessions? The most important factor will be to assess what effect we see on the student learning outcomes which we will measure through the use of the student evidence rubric.

F. Facilities

In accordance to the current Charter School Law, VOICE Charter School will apply for co-located space within a Department of Education building CSD #30. Should co-located space be unavailable to us, we will request space in another District or utilize facility reimbursement funding to secure private space. Regardless of the facility location decision, the VOICE organization has on-staff and contractual resources at its disposal to seek out and prepare space prior to the start of the 2017-18 school year, including all required regulatory permits and approvals. Our team has an understanding of our eventual space needs, prior experience with co-located and private spaces, and a team with prior facility management experience. We expect to begin full-time facility research and prep activities to commence upon being granted the charter, however we will do some advanced preparatory work where possible. [ECIII.F.1]

No residential facilities will be provided by the school [ECIII.F.3]. In both the cases of co-located space and private facilities, we will ensure that the facilities, when required, are compliant with the provisions of the Americans with Disabilities Act [ECIII.F.4]. We have experience with making spaces compliant with the law. In following the process of facilities funding we are applying for co-located space, which can allow us to be placed in communities with underutilized space. We have identified with local brokers six potential private spaces in District 30. The average of those rents are incorporated into our budget assumptions for rent. We cannot sign any lease until our request for co-located space has been rejected, so we are not able to disclose the addresses of those sites but we are happy to discuss during our interview. Our preference is for buildings that were once schools as they are the most cost effective and efficient way to be compliant with the applicable laws and needs of our students and staff. We have existing relationships with the owners of school buildings and other private facilities [ECIII.F.5]. Our budget averaged the rents and too into account assumptions reflecting the extensive capital improvements we have had to provide to our current leases facilities including a new boiler, electrical work, gas and water upgrades from the street, sprinklers, flooring, painting, fire safety compliance, and structural work [ECIII.F.6-7]. Here is a table reflecting the current market of the properties we have identified [ECIII.F.9]:

VOICE-2 Property Analysis				
Property Number	Location	Building Class	Total Sq. Footage	Price Per Sq Foot
1	LIC	Class A	290,665	\$ 40.00
2	Long Island City		140,000	14.50
3	LIC		100,000	25.00

4	LIC	Class B	90,000	29.00
5	LIC	Class B	55,000	17.50
8	LIC	Class A	49,500	25.00
	Average		120,861	\$ 25.17

VOICE 2 has identified initial and future space requirements as well as a potential facility budget. Should VOICE not be able to acquire permanent or temporary space for the 2017-18 school year, VOICE 2 will utilize 2017-18 as a planning year and open in the fall of 2018.

G. Insurance

VOICE-2 plans on having more than adequate insurance coverage. We have a good relationship with Austin & Co., Inc. and find their insurance prices to be reasonable. The finance manager will reach out to Austin & Co., Inc. at least three months before the start of the first VOICE-2 fiscal year in order to purchase insurance. Projected salary information, enrollment projections, and any other pertinent information needed for insurance coverage will be prepared and submitted by the finance manager to Austin & Co., Inc. The insurance coverages for VOICE-2 will include but are not limited to:

- Property Insurance: business personal property (BPP) including improvements and betterments, computer hardware & software, replacement cost & agreed value, and earthquake & flood
- Equipment Breakdown
- Utility Services including direct damage and business interruption
- Blanket Business Insurance with Extra Expense
- Crime including employee dishonesty with ERISA coverage, forgery, computer fraud, and money & securities
- Automobile coverage
- Directors & Officers including educators’ legal liability, internet liability, workplace violence, employment practices liability, third party liability, and fiduciary liabilities
- General Liability for up to \$1,000,000 on any one occurrence and a \$3,000,000 annual aggregate including abuse & molestation coverage, corporal punishment, and employee benefits liability
- Umbrella Liability for up to \$10,000,000 on any one occurrence and a \$10,000,000 annual aggregate including abuse & molestation coverage, corporal punishment, and foreign hostilities
- Excess Educators Legal Liability for up to \$10,000,000 including directors & officers, employment practices, and failure to educate
- Excess Fiduciary Liability for up to \$3,000,000
- Workers Compensation & Employers’ Liability
- New York Statutory Disability
- Student Accident
- Catastrophic Student Accident

In the attached VOICE-2 Budget & Cash Flow Template (Attachment 9), Insurance expenses, not including workers’ compensation insurance, are budgeted at \$16,509 for the first year of operation (FY18). This number was conservatively estimated by using VOICE-1 insurance expense historical data and then increasing the extrapolated expense figure by twenty-five percent. In the attached VOICE-2 Budget & Cash Flow Template (Attachment 9), VOICE-2 workers’ compensation insurance is included in the fringe / employee benefits line. Benefit expenses are being budgeted as a percentage of total salaries based on historical VOICE-1 data.

H. Health, Food, and Transportation Services

Health Services [ECIII.H.1]

VOICE 2 Charter School will comply with all health services requirements applicable to other public schools including, but not limited to, all immunization requirements and diagnostic testing requirements. The school shall provide health care services similar to the extent that such health services are available to children attending other public schools in the district. This is to be done, if possible, through a contractual arrangement with the district to supplement the level of health services mandated by the district to the charter school in accordance with section 2853(4)(a) and section 912 of the Education Law.

In a co-located space, VOICE 2 Charter will share the existing school nurse resources, much as we do in our co-located space at PS 111. If VOICE 2 secures privately held space, a nurse from the NYC Department of Health will be requested to service that location. The school will ensure sufficient space is set aside to meet Department of Health guidelines for school nurse office. The nurses supervise the disbursement of medication, the treatment of students who are injured, and train faculty and staff in first aid. The nurses are responsible for all record keeping and correspondence related to these responsibilities.

Immunization Requirements: New York State law requires that each student entering kindergarten or a new school district in grades K–12 have a certificate of immunization at the time of registration or not later than the first day of school. Before a child can be permitted to enter and attend school, parents or guardians are required to present documentation that their child has received all required doses of vaccines, or that their child has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals. Parents may waive immunization in accordance with Public Health Law and exceptions to immunizations shall be granted if a licensed physician or nurse practitioner certifies such immunization may be detrimental to the student's health, or if the student's parent or guardian holds genuine and sincere beliefs, which may include religious beliefs, contrary to such immunization [see § 2164 (8) and (9) of the Public Health Law. The Operations Coordinator will ensure school staff maintain and update immunization records to remain in compliance.

Food Services [ECIII.H.3]

VOICE 2 Charter School will provide breakfast and lunch service. VOICE Charter School currently participates in the Federal Free- and Reduced-Priced breakfast and lunch, and programs administered by the U.S Department of Agriculture, and adheres to all applicable requirements. This will be carried over to VOICE 2 as well.

If VOICE 2 charter school is situated in a public school space, we will utilize the existing food service arrangements provided by the Office of School Foods and Nutrition Services (OSFNS) provided at that location. If privately held space is utilized, we will contract with OSFNS to provide us with satellite food service to that location. VOICE Charter School has experience with setting up and configuring food service in private space and should growth necessitate, VOICE 2 Charter school will arrange for the necessary kitchen upgrades to permit onsite food preparation by OSFNS staff members. VOICE 2 will not provide afterschool snack service.

Transportation Services [ECIII.H.4&5]

Regardless of the location type, NYCDOE will be responsible for providing transportation services to the VOICE 2 Charter School's students. Two types of transportations services will be coordinated through OPT: Yellow Bus Service and MTA Metrocards.

Bus service for the charter school will be provided for by the Office of Pupil Transportation of the NYCDOE (OPT). VOICE 2 Charter School will submit a Transportation Request Form and use ATS or the OPT Portal to supply the DOE with the necessary information about its students.

The DOE determines students' eligibility for transportation. This eligibility is based on age and distance from the school, in accordance with the Chancellor's regulations (Regulation A-801). The Office of Pupil Transportation and/or VOICE Charter School notifies parents that bus service is confirmed directly by the Office of Pupil Transportation.

VOICE 2 Charter will remind parents that General Education Yellow Bus service is not provided to those students living outside the district in which their school is located. Based on information provided by the charter school, OPT creates bus routes and assigns students to particular stops. OPT then provides the charter school with a ridership list. In addition, OPT informs the charter school which students are eligible for subsidized or free public transportation instead of Yellow Bus transportation. In the event that Special Education bussing is required, VOICE 2 will work with both OPT and the Commission on Special Education to secure the proper arrangements. Because buses may stop at multiple schools, VOICE 2 Charter School receives students from the bus up to 30 minutes before the school day starts.

For those students that live too far from, are too old for or parents prefer not to, MTA Metrocards will be made available. Metrocards will be issued in accordance to OPT and MTA regulations. Half fare Metrocards will be made available for K-6 students who that live too close in for yellow busing as well as full fare cards to all 7th and 8th graders who are no longer eligible for yellow bus service and live far enough from school. Parents of K-6 students who are eligible for yellow bus service but prefer their child take the bus or train can also request full fare Metrocards in lieu of bus service. For field trips, VOICE 2 will use OPT services when possible.

I. Family and Community Involvement [ECIII.1-5]

Parents will play an integral role in the planning, implementation and program design of VOICE 2 and will be invited to participate in a voluntary capacity throughout the process. VOICE's original families were key players in the design, development and legacy of the school's parent culture by contributing to classroom design and set-up, envisioning and creating hallway decor and initiating strong family-based school events which have proudly continued through VOICE's 8 years in operation. Interested parents will be encouraged to provide feedback on and assist in the marketing (i.e. website design, parent communications, etc.) for VOICE 2, as we recognize the significance of the parent perspective in terms of telling VOICE's story to our families and community.

Parents of the existing VOICE Charter School were given opportunities to provide input on school governance. In late 2015 and early 2016, VOICE Charter School reached out to parents to discuss the possibility of opening a second charter school and sought written and verbal feedback at several parent functions. The process will continue into Fall 2016 during regularly scheduled Parent Association meetings, Back to School Night, Parent-Teacher Conferences and more. Once VOICE 2 is operational, parents will have a Parent Association ex officio seat on the board as an opportunity to regularly voice their concerns on the board level. Parents will also have afforded to them under NYS law, an opportunity to attend and comment on governance matters by attending board of trustee hearing meetings.

Parent surveys are also used to determine issues of ongoing importance to parents and families and are shared with administrators and the board. Parents are also invited to attend Coffee with the Principal events on a monthly basis when they are called upon to ask our school leadership team tough questions related to both curriculum and culture as well as provide informal feedback on the floor. Feedback gathered is then taken heavily into consideration by our school leadership team and positive changes are generally implemented within a reasonable timeframe. Families will be invited to participate in teacher/parent focus groups monthly where

the agenda will be set by parent/guardian expressed concerns/ideas for innovation in an effort to encourage collaboration and help school staff address the parent perspective. It's important to note VOICE's rating for strong family-community ties jumped from "fair" in 2014-15 to "good" in 2015-16 (from 83% positive responses to 86% positive responses this year), based on annual New York City Department of Education parent surveys. We are dedicated to sustaining and improving this area and look forward to applying our learnings to the parent culture at VOICE 2.

The Parent Association helps school staff reach our non-English speaking families continually as VOICE develops our language-services program for families, whereby school staff provide translation and interpretation services to bridge the gap between school and home. At the beginning of the school year and periodically throughout, leaders of the Parent Association meet with the Principal to determine aspects of school activities, needs and community involvement where parents and school leaders may work cooperatively.

Families will be involved and engaged with the socio and cognitive development of students as per one of VOICE's school-wide goals, to ensure parents are partners in the education of their children to support student achievement, by working face-to-face with teachers in curriculum-based workshops, engaging in highly participatory student-led parent-teacher conferences biannually and building relationships with key faculty members, such as our High School Placement Specialist, to ensure all students are admitted to the high school of their choice. All parents will be provided with direct access to a team of academic and culture deans, in addition to building relationships with individual classroom teachers and support staff.

Over the course of the last two years, VOICE has informed of and requested feedback on its plans for VOICE 2 from the community through multiple modes of communication. VOICE held two public hearings to invite the community to learn about the intention of VOICE 2 and provide the community with the opportunity to present feedback and/or ask logistical questions around funding, space, staffing, etc. Our principal was able to answer each question during the hearing. We have advertised to the community and our families that we are applying for a second charter in both English and Spanish in local newspapers and on the web, as well as on flyers posted locally. We were able to host a booth at the 36th Avenue Astoria Street Festival to engage with the community and talk about VOICE 2 and its impact on the community to the many people in attendance. Our principal attended "An Evening with Principals" when we were able to formally present VOICE 2 to a group of prospective parents and were after able to talk with and answer questions for parents in the community during an informal "meet and greet". On several occasions, we have attended events at the Queens Library networking with local organizations and businesses such as the Western Queens Prevention Services and Goodwill.

VOICE's Parent Association is an influential body of parents and guardians who have served as liaisons between the school and surrounding community and will continue to do so for VOICE 2 by conducting formal introductions to local organizations, such as churches, other schools and small businesses. Parents, families and school staff will continue to organize community involvement activities in support of more bilateral actions. VOICE 2 will involve, motivate and mobilize the current Parent Association to establish VOICE's presence in the community, which will be a foundation for their children to interact with and serve the diverse community in which the school will likely be based.

VOICE Charter School has continuously engaged in COMMUNITY advocacy efforts, including but not limited to, local traffic safety coalitions. VOICE has developed relationships with local politicians who are regularly invited to VOICE events such as choir

concerts and graduation ceremonies. It's important to note Chancellor Farina chose VOICE as her first charter visit in her role as the head of the New York City Department of Education in September 2014.

With that said, we're now focused on building purposeful relationships within the Long Island City community and look forward to the opportunity to build relationships in the community where VOICE 2 will be based. We have been and currently are reaching out to various community organizations, such as Community Linked and Jacob Riis, to lay the groundwork for establishing more formal partnerships before the charter application is due and plan to foster these relationships throughout the school year and beyond. VOICE recognizes the value of and need for developing meaningful relationships, partnering with community organizations, and is eager to continue this essential work for both VOICE and VOICE 2.

J. Financial Management

VOICE 2 will adopt and implement the fiscal policies and procedures (FPP) of VOICE 1. The financial management of VOICE 2 will involve the VOICE 2 Board of Trustees, Audit Committee, Finance Committee, Executive Director, School Director, Operations Director, Finance Director and Finance Assistants. The day-to-day fiscal responsibilities of VOICE 2 are assigned to its fiscal staff. However, fiduciary responsibility for the overall management of the organization lies with the VOICE 2 Board. [ECIII.J.1]

VOICE-2 will establish an Audit Committee and a Finance Committee. The Audit Committee will be responsible for selecting an independent audit firm on an annual basis. The Finance Committee will review the financial policies and procedures manual on an annual basis and will work with the Finance Director to review the monthly financial statements. [ECIII.J.1]

The Finance Committee of the Board of Trustees shall be responsible for the primary Board-level oversight of school financial matters, as defined by the Board. The Finance Director will have the primary responsibility of executing all financial matters. All members of the fiscal management team will work together to make certain that all financial matters of the organization are addressed with care, integrity, and in the best interest of VOICE-2. [ECIII.J.1]

The Finance Director is responsible for administering the school's FPP. Exceptions to written policies may only be made with the prior approval by the Finance Committee and/or the Board. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board annually. The Board will meet monthly to ensure that its fiduciary duty is maintained. The Finance Director will create monthly financial reports consisting of a budget to actual report, a balance sheet, and a cash flow report. These reports will be presented to the Finance Committee for review and approval on a monthly basis. The Finance Committee will then present the approved financial reports to the Board for approval at the monthly Board meeting. The Operations Director will be responsible for the protection of student records and the Finance Director will be responsible for the protection of financial records. [ECIII.J.2]

VOICE 2 plans to engage an independent Certified Public Accounting firm, selected by the VOICE2 Audit Committee, to perform annual audits of its financial statements for the prior fiscal year. These statements will be prepared in accordance with generally accepted auditing standards in the United States and Government Auditing Standards, issued by the Comptroller General of the United States. The selected firm will also report on the school's internal controls relating to financial reporting and compliance with relevant laws, regulations, contracts, and grants. The Finance Director will be responsible for scheduling the audit and ensuring that the audit is completed in a timely manner. Upon initial completion of the audit, there will be an

Audit Committee meeting with the auditors to finalize the audit before it goes to the Board for approval. Auditors will also complete and file the IRS 990 on an annual basis. [ECIII.J.3]

VOICE 2 will be committed to developing and maintaining financial policies and procedures that ensure sound internal controls, fiscal responsibility and accountability in accordance with the Generally Accepted Accounting Principles (GAAP), and rules and regulations of the Financial Accounting Standards Board (FASB). VOICE 2 will follow all the relevant laws and regulations that govern the Charter Schools within the City and State of New York. As a nonprofit organization, VOICE-2 will be entrusted with funds granted by government agencies, private foundations and individual contributors and it will adhere to the highest of standards of accounting. Clear financial policies and procedures will enable the school to meet its financial needs and obligations, ensure long-term financial stability and viability, and protect its tangible assets and reputation. [ECIII.J.4]

VOICE 2 is prepared to adhere to generally accepted accounting practices by establishing an accounting system comprised of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods will: (1) identify and record all of the organization's transactions; (2) describe the transactions in enough detail to allow classification for financial reporting, and (3) indicate the time period in which transactions occurred in order to record them in the proper accounting period. [ECIII.J.5]

VOICE-2 has adequate policies and processes for:

1. Tracking enrollment and attendance eligibility. The Finance Director will work closely with the Operations Director to monitor first day enrollment numbers and subsequent ATS enrollment reports throughout the year. The Finance Director will complete the per pupil bi-monthly billing with current enrollment data from ATS. There will be checks made throughout the year to ensure there are not any duplicate children and/or children that have never attended VOICE-2 in the ATS system. Attendance will be taken daily by each classroom teacher and sent to the office where it is uploaded to ATS. [ECIII.J.6]

2. Eligibility for free/reduced priced lunch. When each child registers for VOICE-2, they will be required to complete a free/reduced lunch application. The Finance Director will then monitor ATS for the updated free/reduced lunch codes in the system. The parents of children that do not have updated codes in ATS will be contacted regularly to encourage them to complete the free/reduced lunch form. It will be explained to them that they will be charged at the full rate until the application is completed. [ECIII.J.6]

3. Special education services. Special education services will be tracked by the VOICE-2 special education team. The Finance Director will check in with the special education team leader on a monthly basis to gather current IEP data for each special education child. Specific attention will be paid to any changes in IEP classification categories, the addition of IEP service categories, and the discontinuing of IEP service categories for each child. The Finance Director will also focus on what special education services are being provide directly by VOICE-2 and which services are being provided by the NYC-DOE. [ECIII.J.6]

4. Other services for special populations of students. Supplemental intervention services will be provided to students who are behind on reading levels. We will use Federal Title 1 money to fund these additional services. If VOICE-2 qualifies for Title 3 funds, then supplemental services will be provided to ESL/ELL students to help them maintain grade level. We will use Federal Title 3 money to fund these additional services. [ECIII.J.6]

K. Budget and Cash Flow

VOICE 2 plans on applying for public space through the NYCDOE. If we are denied public space, then we will be seeking private space. We have VOICE 2 multiyear budget projections for both public and private space scenarios, although, we have submitted only the private option data within Attachment 9. **[ECIII.K.1]**

The VOICE 2 pre-opening budget is fiscally sound because it accounts for all the anticipated revenue and costs in our planning year, FY17, while forecasting a net income of \$11,271. In the startup budget we have allocated sufficient FTE percentages of administrative management salaries to properly plan for and implement the opening of VOICE 2 on time. We have allocated conservative revenue assumptions as well. Our pre-opening period is funded purely by our anticipated CSP grant funding. We are also going to be applying for an SSF grant. If both grants fall through we can borrow from VOICE 1's cash reserve or we can utilize a Citibank credit line. VOICE 1 has a great relationship with Citibank and currently has a \$500,000 credit line which it has never had to use. **[ECIII.K.1]**

The VOICE 2 first year operational budget is fiscally sound because it accounts for all the anticipated revenue and costs during our first year of operation, FY18, while forecasting a cash reserve of \$55,738 at year end. We are using the FY17 Per Pupil Rate of \$14,027 as we are not assuming any per pupil rate increase for FY18. **[ECIII.K.1]**

The VOICE 2 five-year budget is fiscally sound because it generates a positive net income in all of its five years. We are forecasting positive net incomes with the per pupil rate frozen at \$14,027. We anticipate this per pupil rate to increase at some point over the next six years. **[ECIII.K.1]**

The five-year budget assumes that VOICE 2 will operate Kindergarten through 5th grade with enrollment of approximately 166 in FY18 growing to 504 in FY22. The enrollment and personnel numbers are consistent with the enrollment and staffing sections of this application. The budget assumes a 3% inflation of salaries per year. The Finance Director, through department budgeting, will empower department heads to provide input on their allocations, ensuring their educational programs are aligned with key design elements and the performance goals of the charter. The attached Budget and Cash Flow Template has the necessary specials teachers budgeted for VOICE 2 to maintain our music department from year one through five. **[ECIII.K.2]**

VOICE 2 will set aside \$25,000 into an escrow account each of the school's first three years of operation. This is budgeted in the first three years in Attachment 9 **[ECIII.K.3]**.

VOICE 2 is relying on projections of both standard per-pupil NYC DOE funding, remaining flat across the five years, and NYC DOE special education funding, 11% of our student population receiving funding for 20-100% of services. Our budget has an annual fundraising target amount equal to 3% of VOICE-2's annual per pupil income. It also has subtenant revenue budgeted for years when our private space is not fully utilized. We plan to offer our subtenant use of our space at a discounted rate. The attached budget calculates subtenant revenue by taking 75% of the facilities price per square foot, then adding the subtenant's portion of utilities costs and adding a 10% administrative fee. **[ECIII.K.4]**

The majority of the rationale and source of the assumptions upon which the attached NYSED Budget template rests come from our internal financial modeling tool. This tool is based on six years of historical financial data from VOICE 1 as well as thoughtful analysis of VOICE 1's current financial status. VOICE 1 has always generated healthy surpluses while running an academically successful school. It has done this while entering into a twenty-year

lease in FY12 and having a small percentage of facilities funding starting in FY15. Per NYS law, VOICE 1 is only allowed to receive facilities funding for 7th & 8th grades. [ECIII.K.4]

VOICE 2 does not plan on incurring any debt. If the need arises, VOICE 2 will have the ability to borrow from the VOICE 1 cash reserve or utilize a Citibank credit line. VOICE 1 has a great relationship with Citibank and currently has a \$500,000 credit line. [ECIII.K.4]

If VOICE 2 runs into a budget issue or cash flow challenge, we will have the ability to borrow from the VOICE 1 cash reserve or utilize a Citibank credit line. VOICE 1 has a great relationship with Citibank and currently has a \$500,000 credit line. [ECIII.K.5]

VOICE 2 will be committed to maintaining financial viability by setting an annual budgeted surplus goal of 3-5%. The annual budget will be monitored on a monthly basis by the Finance Director, the Executive Director, the Finance Committee and the Board. This monitoring is done by reviewing the monthly financial statements which contain a budget variance report. Variance differences of \$10,000 or more are described in the notes section. The Executive Director is responsible for making sure that significant differences are thoroughly researched and ultimately identified as either permanent or temporary variances. In addition, the Executive Director ensures the Finance Director produce contingency budgets with extreme issues. The Finance Director will create a working budget on an as needed basis. The Finance Committee and/or the Board of Directors can request a revised budget at any time. [ECIII.K.6]

We feel that VOICE 2 will be highly sustainable for the foreseeable future because it is being modeled after VOICE 1 both academically and fiscally. VOICE 2 is actually better positioned to be fiscally sustainable than VOICE 1 given that the facilities funding revenue of VOICE 2 is not limited to only specific grades. [ECIII.K.7]

L. Pre-Opening Plan

Team. Upon being granted a charter, VOICE 2 would begin the process to open the new school. A team comprised of the Facility and Compliance Manager of VOICE, current contractors that provide professional services (real estate, architectural, engineering, legal and construction) to VOICE and a representative to the Board of Trustees will undertake the task of securing and preparing space to operate. These resources will report to the Executive Director and a taskforce comprised of 2-3 board members with interest or experience in this area. At the same time a team headed up by the Director of Talent Management and Recruitment and Selection Coordinator will begin the recruitment and hiring tasks for VOICE 2. The Finance Manager will work with both teams to provide necessary the fiscal perspective of any decision to be undertaken

Major Action Areas, Once the charter is approved, the Facility and Compliance Manager will initiate the necessary steps to secure the space and all necessary city and Department of Education permits and approvals operate within it, including making the necessary arrangements with the DOE's Office of School Foods and Pupil Transportation along with the Department of Health. We expect activities at the outset to focus on lining up the space itself with subsequent activities contingent on whether or not VOICE 2 can operate in a co-located public school building or is forced to seek out privately held space. The Facility and Compliance Manager and the Executive director would work with the founding board members to set up and execute the required governance documents and practices for VOICE 2. In terms of staffing for VOICE 2, the Talent Support team will begin recruitment and selection of any needed teachers for VOICE 2 during the SY 2015-2016. As we believe cross fertilization is key, we are planning to staff the majority of teaching positions at VOICE 2 with teachers from our first school. We are also currently developing teaching leaders through our partnership with NAATE. We expect that other leadership positions such as AP, Dean, and Coach, will be part of the career pathway that will in

some cases lead to school leadership. Hiring will be conducted centrally for the organization, but site school leadership must be on board with any individuals hired for his/her specific school. Likewise, student recruitment and enrollment activities would commence as soon as the charter is approved. Recruitment activities would be coordinated by Facilities and Compliance and occur in conjunction with facility location.

Timeline. Our goal will be to open VOICE 2 for the start of the 2017-18 school year. With a potential November 2016 decision to proceed, the organization would undertake various preparatory activities in the months prior to a decision. Such a timeline would require VOICE 2 to secure suitable space by February-March of 2017, secure necessary regulatory approvals, ramp up hiring activities as described above and begin recruitment activities to permit the school to open in the Fall of 2017. Should this timeline prove infeasible, VOICE will elect to utilize 2017-18 as a planning year and open in the Fall of 2018.

M. Dissolution Plan

In the event of closure or dissolution of the VOICE 2 Charter School, the Board of Trustees shall delegate to the Principal and AP of Operations the responsibility to manage the dissolution process in accordance with Education Law § 2851(2)(t). This process shall include notification to parents of children enrolled in the VOICE 2 Charter School. Additionally, a list of students attending the VOICE 2 Charter School will be sent to the local district where the VOICE 2 Charter School is located. The VOICE 2 Charter School shall transfer student records to the School district in which it is located, and the parents of the enrolled students shall be notified of the transfer of records. The remaining assets of the VOICE 2 Charter School, after satisfaction of outstanding debts pursuant to Education § 220, shall be transferred to another VOICE 2 Charter School within the School district where the VOICE 2 Charter School is located or directly to the NYC DOE.

The dissolution process will begin with a meeting of the leadership team of the VOICE 2 Charter School that will include at least the Board President, Executive Director, Principal, Director of Operations and its legal counsel. The purpose of this meeting is to review and confirm a dissolution plan and timeline developed by the School's administrative staff that will be used to guide the dissolution process. Upon approval of the plan and timeline, the Principal and the Board President will meet with representatives from the New York City Department of Education (NYCDOE) Office of New Schools (ONS) or other appropriate staff to review and discuss the dissolution plan and timeline. The outcome of this meeting is a final dissolution plan and timeline that will be used to manage the dissolution process of the VOICE 2 Charter School.

Days 1-5

1. The VOICE 2 Charter School will deliver a current student list to the NYCDOE.
2. The Principal and/or Executive Director will conduct a meeting with NYCDOE to discuss openings and availability for students being displaced by the closure or dissolution.
3. The Director of Operations and a VOICE 2 Charter School Board representative will begin a process of identifying assets required for transfer.
4. The VOICE 2 Charter School Principal and/or Executive Director will notify all parents in writing of the closure of the School and the ensuing placement process.
5. The Principal and/or Executive Director will meet with the students to discuss the School's closing and the ensuing placement process.
6. The VOICE 2 Charter School will schedule and advertise a School-day meeting with students and an evening meeting with parents and others to discuss the VOICE 2 Charter School's closing and the transfer of students to other public Schools.

7. The VOICE 2 Charter School will host a series of information sessions for families and students about the possible Schools available and identify the assistance that will be provided during the transfer process.
8. The VOICE 2 Charter School's website will be recognized as a primary source of information about the School's closing, the dissolution process and the placement of students in other public Schools.
9. The VOICE 2 Charter School's pupil personnel staff will schedule a placement meeting with each enrolled student/parent to discuss his/her placement.

DAYS 5-15

1. The pupil personnel staff will prepare a written report for the Principal confirming the scheduling of placement meetings for each student/parent.
2. The pupil personnel staff will commence student placement meetings.
3. The VOICE 2 Charter School will provide written notice to appropriate office departments such as transportation, food services and School safety of the closure to ensure adequate time for modifications to existing practices and procedures.
4. The VOICE 2 Charter School will notify in writing School Principals in Schools likely to receive transfers from VOICE 2 Charter School of the closure and provide contact information for School personnel handling transfers.

DAYS 15-30

1. THE PUPIL PERSONNEL STAFF WILL CONTINUE WITH STUDENT PLACEMENT MEETINGS.
2. A LIST OF STUDENTS AND THEIR KNOWN PREFERENCES FOR RELOCATION WILL BE PREPARED BY THE COUNSELING STAFF AND SENT TO THE PRINCIPAL.
3. THE VOICE 2 CHARTER SCHOOL WILL TRANSFER STUDENT RECORDS TO THE NYCDOE UPON COMPLETION OF THE PLACEMENT MEETING BETWEEN THE SCHOOL PUPIL PERSONNEL STAFF AND INDIVIDUAL STUDENTS.
4. PARENTS OF THE ENROLLED STUDENTS WILL BE INFORMED OF THE TRANSFER OF THEIR STUDENTS' RECORDS TO THE NYCDOE AND PROVIDED A COPY OF THOSE RECORDS.
5. THE VOICE 2 CHARTER SCHOOL WILL CONDUCT A FINAL MEETING WITH THE NYC DOE TO ENSURE THAT EACH STUDENT HAS BEEN PROPERLY ENROLLED IN A LOCAL PUBLIC SCHOOL OR HAS CONFIRMED THEIR ENROLLMENT IN A NON-PUBLIC SCHOOL.

Transfer of Assets:

The distribution of assets will be in accordance with the requirements of applicable law. Subject to court approval, remaining assets of the school will be transferred to another charter School in New York City, with first preference given to a charter School in CSD 30. If there is no charter School in New York City willing to accept such assets of the Charter School, the assets will be transferred to the New York City Department of Education. The Director of Operations will be responsible for developing a plan that will direct a smooth and efficient transfer of assets process. The Director of Operations will maintain an up-to-date inventory of the assets of the School. He/she, with the cooperation of the School's institutional partner and the Finance Committee of the Board of Trustees, will attend to the payment of all outstanding debts of the School. Once all debts are satisfied, a distribution of assets process will be initiated that complies with a prescribed plan that has been developed by the Director of Operations with the cooperation of the NYCDOE Office of New Schools. This plan will eventually detail what assets will be dispersed to which School(s), when, how and by whom. This plan will be presented to the Executive Committee of the Board for review and approval prior to its implementation. This process should be completed prior to the beginning of the year following the closing of the charter.

ATTACHMENTS

[See VOICE's NYSED Portal for the Following Attachments]

Application Summary

Certification & Assurances Statement

(Attachment 1) – Admissions Policies & Procedures

(Attachment 2a) – Initial Samples of Public Outreach

(Attachment 2b) – Evidence of Public Review Process

(Attachment 3a) – Sample Weekly Student Schedule

(Attachment 3b) – Sample Weekly Teacher Schedule

(Attachment 3c) – Proposed First Year Calendar

(Attachment 4) – Student Discipline Policy

(Attachment 5a) – New Applicant & School Trustee Background Information

(Attachment 5b) – By-Laws

(Attachment 5c) – Code of Ethics

(Attachment 7) – Partnership Information

(Attachment 8a) – Hiring & Personnel Policies and Procedures

(Attachment 8b) – Resume for Proposed School Leader

(Attachment 9) – Budget & Cash Flow Template

(Table 1) – Applicant Group Information

(Table 2) – Public Outreach Information



Attachment 1. Admissions Policy and Procedures

Admission Policies

The admission policy of VOICE 2 Charter School is non-sectarian and does not discriminate against any student on the basis of ethnicity, national origin, gender, disability or any other characteristic that would be unlawful if done by a public school. Admission to VOICE 2 Charter School is not limited on the basis of intellectual ability, measures of achievement or aptitude, athletic ability, disability, race, creed, gender, national origin, religion or ancestry. Any child who is qualified under NYS law for admission to a public school is qualified for admission to VOICE 2 Charter School. VOICE 2 Charter School ensures compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and § 2854(2) of the New York Education Law, governing admission to a charter school. For admission to VOICE 2 Charter School, a child/student must be five years old by December 31 of the year he or she is in Kindergarten, under 21 years of age, and must not possess a high school diploma. Admission to VOICE 2 Charter School is limited to pupils within the grade levels to be served by VOICE 2 Charter School.

In its admission policies and procedures, VOICE 2 Charter School refrains from the following:

- Requiring parents to attend meetings, information workshops, an open house and/or tour the school as a condition of enrolling students in VOICE 2 Charter School.
- Having an unduly narrow enrollment period.
- Limiting outreach or advertising to obscure media or community outlets.
- Giving enrollment preference to children of members of the VOICE 2 Charter School board of trustees or founders group.
- Requiring parents to be interviewed and/or sign agreements or contracts imposing certain responsibilities or commitments to VOICE 2 Charter School, regardless of their virtue, as a condition of enrolling their children (correcting a child's homework, volunteering, etc.).
- Mandating that students or parents agree with VOICE 2 Charter School's mission or philosophy.
- Giving preference to or unduly targeting students interested or talented in a particular program featured by VOICE 2 Charter School.

Application and Admissions Periods and Procedures

For VOICE 2's first year, formal recruitment of incoming students will begin after VOICE 2 Charter School is authorized. In subsequent years, during or before January of the coming school year, VOICE 2 Charter School will advertise open registration.



VOICE 2 Charter Application

Families, if they choose, can meet with VOICE 2 Charter School staff and review the expectations of VOICE 2 Charter School. Interested families will submit applications by April 1.

If the number of applicants to VOICE 2 Charter School exceeds capacity, a lottery or other electronic random selection process will be conducted by an individual unaffiliated with VOICE 2 Charter School's employees or board members. The lottery will be held each year in early April, after all applications have been received and processed.

If a lottery is required, all applications submitted to VOICE 2 Charter School will be entered into the lottery. VOICE 2 will randomly select applications and offer enrollment to students based on its admissions preferences (listed below). During the lottery, all completed and accepted applications are publicly drawn in random order. Each application is recorded and numbered and assigned to a specific grade and preference category. After all available spaces have been filled in each grade and according to preference category, VOICE 2 will create a waiting list for the remaining applications. The wait list ranks applications based on enrollment preferences – these applicants are identified by number, grade and preference category. As spaces become available at VOICE 2 Charter School, they will be offered to wait list applicants in order of their place on the list. The list will expire annually at the lottery for the next year's enrollment.

Registration sessions for new students will occur between May and August, to ensure VOICE 2 does not over or under enroll. Once the school year commences, VOICE 2 Charter School will employ student retention strategies (listed above) to maintain an enrollment range within 15% of our target enrollment. If enrollment falls below that range, VOICE will backfill the space(s) from our waiting list. Backfilling may happen at any point during the school year, for any grade, K-5.

Outreach Plan

VOICE 2 Charter School recruits students using the techniques below (among others): **(1)** Posting flyers and advertising in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes; **(2)** Holding open houses; **(3)** Visiting local organizations, in particular those programs which have Head Start or other Pre-K programs in surrounding neighborhoods; and **(4)** Sending applications home with current students to share with families they know who might be interested. All flyers and marketing material are posted in English and Spanish – if other dominant languages are found to be languages of the community, VOICE 2 Charter School will seek to post marketing materials in those languages, as well.

VOICE 2 Charter School strives to recruit and retain English Language Learners, which provide an invaluable perspective of diversity to VOICE's school culture and



VOICE 2 Charter Application

community. VOICE 2 will continue to communicate effectively with families whose first language is not English by ensuring all parental correspondence will be available in their home language, by ensuring that translators will be available for all meetings involving parents (including but not limited to parent-teacher conferences, parent association meetings, and school-wide assemblies).

Finally, VOICE 2 will continue to utilize direct marketing resources available to charter schools.

Procedures if student applications for admissions exceed available space

VOICE 2 Charter School admits each eligible student who submits a timely application, unless the number of applications exceeds the capacity of the grade level.

In the event the number of applicants to VOICE 2 Charter School in any given year exceeds capacity, a lottery is conducted. VOICE 2 Charter School pursues full disclosure prior to the lottery by advertising a description of how the lottery will be conducted. VOICE 2 Charter School includes a description of the public lottery in its application material distributed to families during the outreach phase of the process. VOICE 2 Charter School contracts the services of an independent (unaffiliated) organization to conduct the public lottery. The public lottery occurs after April 1.

If a lottery is required, all the applications submitted to VOICE 2 Charter School are entered into the lottery. The VOICE 2 Charter School lottery is a system of random selection of applications that identifies students for enrollment. During the lottery process, all completed and accepted applications submitted during the enrollment period are publicly drawn in random order until all applications have been drawn. Each application is recorded and numbered in the order in which it was drawn and assigned to a specific grade and preference category. After all available spaces have been filled in each grade and according to preference category; a waiting list is created by the remaining applications. The waiting list ranks applications for a given grade and preference category. These applicants are identified by number, grade and preference category.

Admissions Weighting and Preferences

VOICE 2 Charter School shall weight any application of any incoming Kindergarten student by two if their family can demonstrate by April 1 that they receive SNAP benefits. This shall be accomplished by providing a second entry into the lottery. Preferences for enrollment shall be as follows:



VOICE 2 Charter Application

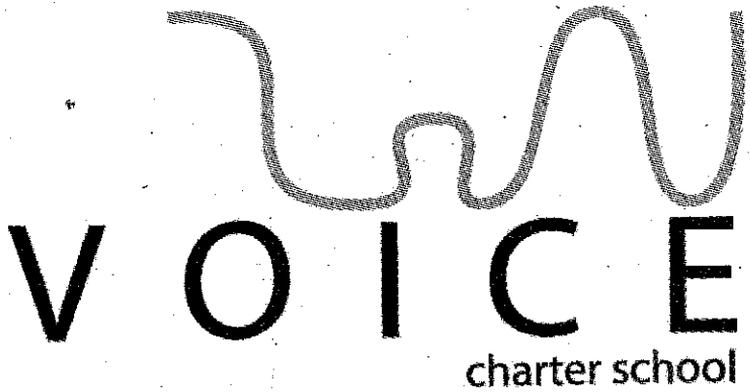
- First, to applicants who are siblings of (a) students already attending VOICE or (b) applicants to VOICE who have already been accepted to VOICE through the lottery for the upcoming year;
- Second, to applicants residing in District 30; and,
- Third, to applicants who reside outside of District 30.

VOICE 2 also strives to increase likelihood of attendance by economically disadvantaged students. To accomplish this VOICE will weight prospective Kindergarten applications whose families are verified recipients of Supplemental Nutrition Assistance Program (SNAP) benefits at the time of application by a factor of two.

Vacancies Once the school year commences, VOICE 2 Charter School will handle attrition in a similar manner to the existing school by maintaining an enrollment range of 15% of our target enrollment. If enrollment falls below that range, VOICE will backfill the space(s) from our waiting list in the order of placement on the list. The waiting list expires annually at the lottery drawing following the next year's enrollment period.

Student transfer and/or withdrawal procedures

VOICE 2 Charter School is a public school of choice, both for application and withdrawal. At any time there may arise circumstances in which a parent or guardian may wish to transfer their child to a different school. A parent or guardian wishing to withdraw his/her child from VOICE 2 Charter School is asked to complete a request for student withdrawal form. VOICE 2 Charter School personnel offer to meet with the family and discuss their reasons for withdrawing from VOICE 2 Charter School, as well as to seek solutions to any problems that arise from these discussions. VOICE 2 Charter School ensures the timely transfer of any necessary school records to the student's new school.

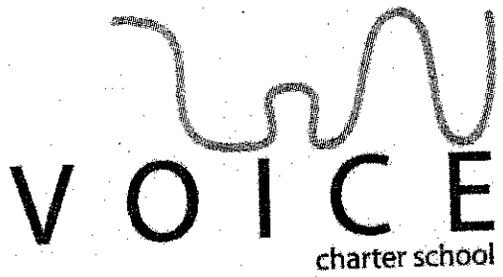


***VOICE Charter School
is opening a second school
also in
northern Queens
in 2017-18
and needs your feedback!***

Please send comments, questions
and concerns to

info@voicecharterschool.org

We appreciate your time! -VOICE Office



VOICE Charter School va abrir una segunda escuela también en el norte de Queens en 2017-18 y necesita su opinión!

Por favor envíe comentarios, preguntas e inquietudes a info@voicecharterschool.org.

¡Gracias por su tiempo! -

Oficina de VOICE

mismos benef Ahora Blue

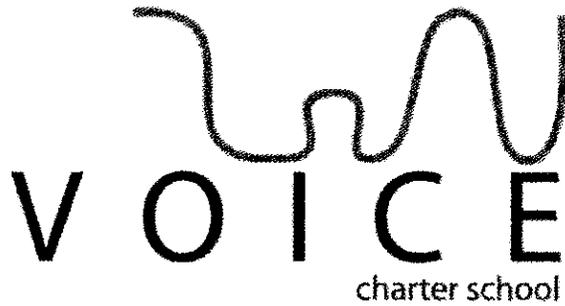
**HealthPlus Amerigroup
Empire BlueCross BlueS**

Aún tiene los mismos benef siempre. Y trabajará con la obtener más información, l gratuita al **1-800-300-81**

www.empireblue.com

Empire BlueCross BlueShield Health de HealthPlus, LLC, licenciatario in Blue Shield Association.

Para saber más sobre hacer la sol incluyendo Child Health Plus y Me of Health, The Official Health Plan nystateofhealth.ny.gov o llame al



VOICE Charter School is opening a second school also in northern Queens in 2017-18 and needs your feedback!

Learn more at **Back to School Night** on Thursday, October 22 at 4:35PM in the UC Gym.

Please send comments, questions and concerns to info@voicecharterschool.org or in person to Ms. Morrison in the UC Office.

Example of event in 2015 with a population familiar to VOICE

36th Avenue Astoria Festival

Sunday, OCTOBER 25, 2015

*RAIN OR SHINE

12pm-6pm

www.clearviewfestival.com

on 36th Avenue between 35th - 29th Street

6 BLOCK FESTIVAL



Over 228 vendors

Sponsored by Dutch Kills Civic Association

APPLICATION (Please Print)

NAME OF VENDOR (last) Voice Charter School (first)

CLEARVIEW VENDOR NUMBER _____
 HOME PHONE _____
 WORK PHONE _____
 FAX _____

Number of spaces desired 1
 Together _____ Seperate _____
 Location, 1st Choice No Preference
 2nd Choice _____

Request will be considered 60 days before event.

ATTENTION: In order to process any applications, we must receive your fee and a completed 2015 Clearview Vendor I.D. Form. **NO REFUNDS - NO CANCELLATIONS - NO TRANSFERS - NO CREDITS** will be issued by Producer - The Festival that the Exhibitor signs up for is a final sale.

Sign up BEFORE: SEPTEMBER 25.
 Sign up ON/AFTER: SEPTEMBER 25.
 Credit Card convenience fee per spot

EXHIBITORS OTHER THEN FOOD	FOOD SERVICE VENDORS	ARTS AND CRAFTS (3 Photos Req. w App.)
\$100.00	\$195.00	\$75.00
\$100.00	\$225.00	\$75.00
\$6.75	\$9.00	\$6.75

Space Size: 10 X 10

NATIONAL /INSTITUTIONAL/REGIONAL CORPORATE RATE: Call Office to Get Rate
 All food vendors must be properly licensed by the Dept. of Health Office of Special Events.

SEPERATE MONEY ORDER FOR EACH FAIR REQUIRED. NO CASH ACCEPTED AT OFFICE. PERSONAL & BUSINESS CHECKS WILL BE ACCEPTED 30 DAYS PRIOR TO EVENT.

GENERAL COMMUNITY BOARD RULES - A vendor cannot sell the same merchandise as the store owners behind them.

If this situation should arise, do not setup and bring it to our attention immediately, and your space will be moved. Producer reserves the right to move vendor at any time during the course of the day. 2. please be sensitive to the fact that people live on the avenue/street and, please refrain from making the unnecessary noise, particularly in the morning. For example, do not throw your canopy pipes on the street, please gently place them down. Refrain from using your horn. 3. Use of sidewalk space is prohibited. 4. If NYC prohibits raindates, fair will be rain or shine. 5. Vendor set up is not earlier than 8:00am **deadline is 10:00am.** All merchandis vendors must have a valid DCA license.

MAKE CHECK OR MONEY ORDER PAYABLE TO: CLEARVIEW FESTIVAL PRODUCTIONS

"NEW ADDRESS": 630 NINTH AVENUE (between 44th and 45th Street), SUITE 417, NYC, NY 10036

To Apply in Person : Tuesday - Friday 10pm to 3pm at 630 NINTH AVENUE (between 44th and 45th Street), SUITE 417

Take the "A", "C", or "E" train to 42nd Street/Port Authority and walk West on block to 9th Avenue then North to 44th/45th Street

FOR FURTHER INFORMATION: CALL 646-230-0489 BETWEEN 10am - 3pm Fax: 646-230-0718

CREDIT CARD #: 5588 2800 0723 2058 EXP. DATE: 09/16 CVV2 # 708 **VISA MASTER CARD**

I authorize Clearview to charge the above CC for this Festival and clearly understand that this is the **FINAL SALE...NO Refunds, Cancellations, or**
 NAME ON CARD: Franklin Headley SIGNATURE: _____ DATE: 10/22/15
 Exhibitor grants the Producer the right to contact them via email & text message with any special promotions or changes to the Clearview Festival

Public street fair we were able to hand out materials to almost 1000 people

Principal's Night

Hosted by 82nd Street Academics and the Jackson Heights Beautification Group
Thursday, November 17, 2015, 7:00pm

Countdown Video	(6:55pm)	5 minutes
Welcome and Announcements		
Dr. Ron Tompkins, 82 nd Street Academics	Jackson Heights Beautification Group	6 minutes
Greetings to Families of Northern Queens		
Council Member Dromm, State Assembly Member DenDekker, Council Member Ferreras		9 minutes
School Principals and Representatives		
P.S. 69 - Martha Vazquez, Principal		4 minutes
P.S. 280 – Lisa Hidalgo, Principal, Danielle Lammering		4 minutes
Garden School – William Vogel/Jim Gaines		4 minutes
Voice Charter School – Frank Headley		4minutes
The Role of After School	RDT	
Academy of the City – Richard Lee, Principal		4 minutes
P.S. 222 – Yvonne Marrero, Principal		4 minutes
P.S. 212 Olga Flores, Parent Coordinator		4 minutes
The Renaissance Charter School – Peggy Heeney, Development and Outreach		4 minutes
Growing Up Green Charter School – Matthew Greenberg, Principal		4 minutes
P.S. 148 – Representative		4 minutes
P.S. 228 – Representative		4 minutes

Reception with Principals follows in Rooms 6 and 7

Announcements

- Principals and School Representatives will be available for discussion during the reception. We invite you to take notes of your questions during the presentation to ask afterwards.
- Childcare is provided tonight in Room 5. 82nd Street Academics staff members will give your child a nametag and ask you to provide your child's birth date as a security question.
- Refreshments and Principals and guests will be in the Social Room then followed into Room 6 and Room 7 to meet principals.
- Please keep aisles and exits clear at all times. Please keep a careful eye on your belongings.

Principal meeting with other school principals and prospective parents



Agenda

- I. Introductions/Welcome
- II. Organization Updates
- III. Presentations
 - a. Western Queens Prevention Services – Steve Dawson - *does presentations*
 - b. Excalibur Reading Program – Angelica Harris
 - c. Goodwill – Russ Roten - *after school program in Astoria*
 - d. Voice Charter School – Caty Morrison
- IV. Organization Updates (cont'd)
- V. Upcoming Meeting – Wednesday, January 13, 2016 2:00pm – 4:00pm
- VI. Networking

Collaboration effort meeting in 2015 amongst other Queens based organizaion

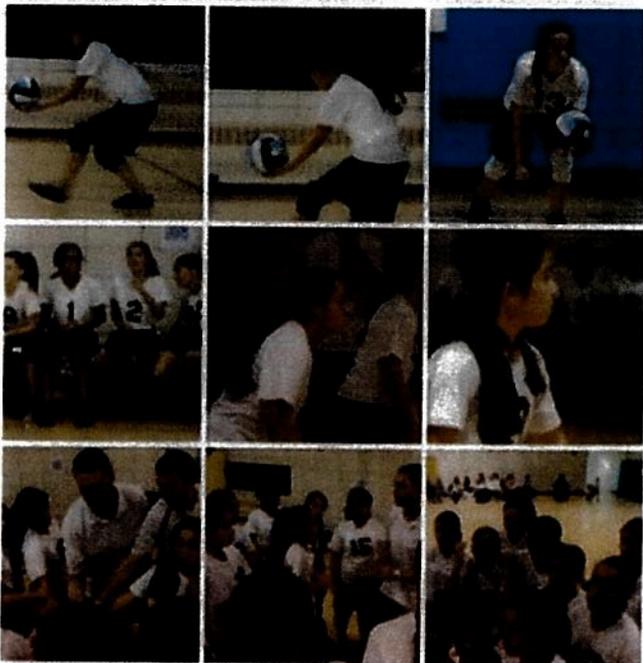


VIDEO



Vimeo

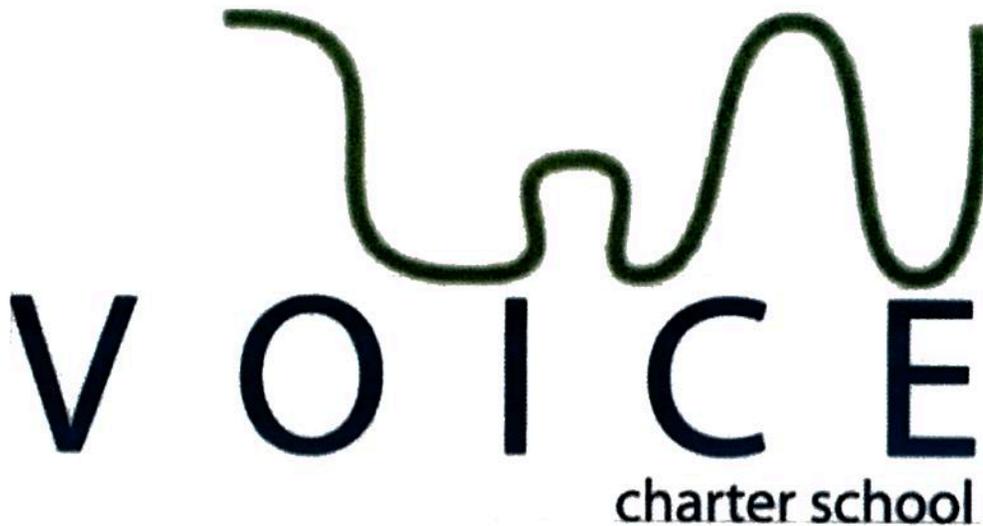
PHOTOS



VOICE Charter School shared a link



Published by Voice Charter | November 24 at 12:25pm



More music and art education in northern Queens? Yes!

Please take a few moments to show your support to VOICE Charter School as we seek to open a second school.

SURVEYMONKEY.COM

1,675 people reached

\$0.05 Left

THIS WEEK

2,424 Post Reach

116 Post Engagement

0 Website Clicks

Recent

2015

2014

2013

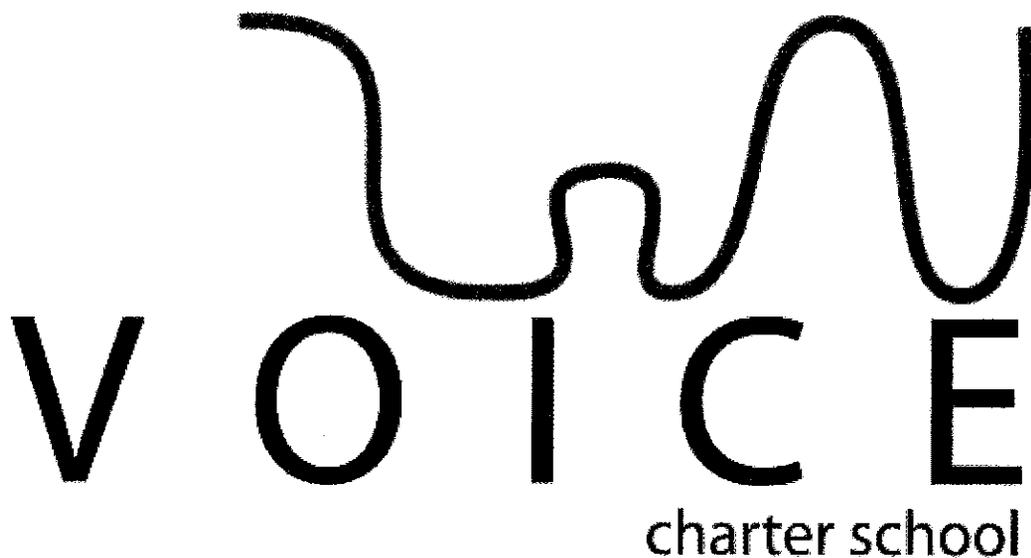
2012

2008

VIDEOS



Chat



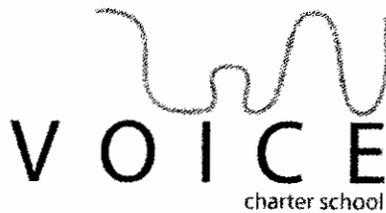
VOICE
charter school

VOICE Charter School will be submitting an application to the SUNY Trustees to open a new charter school in northern Queens called VOICE 2 Charter School.

- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

Please email us at info@voicecharterschool.org if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

VOICE Charter School
Long Island City, New York
www.voicecharterschool.org



This is an example of the letter we sent to all politician where VOICE Charter intends to open a second location. We sent this letter ahead of a December meeting and again in May 2016 ahead of a june meeting date

November 18, 2015

Dear Queens Borough President Katz,

VOICE Charter School, a public elementary and middle school located in Long Island City, Queens that currently serves students in grades K-8, will be submitting an application to the SUNY Trustees to open a new charter school, VOICE 2 Charter School, serving K-5th grade in District 30 of Northern Queens in Fall 2017 and is seeking feedback from important stakeholders within the community about our plans to replicate.

VOICE 2 will focus on combining rigorous academics with daily instruction in choral singing, encouraging creative and critical thinking within our students and improving their academic performance. The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training. Our mission is to create a safe and healthy learning environment that will nurture, motivate, and challenge all of our children to achieve the highest level of academic excellence and to develop into mindful, responsible, and contributing participants in their education, their community, and the diverse society in which we live. VOICE 2 will make every effort to develop each child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment. VOICE believes in efficacy—the idea that all students are capable of success regardless of their background. We are hoping to serve more students from the Queens community as we grow.

As we plan for a new school we are seeking feedback from political and community leaders to help inform the decisions that arise as we grow our organization. **We are holding a public hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106. We would like to invite you to this meeting** to learn more about our proposal for VOICE 2. If you cannot attend the hearing, but would like to arrange a time to speak with our Principal or have any comments, questions, and concerns, please reach out to info@voicecharterschool.org or call us at 718-786-6213. Your feedback is much appreciated!

Best regards,

Franklin Headley
Principal
VOICE Charter School

36-24 12th Street • Long Island City, New York 11106
Phone Number: 718.361.1694 • Fax Number: 646.537.1703
Email: info@voicecharterschool.org • Webpage: www.voicecharterschool.org

AWARD WINNING SHORT-TERM REHABILITATION!



OUR SERVICES:

- Newly Renovated Facility
- State-of-the-Art Rehabilitation
- 24-Hour Nursing Care
- Onsite Wound Care and IV Therapy
- Post-Surgical and Joint Replacement
- Pain Management
- 24-Hour On-Call Physicians
- We Speak a Variety of Languages

AMENITIES:

- Spacious, Bright and Modern Rooms
- Flat Screen TVs And WiFi
- Recreational Activities
- Beauty/Barber Services
- Daily Laundry and Housekeeping
- Newspaper and Mail Service
- 24/7 Security
- Concierge Services

New Orthopedic Rehabilitation Program Led By Our Orthopedic Surgeon



www.LittleNeckCareCenter.com
 260-19 Nassau Blvd., Little Neck, NY 11362
 Tel. 718-423-6400 Fax 718-428-0737
 ACCEPTING MEDICARE, MEDICAID, AND MOST HMOs

Public Hearing Notice:

VOICE Charter School will be submitting an application to the New York State Education Department to open a new charter school in northern Queens called VOICE 2 Charter School.

- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Friday, June 24th at 4PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

Please email us at info@voicecharterschool.org if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

TEGGY'S ELITE DETAILING

QUALITY AUTOMOTIVE DETAILING AT ITS FINEST!

(718) 541-0083

EXTERIOR AND INTERIOR DETAILING
 FOAM BATH POLISH
 CERAMIC COATING COMPOUND

f [TEGGYSELETEDETAILING](https://www.facebook.com/TEGGYSELETEDETAILING) @ [MRTEGGY_ELITE_DETALING](https://www.instagram.com/MRTEGGY_ELITE_DETALING)

ST. FRANCIS PREP STUDENTS FOLLOW IN THE FOOTSTEPS OF THEIR PATRON SAINT

In addition to strong academic offerings, and a spectacular arts program, along with an athletic program that has an unparalleled legacy, St. Francis Prep will, this summer, be holding its students true to the beliefs of their school. Students will have opportunities "to treat all with respect and dignity," and "to lead lives of justice, integrity, and compassion."

Prep's Campus Ministry team is overseeing three distinct programs that will provide environments that emulate just how St. Francis lived his life. The first is called Notre Dame Vision, a program offered at the University Notre Dame University in Indiana. Students will be spending five days in a setting that Prep Campus Minister George Anne Kotowicz describes as helping students take a closer look at their own gifts and talents, and then put them to use to help make the world a better place.

The program draws students from both the United States and Canada and serves 400 students per week for 4 weeks. The is led by students at Notre Dame students who have prepared by taking a special course in Theology and how to work with small groups. They also spend the semester learning, working and praying together. For Kotowicz, a veteran of Catholic Education, this is the best program of this type that she has seen. Each year, she observes students changed and moved to the point that they can't wait to come back and set their experiences in motion.

The ND Vision program is offered to Prep students who are involved in the school's extensive Campus Ministry program. The cost for the program is about \$900, and there are some scholarship possibilities from Notre Dame's "Emerging Leader's" program and Prep's Campus Ministry tries to make sure



St. Francis Prep students and faculty at Hogar San Francisco de Asis in Peru, 2015.

that no student is kept from attending for financial reasons. Students from all four grade levels have been involved, and one student has even attended four times.

Another program is Prep's Franciscan Immersion Experience, or FIE. There are a number of trips each year, to places such as Camden, New Jersey. This summer, 15 students will travel to Peru to serve at the Hogar San Francisco de Asis, or the home of St. Francis. This is a facility outside of Lima that serves Peruvian children with significant needs who can't afford medical care.

The students are able to work side-by-side with Dr. Tony Lazzara, a Florida pediatrician who, like the early Franciscans, sold his belongings and left a successful practice to serve. He didn't even speak Spanish very well. Shawn Sempowich, Prep's Campus Minister for Service Learning describes the experience that Prep students will have as day-

to-day ministry of presence. They support and help as they can, oftentimes with some tragic situations. This year's trip will be led by a veteran of the program, Spanish teacher Costancio Soto, along with Spanish teacher and alum, Christopher Kennedy, and staff member Justine Kosinski. Rising juniors and seniors are able to apply for the trip during the school year. The cost for the program is \$1600, and again, Prep's Campus Ministry Program is able to offer scholarship and aid.

According to Sempowich, students come back different. They all write about their experiences, and many use the trip as the basis for their college essays.

Finally, Prep will be offering a program closer to home, that being Prep's annual Service Academy. In two one-week sessions, students will visit local service sites, such as St. Francis Table in Ridgewood and Presentation Soup Kitchen in Jamaica. Students share in discussions about poverty and social justice, and what they can do to help in the world around them. Students are able to utilize iPads, and keep video diaries. There is an application process for current students. The program is geared towards those students whose academic and extracurricular commitments don't allow time for service during the course of the school year.

For More information, please contact Prep's Campus Ministry Team:
 Dr. Christian Sullivan, Director, csullivan@sfponline.org, (718) 423-8810, x302
 Mrs. George Anne Kotowicz, gkutowicz@sfponline.org, (718) 423-8810, x249
 Mr. Shawn Sempowich, ssempowich@sfponline.org, (718) 423-8810, x292

Public Hearing Notice:

VOICE Charter School va a someter una aplicación al Departamento de Educación de Nueva York para abrir una nueva escuela charter en el norte de Queens llamada VOICE 2 Charter School.

- VOICE 2 se propone abrir en el otoño del 2017 para servir a los estudiantes grados K a 5 en el Distrito 30
- Estamos haciendo una audiencia el Viernes, 24 de Junio a las 4PM en 36-24 12 St, LIC, NY 11106.
- La misión de VOICE 2 será el desarrollo de cada niño en un ser humano cariñoso, lleno de asombro, que puede trabajar duro para llegar a un lugar donde él o ella puede elegir entre muchos caminos que conduzcan a una vida con propósito, felicidad, y cumplimiento.
- El programa académico desarrollará habilidades de los estudiantes y el conocimiento de contenido en la lectura, escritura, matemáticas, ciencias, educación física, las artes visuales, el desarrollo social y emocional y una amplia formación coral.

Por favor envíenos un email a voice2@voicecharterschool.org si desea asistir a esta audiencia o llámenos al 718-361-1694. Si no puede asistir, pero desea formular observaciones, puede enviar un correo electrónico o escriba sus comentarios a la dirección mencionada anteriormen.



Anuncio Pagado

Legalmente Hablando

Por: **Scott Baron,**
Abogado

LA AMBULANCIA VOLARIA

P: Yo estaba siendo transportado en una ambulancia que era propiedad de la ciudad. En el mismo carril, delante de la ambulancia iba un camión de basura - propiedad de una empresa sin seguro que se ha ido a la quiebra. Mi ambulancia se desvió para evitar chocar contra el camión y chocó contra un árbol. Me han dicho que, de repente, el camión dio un giro a la izquierda en nuestro carril.

A: Bajo la ley de Vehículos y Trafico § 1104 de Nueva York, el conductor de un vehículo de emergencia autorizado, cuando participa en una operación de emergencia, pueden ejercer ciertos privilegios. Bajo las condiciones adecuadas, el conductor de la ambulancia puede detenerse, pararse o estacionar de manera no permitida, proceder más allá de una señal roja o una señal de pare, exceder los límites de velocidad máxima e ignorar distintas regulaciones.

Además, el conductor siempre debe hacer sonar su sirena. E incluso si la sirena está apagada, el conductor debe hacerlo bajo el deber general de conducir con la debida precaución por la seguridad de todas las personas y no participar en la conducción imprudente para la seguridad de los demás.

Presumiblemente, su conductor va a testificar que él se enfrentó a una situación de emergencia, que es su propia creación, que cuando el camión se volteo hizo un giro repentino en su carril, y que tenía sólo unos segundos para reaccionar.

Prevaler el deber de la ciudad, su caso es más fuerte si la sirena hubiera estado apagada. En ese caso, su conductor podría no tener ninguno de los privilegios conferidos por la Sección 1104. Incluso si la sirena estaba en marcha, su abogado argumentará que el conductor no tenía el tiempo suficiente para apreciar lo que estaba ocurriendo y para responder a los riesgos de una colisión. Sin embargo, él no pudo utilizar un cuidado razonable para evitar la colisión, por lo que la ciudad es responsable.

La ley responde a cambios de condiciones, abundan las excepciones y variaciones.

En este caso, la información es de carácter general, siempre buscar un abogado competente

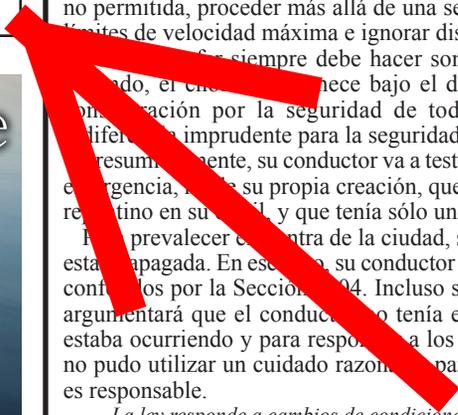
Este artículo no debe interpretarse como asesoramiento legal.

Derechos de autor © 2013 de Scott Baron & Associates, P.C. Todos los derechos reservados.

159-49 Cross Bay Boulevard, Howard Beach, New York 11414 • 718-738-9800

1750 Central Park Avenue, Yonkers, NY 10710 • 914-337-9800

1-866-927-4878



Elmont Funeral Home

— James M. Soviero, Director —

- Servicio disponible en todas las comunidades
- Servicio personal a cualquier hora todos los días
- Equipo dedicado y profesional
- Excelentes instalaciones
- Difusión por internet ya disponible

PRE-ARREGLO Y PRE-FINANCIAMIENTO • ASESORÍA EN ARREGLOS
PRE-ARREGLO APROBADO DE SSI-MEDICAID

1529 HEMPSTEAD TURNPIKE • ELMONT
516-437-2100 • www.elmontfuneralhome.net

ELMONT

Funeral Home

*Servicio disponible
en todas las comunidades*

*Servicio personal a cualquier
hora todos los días*

*Equipo dedicado y profesional
Excelentes instalaciones*

*Difusión por internet
ya disponible*



Pre-arreglo y Pre-financiamiento • Asesoría en arreglos Pre-arreglo aprobado de SSI-Medicaid

1529 HEMPSTEAD TURNPIKE • ELMONT
516-437-2100 • WWW.ELMONTFUNERALHOME.NET



Copy of letter sent to 1500+ families
on the VOICE wait list

July 25, 2016

Dear _____,

We are reaching out to you because you submitted an application for your child and were placed on a waiting list. Unfortunately there is no change in your child's waitlist status, however we are working this year to both increase the number of students this school can take in as well as open a second location. This summer we are submitting an application to the NYSED Board of Regents to open a second charter school, VOICE 2 Charter School, to serve K-5th grade in District 30 of Northern Queens and is seeking feedback from members of the community about our plans to grow.

As a reminder, VOICE 2 will focus on combining rigorous academics with daily instruction in choral singing, encouraging creative and critical thinking within our students and improving their academic performance. The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training. Our mission is to create a safe and healthy learning environment that will nurture, motivate, and challenge all of our children to achieve the highest level of academic excellence and to develop into mindful, responsible, and contributing participants in their education, their community, and the diverse society in which we live.

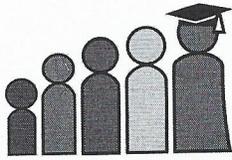
As we plan for a new school we are seeking feedback from the community and parents like you to inform the decisions that arise as we grow our organization. We invite you to provide any feedback about VOICE and the proposed new school by sending an email with your comments, questions, and concerns to voice2@voicecharterschool.org or call us at 718-361-1694. Your feedback is much appreciated!

Best regards,

Franklin Headley
Principal
VOICE Charter School

**ASTORIA BLUE FEATHER HEAD START
POLICY COUNCIL MEETING
Friday, January 9th, 2015
AGENDA**

- I. Call to Order
- II. Greetings/Introductions
- III. Approval of Minutes
 - (a) Policy Council Meeting- December 5, 2014
- IV. Reports of Officers
 - (a) Policy Council Members
- V. Class Committee Reports
- VI. New Business:
 - Program Information Summary- December- Denise Polanco-Nieves
 - Expenditures for the month of December; November Actual vs. Budget Performance Report provided by AHRC
 - School Readiness Goals/ABF Long Term and Short Term Goals and Objectives for 2014-2015- Discussions and approval- Denise Polanco-Nieves
 - 2014 Annual Report to the Public
 - Kindergarten Registration Process- Sandra Evangelista
 - * Voice Charter School- Representative *
 - January 14 and 28- ESL Conversation Group
 - January 16- Promoting Expressive Language- presented by Joanna Yacono, Speech and Language Pathologist at 9am
 - January 19- School Closed in Honor of Martin Luther King, Jr
 - January 20- Class 5 Trip to Astoria Bowling Alley
 - January 27- Health Service Advisory Committee Meeting at 12pm- Lunch will be served
 - January 29- ½ Day- All children will be dismissed at 12pm
- VII. Questions, Concerns, Comments
- VIII. Meeting Adjourned



82nd Street Academics

81-10 35th Avenue, Jackson Heights, New York City 11372
(718) 457-0429 www.82ndst.com

December 23, 2014

VOICE Charter School of NY: Lower Campus
37-15 13th Street
Long Island City, NY 11101

Dear Voice Charter School of NY:

82nd Street Academics will have over 200 students moving on to the various forms of primary education in Fall 2014. One of our most popular events to help families is an evening with Principals. This year it will be January 22 at 7:00pm. I hope you can be present.

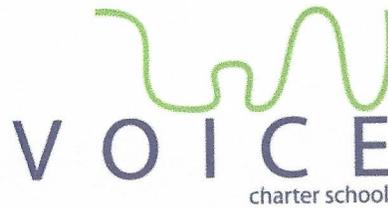
It is a time to showcase the great educational opportunities in Jackson Heights. For schools that want to attract a larger Kindergarten cohort, this is a great evening to get the message out. Some of the parents of the 100 additional students in our three year-old program will also be present (especially those considering tuition-based education). For all schools, it is a chance to educate parents on how they need to look at options and be involved in their child's education. If your school has videos of five minutes or less or a PowerPoint presentation, please send it in advance and we will show it during the event.

Additionally, we encourage you to share your three most important funding needs in advance of this year's event so that we can pass that information along to the elected officials who will be present. I want to invite you to a private reception at 6:15pm to meet in person with elected officials to express funding needs and any other pertinent concerns.

We all know that when parents understand the work that they have to do, the outcomes will be better for the child, the future classroom, and the academic success.

Blessings on the Holidays,

Ronald Tompkins, Ph.D.
Executive Director



VOICE Charter School is planning to open a second school in 2016 and wants your feedback!

Please sent comments, questions and concerns to info@voicecharterschool.org

We appreciate your time!

-VOICE Office Staff



Video courtesy of [Schools That Can](#).

VOICE's very own Jefferson Guaman shares the story of his education journey at Schools that Can's (STC) Annual National Forum held in Harlem in May 2014.

Update! VOICE Charter School is proposing to open a second school in 2016 to serve more students! We invite you to send feedback about VOICE and the proposed new school to info@voicecharterschool.org.

Are you a VOICE Charter School parent? Please check out the Parent Association's website (www.parentsofvoice.org).



VOICE is hiring: Find out more...

"All students
will learn.
All students
will sing."

Applications for 2014-15
School Year **Now Available**

Performance Gallery

Featured in New York Times
Schools That Can: Jefferson
Guaman
Winter Concert
Photo Gallery



Like us on Facebook



Rachel Preloh <rpreloh697@voicecharterschool.org>

Voice Charter School at the Queens Library Adult Learning Center

6 messages

Jean-Pierre, Cassandra <Cassandra.Jean-Pierre@queenslibrary.org>

Tue, Feb 17, 2015 at 4:24 PM

To: "rpreloh697@voicecharterschool.org" <rpreloh697@voicecharterschool.org>

Cc: "Smothers, Nikeisha" <Nikeisha.Smothers@queenslibrary.org>

Hello Rachel,

I hope this email finds you well. I am the Case Manager at the Jeanne Elmezzi Adult Learning Center in the Long Island City Branch of the Queens Library. As Tienya expressed to you, we currently offer ESOL, literacy and high school equivalency classes. Our classes are scheduled on the second floor of the library and at our Family Literacy Center in the Ravenswood houses. We offer classes Monday through Saturday in the morning, afternoon and evening. Our busiest days are Mondays where we offer seven morning classes (10:00am to 1:00pm), 3 afternoon classes (2:00pm to 5:00pm) and seven evening classes (5:30pm to 8:00pm).

It would be great to have a representative from your school come in to discuss the programs that you offer to our students who are parents and grandparents in the area. Please let me know what date and time would work best for you.

All the best,

—
Cassandra Jean-Pierre, MPA
Case Manager – Adult Learner Program
Jeanne Elmezzi Adult Learning Center | Literacy Zone
Queens Library, Programs and Services
37-44 21st Street, 2nd Floor | Long Island City, NY 11101
Office: 718-752-3720 | Mobile: 917-415-7270
Email: cjeanpierre@queenslibrary.org | Web: <http://www.queenslibrary.org/adultlearning>

Shop to Support Queens Library! Buy books, e-books, videos, music, gifts at great prices. A portion of the proceeds benefit Queens Library.

<http://www.queenslibrary.org/shop>



The information contained in this message may be privileged and confidential and protected from disclosure. If the reader of this



Mr. Headley to discuss the opening of a second
VOICE Charter School

Date: Wednesday, February 11th, 2015

Time: 8:00 – 9:15 AM

Location: Coffee with the Principal—
VOICE Upper Campus, 36-14 12th St., Gym

Principal's Night

Hosted by 82nd Street Academics and the Jackson Heights Beautification Group
Thursday, January 22, 2015, 7:00pm

Welcome and Announcements

Dr. Ron Tompkins, 82nd Street Academics Mr. Len Maniace, Jackson Heights Beautification Group

Greetings in Spanish: Carolyn Hurtado

Greetings to Families of Northern Queens

Council Member Dromm, State Assembly Member Moya, State Assembly Member DenDekker

Make the Road, Daniel Coates

School Principals and Representatives

P.S. 69 - Voula Lekas, Vice Principal

The Renaissance Charter School – Stacey Gauthier, Principal

Growing Up Green Charter School – Matthew Greenberg, Principal

P.S. 149 – Esther Salorio, Principal

Our World Neighborhood Charter School – Representative

Introduction of Sabrina Silverstein

Courtney Rajwani

Sabrina Silverstein, Executive Director of Learning and Curriculum, NYC Dept of Education

Garden School – William Vogel/Jim Gaines

P.S. 280 – Lisa Hidalgo, Principal

Academy of the City – Richard Lee, Principal

P.S. 228 – Representative

P.S. 222 – Yvonne Marrero, Principal

Voice Charter School – Amber Greenleaf, Representative

Reception with Principals and DOE Guest Speakers follows in Social Room

Announcements

- Principals and School Representatives will be available for discussion during the reception. We invite you to take notes of your questions during the presentation to ask afterwards.
- Childcare is provided tonight in Room 5. 82nd Street Academics staff members will give your child a nametag and ask you to provide your child's birth date as a security question.
- Refreshments and Principals and guests will be in the Social Room then followed into Room 6 and Room 7 to meet principals.
- Please keep aisles and exits clear at all times. Please keep a careful eye on your belongings.



February 5, 2015

Mr. William Clarke
Director, Charter School Office
New York State Education Department
5N EB Mezzanine, 89 Washington Avenue
Albany, NY 12234

Dear Mr. Clarke,

I am writing in relation to the application for a new charter to replicate the existing VOICE Charter School. While the New York Charter School Center has a policy to not endorse specific charter applications, it may be pertinent to your review to know that the leadership team at VOICE Charter School was selected for and is participating in the Center's Replicating Quality Schools Program.

The Replicating Quality Schools Program is designed specifically for a select group of independent charter schools that are beginning the process of replication and that have strong results with their existing school as well as the promise and capacity to be able to successfully replicate their existing model. We have run the program not just in New York City but also in New Orleans and Memphis/Nashville. It has been recognized as a national model and has received full funding from the Michael and Susan Dell Foundation.

During this program, participants, over three two-day sessions, worked with the chief academic officer from Noble Network of Schools (Chicago) and the CEO and CFO of Blackstone Valley Prep (Rhode Island) as well as a number of other network leaders. In addition to in-class work, the leadership team at VOICE was required to complete extensive homework on how precisely they intended to plan, operationally, fiscally and otherwise, to grow from a single school to two schools (and perhaps further growth down the line). They are also assigned faculty members that they can call upon during the next few months of their planning process.

VOICE's leadership team was present at every session, completed every assignment and were full and active participants in the program. We fully expect them to have a first-rate business plan completed on schedule, which is the ultimate goal of the program. I was particularly impressed that they brought their entire team into the planning process including a board member. In our experience, having a leadership team is certainly one of the factors that separates successful replication from those that are unsuccessful.

I hope that the above information will contribute to and enhance your review.

Sincerely,

A handwritten signature in blue ink, appearing to read "James Merriman", is written over a light blue circular stamp.

James Merriman
Chief Executive Officer



36-11 12 Street
Long Island City
New York 11106
Phone: 718.433.4724
Fax: 718.502.8689
www.hourchildren.org

February 3, 2015

New York State Education
Department Charter School Office
District 30

To Whom It May Concern:

There are letters we write for people and causes because we are asked. Then, there are letters we write because we passionately believe in the cause! This is the case with Voice Charter. I was actively involved in the initial meetings when Voice Charter was seeking to rent St. Rita's School as a site to grow their program.

As a former teacher and principal I was particularly interested in their unique program to develop each child's potential through the media of music. After touring the school and experiencing firsthand the enthusiasm of the staff and students, the investment of parents and a tangible joy in learning, I knew that Voice Charter had all the necessary components of a truly great center for education.

Because of my involvement in the local LIC community and as Executive Director of a nonprofit, I also get input about community affairs from the grassroots level. Over and over again I hear positive talk about Voice Charter – its strong academic program; its emphasis on educating the whole child; its caring and dedicated staff and administration and most importantly, its happy and well-rounded students!

Voice Charter also shares Hour Children's play yard which they treat with respect and appreciation.

It would benefit the entire Queens community for Voice Charter's obvious achievements to be replicated. The children of our city would be the ultimate winners.

Blessings galore!

A handwritten signature in blue ink that reads "Sister Tesa".

Sister Tesa Fitzgerald, CSJ
Executive Director



March 12th, 2015

Dear Councilman Jimmy Van Bramer,

VOICE Charter School, a public elementary and middle school located in Long Island City, Queens that currently serves students in grades K-7 and will expand to serving 8th grade students in the fall, is planning to open a second school in 2016 and is seeking feedback from important stakeholders within the community about our plans to replicate. I spoke with your secretary, Alana, on Monday, March 9th and informed them of our plans to open a new school.

VOICE focuses on combining rigorous academics with daily instruction in choral singing, encouraging creative and critical thinking within our students and improving their academic performance. Our mission is to create a safe and healthy learning environment that will nurture, motivate, and challenge all of our children to achieve the highest level of academic excellence and to develop into mindful, responsible, and contributing participants in their education, their community, and the diverse society in which we live. VOICE believes in efficacy—the idea that all students are capable of success regardless of their background. We are hoping to serve more students from the Queens community as we grow.

As we plan for a new school we are seeking feedback from political and community leaders to help inform the decisions that arise as we grow our organization. If you would like to arrange a time to speak with our Principal or have any comments, questions, and concerns, please reach out to info@voicecharterschool.org or call us at 718-786-6213. Your feedback is much appreciated!

Best regards,

Franklin Headley
Principal
VOICE Charter School

VOICE Charter School is submitting an application to the SUNY Trustees to open a new charter school in 2017 to serve Kindergarten through 5th Grade students in Northern Queens! We invite you to provide any feedback about VOICE and the proposed VOICE 2 Charter School on this form.

Please drop completed forms in the box or you can email comments to info@voicecharterschool.org.

Date: 10/25/2015

Name: Steve Shamajey

Questions/Comments about VOICE 2 Charter School:

We would love to see a school like this
in Fresh Meadows. Also see all grades until 12th grade.

VOICE Charter School is submitting an application to the SUNY Trustees to open a new charter school in 2017 to serve Kindergarten through 5th Grade students in Northern Queens! We invite you to provide any feedback about VOICE and the proposed VOICE 2 Charter School on this form.

Please drop completed forms in the box or you can email comments to info@voicecharterschool.org.

Date: _____

Name: Mohamed Tabrani

Questions/Comments about VOICE 2 Charter School:

As long as there are no exams or required skills
for kids to get to school, I'm all for it.

All the best

VOICE Charter School is submitting an application to the SUNY Trustees to open a new charter school in 2017 to serve Kindergarten through 5th Grade students in Northern Queens! We invite you to provide any feedback about VOICE and the proposed VOICE 2 Charter School on this form.

Please drop completed forms in the box or you can email comments to info@voicecharterschool.org.

Date: 12/25/2015

Name: CHARLES SCI BERRAS

Questions/Comments about VOICE 2 Charter School:

DITMARS AREA HIGH SOUTH FROM 1976 ST
TO 81ST ASTORIA BLVD TO 1976 AVE

VOICE Charter School is proposing to open a second school in 2017 to serve Kindergarten through 5th Grade students in Northern Queens! We invite you to provide any feedback about VOICE and the proposed VOICE 2 Charter School on this form.

Please drop completed forms in the box or you can email comments to info@voicecharterschool.org.

Date: 10/28/15

Name: GAIL CRAY

Questions/Comments about VOICE 2 Charter School:

OPEN SCHOOL IN BROOKLYN / ~~QUEENS~~

VOICE Charter School is submitting an application to the SUNY Trustees to open a new charter school in 2017 to serve Kindergarten through 5th Grade students in Northern Queens! We invite you to provide any feedback about VOICE and the proposed VOICE 2 Charter School on this form.

Please drop completed forms in the box or you can email comments to info@voicecharterschool.org.

Date: 10/25/15

Name: ZHIYUAN GU

Questions/Comments about VOICE 2 Charter School:

VOICE Charter School is proposing to open a second school in 2017 to serve Kindergarten through 5th Grade students in Northern Queens! We invite you to provide any feedback about VOICE and the proposed VOICE 2 Charter School on this form.

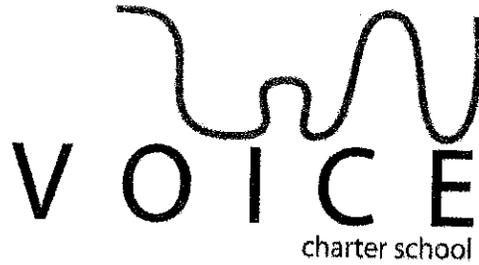
Please drop completed forms in the box or you can email comments to info@voicecharterschool.org.

Date: _____

Name: Johnny Corderas

Questions/Comments about VOICE 2 Charter School:

pre-k



VOICE Charter School will be submitting an application to the SUNY Trustees to open a new charter school in northern Queens called VOICE 2 Charter School.

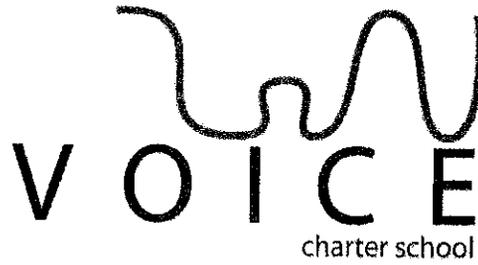
- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

Please fill out the below form if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

Date: 11/17/15

Name: Sue Bermudez

Questions/Comments about VOICE 2 Charter School:



VOICE Charter School will be submitting an application to the SUNY Trustees to open a new charter school in northern Queens called VOICE 2 Charter School.

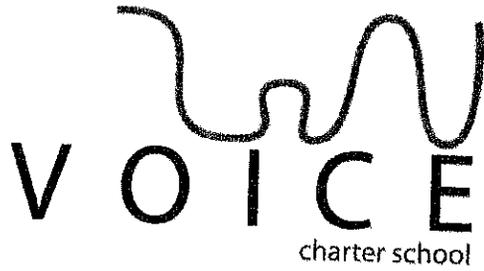
- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

Please fill out the below form if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

Date: 1/17/15

Name: ILKA JAQUEZ

Questions/Comments about VOICE 2 Charter School:



VOICE Charter School will be submitting an application to the SUNY Trustees to open a new charter school in northern Queens called VOICE 2 Charter School.

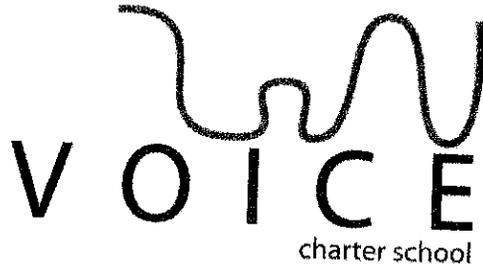
- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

Please fill out the below form if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

Date: 11/17/15

Name: Jenassa Delgado & Anthony Gardillo

Questions/Comments about VOICE 2 Charter School:



VOICE Charter School will be submitting an application to the SUNY Trustees to open a new charter school in northern Queens called VOICE 2 Charter School.

- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

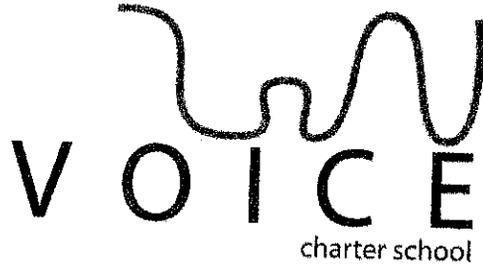
Please fill out the below form if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

Date: 11/17/15

Name: Jorge Franco [REDACTED]

Questions/Comments about VOICE 2 Charter School:

- How many lottery spots will be provided?
 - Do you use LEAN Principles in your curriculum?
-
-
-
-



VOICE Charter School will be submitting an application to the SUNY Trustees to open a new charter school in northern Queens called VOICE 2 Charter School.

- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

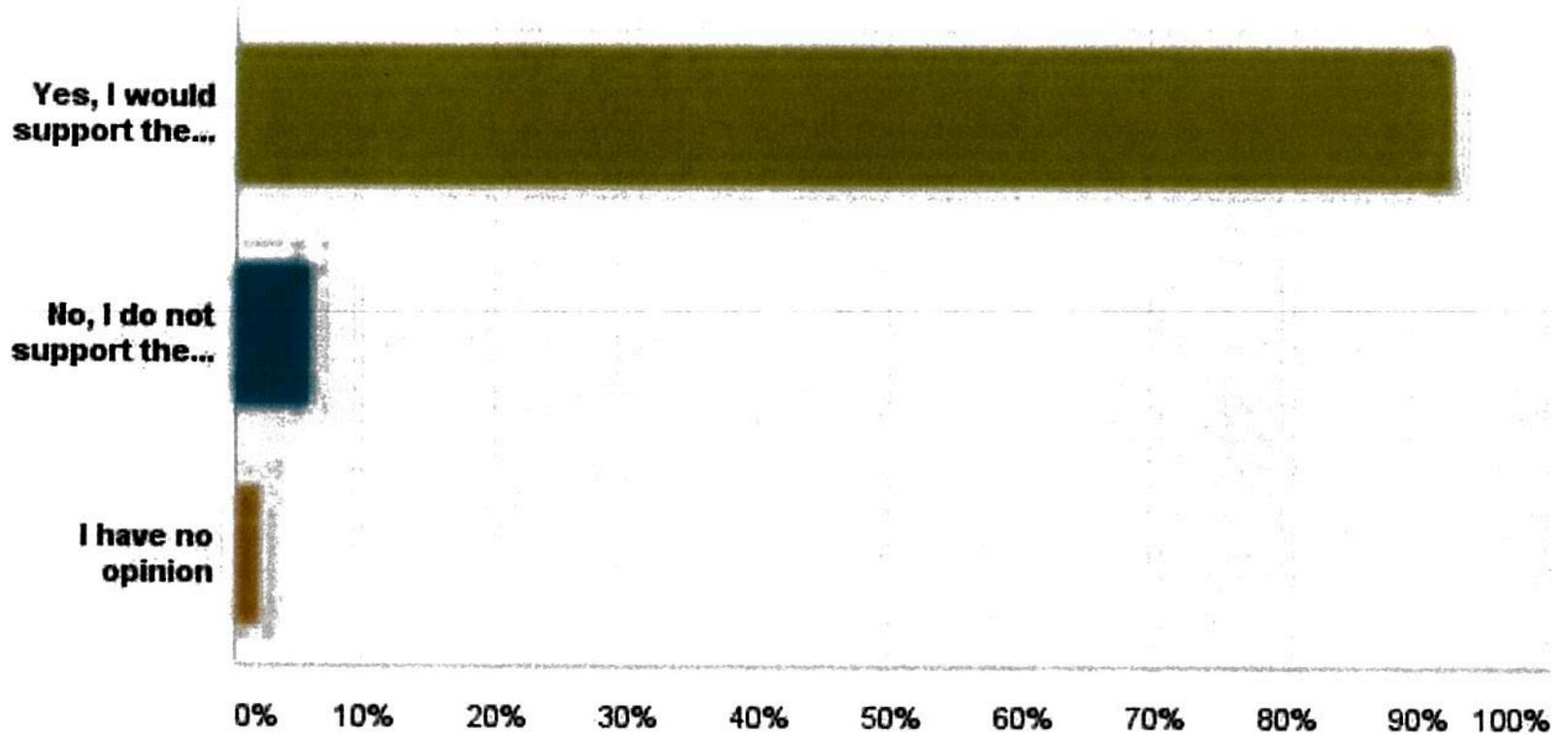
Please fill out the below form if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

Date: 11/17/15
Name: Fiddy 

Questions/Comments about VOICE 2 Charter School:

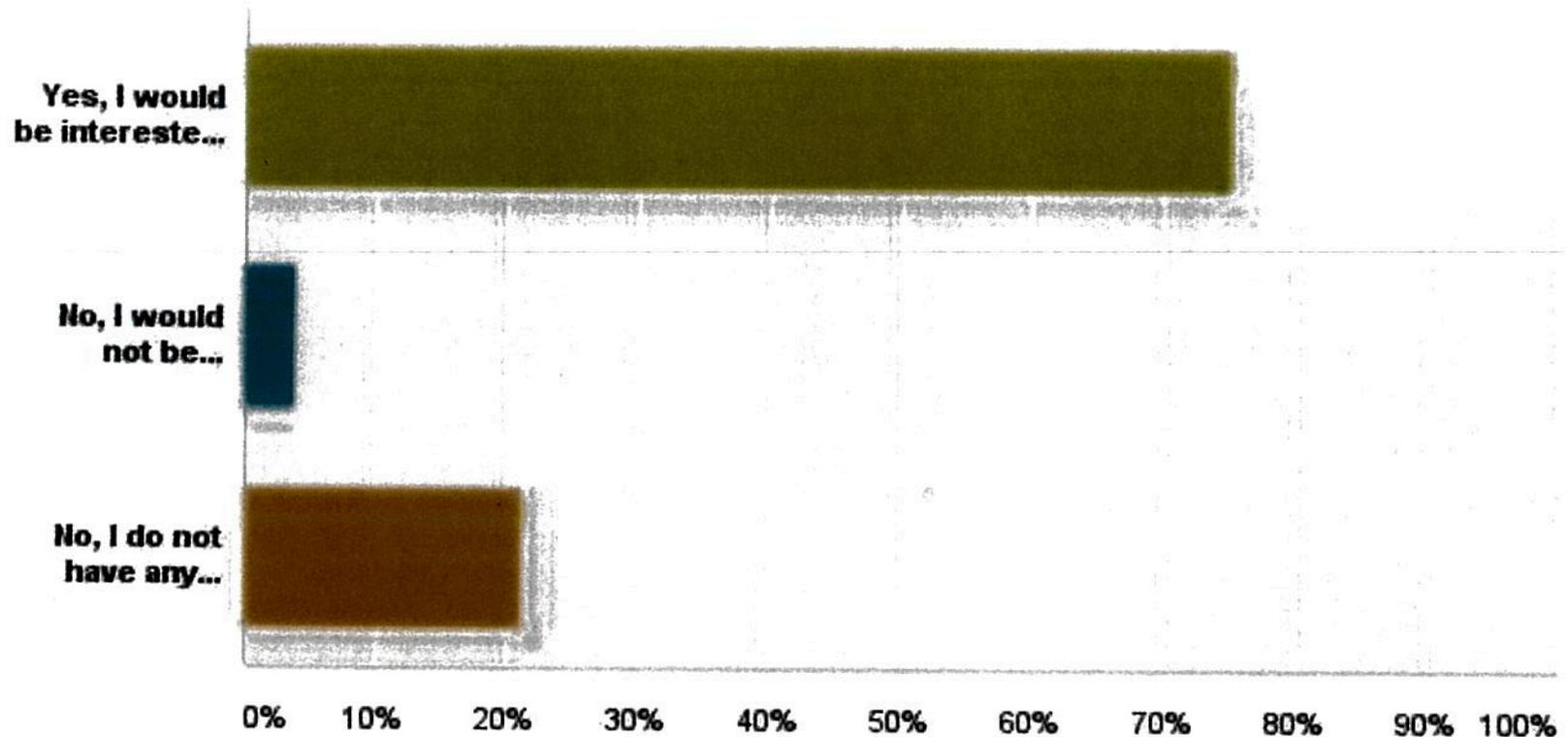
Q1 Would you be in favor of VOICE Charter School adding a second location in northwestern Queens

Answered: 53 Skipped: 0



Q2 If you have a child that is (or will be) attending Grades K to 5 in the next few years, would you be interested in enrolling your child if a slot was available?

Answered: 52 Skipped: 1



Q4 Do you have any comments/thoughts/feedback for or against the potential opening of a second VOICE Charter School?

Answered: 10 Skipped: 43

#	Responses	Date
1	Children need as many options as possible for a better education, and I fully support a New school that will help expand our future (children).	12/2/2015 10:12 PM
2	One of the best school	11/27/2015 1:12 PM
3	I entered the lottery for the Voice last year for my son who's in K but the waiting list is ridiculously long. I would definitely love the chance for my son to go to such a wonderful school, My sister in laws daughter goes there.	11/25/2015 11:06 PM
4	This will be perfect. Queens need not 1 or 2 Voice Charter Schools Queens needs hundreds of this kind of Schools my son is in K and I love how extrict this School is, this School is everithing.	11/25/2015 9:39 PM
5	Yes we need more schools that help to reverse the trend toward minimizing music and arts in our schools. This is coming from a scientist with a PhD: MORE ARTS. If we want our kids to do better in math, science, and everything else, they need to be well-rounded and broadly stimulated. Studies have shown this, More exercise, more arts = better math abilities!	11/25/2015 10:19 AM
6	It would be a great for the community	11/23/2015 10:08 PM
7	N/a	11/19/2015 12:37 AM
8	None	11/18/2015 5:05 PM
9	Its a great school	11/18/2015 12:36 PM
10	No	11/18/2015 12:16 PM

VOICE 2 Charter School Public Hearing Minutes|Thursday, December 3, 2015

Key Points:

- Why VOICE is expanding- We know based on the amount of applications received that there is a high demand.
- Proposed Replication Timeline- We want to open in 2017 in District 30 because we know there's so much demand in here.
- Call for feedback was made
- VOICE 2 would be a K-5 school that potentially would feed into a middle school. The plan is to eventually have the operational VOICE (VOICE 1) and the proposed VOICE 2 serve as two elementary schools that would feed into one VOICE middle school.
- Another call for feedback was made
- Facilities- It's a possibility that we would build our own facilities

Questions from the community:

Question- When the new school opens, will the Lower Campus and Upper Campus for the current VOICE still be in effect?

Reply- Yes, at least for the next couple of years. One day we want to have a K-3 school, a 4-5 school and a middle school (grades 6-8) so that we can serve the specific needs of each age group.

Comment about this question:

Parent, "Three buildings could get complicated for parents who have more than 1 kid, and if those kids are in different grades that cause them to go to separate buildings."

Feedback/Reply to comment:

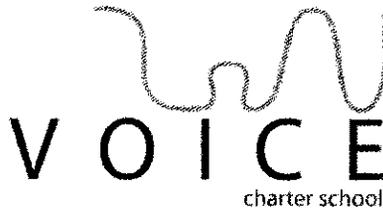
We will work very closely with the parents. We have already worked with the city to provide one bus route for both of our current campuses. We will work with you.

Question- When will there be a lunch room?

Reply- We already have a full working kitchen that serves hot food.

Question- Will security be the same in the new school as with the current one? (In regards to adult:student ratio).

Reply - Our intention is to build the same model as we have right now, and safety is very important to us.



November 18, 2015

Dear Queens Borough President Katz,

VOICE Charter School, a public elementary and middle school located in Long Island City, Queens that currently serves students in grades K-8, will be submitting an application to the SUNY Trustees to open a new charter school, VOICE 2 Charter School, serving K-5th grade in District 30 of Northern Queens in Fall 2017 and is seeking feedback from important stakeholders within the community about our plans to replicate.

VOICE 2 will focus on combining rigorous academics with daily instruction in choral singing, encouraging creative and critical thinking within our students and improving their academic performance. The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training. Our mission is to create a safe and healthy learning environment that will nurture, motivate, and challenge all of our children to achieve the highest level of academic excellence and to develop into mindful, responsible, and contributing participants in their education, their community, and the diverse society in which we live. VOICE 2 will make every effort to develop each child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment. VOICE believes in efficacy—the idea that all students are capable of success regardless of their background. We are hoping to serve more students from the Queens community as we grow.

As we plan for a new school we are seeking feedback from political and community leaders to help inform the decisions that arise as we grow our organization. **We are holding a public hearing on Thursday, December 3rd at 5PM at 36-24 12th St., LIC, NY 11106. We would like to invite you to this meeting** to learn more about our proposal for VOICE 2. If you cannot attend the hearing, but would like to arrange a time to speak with our Principal or have any comments, questions, and concerns, please reach out to info@voicecharterschool.org or call us at 718-786-6213. Your feedback is much appreciated!

Best regards,

Franklin Headley
Principal
VOICE Charter School

36-24 12th Street • Long Island City, New York 11106
Phone Number: 718.361.1694 • Fax Number: 646.537.1703
Email: info@voicecharterschool.org • Webpage: www.voicecharterschool.org

7014 2120 0000 4687 7146

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Sent To
Assemblyman Catherine Nolan
 Street & Apt. No.
 or PO Box No. **41-02 Queens Blvd**
 City, State, ZIP+4
Sunnyside, NY 11104

7014 2120 0000 4687 7122

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Sent To
Chairman Joseph Risi
 Street & Apt. No.
 or PO Box No. **45-02 Ditmars Blvd, Lt Suite 1025**
 City, State, ZIP+4
Astoria, NY 11105

7014 2120 0000 4687 7153

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Sent To
U.S. House Rep. Carolyn Maloney
 Street & Apt. No.
 or PO Box No. **31-19 Newton Avenue**
 City, State, ZIP+4
Astoria, NY 11102

7014 2120 0000 4687 7139

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Sent To
Senator Michael Gianaris
 Street & Apt. No.
 or PO Box No. **31-19 Newton Ave**
 City, State, ZIP+4
Astoria, NY 11102

7014 2120 0000 4687 7177

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Sent To
Councilman Jimmy Van Brimmer
 Street & Apt. No.
 or PO Box No. **47-01 Queens Blvd. Suite 205**
 City, State, ZIP+4
Sunnyside, NY 11104

7014 2120 0000 4687 7160

Postage	\$
Certified Fee	
Return Receipt Fee (Endorsement Required)	
Restricted Delivery Fee (Endorsement Required)	
Total Postage & Fees	\$

Sent To
Queens Borough President Melinda Katz
 Street & Apt. No.
 or PO Box No. **120-55 Queens Blvd.**
 City, State, ZIP+4
Kew Gardens, NY 11424

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 Print your name and address on the reverse so that we can return the card to you.
 Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Chairman Joseph Risi
 45-02 Ditmars Blvd
 LL Suite 1025
 Astoria, NY 11105

A. Signature
 X *C. Soldo* Agent Addressee

B. Received by (Printed Name) *C. Soldo* C. Date of Delivery

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail® Priority Mail Express™
 Registered Return Receipt for Merchandise
 Insured Mail Collect on Delivery

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7014 2120 0000 4687 7122

PS Form 3811, July 2013 Domestic Return Receipt

Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
 Print your name and address on the reverse so that we can return the card to you.
 Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Senator Michael Granaris
 31-19 Newton Ave
 Astoria, NY 11102

A. Signature
 X *[Signature]* Agent Addressee

B. Received by (Printed Name) C. Date of Delivery *7/12/13*

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail® Priority Mail Express™
 Registered Return Receipt for Merchandise
 Insured Mail Collect on Delivery

4. Restricted Delivery? (Extra Fee) Yes

2. Article Number (Transfer from service label) 7014 2120 0000 4687 7139

PS Form 3811, July 2013 Domestic Return Receipt

VOICE 2 Charter School Survey

Please write any comments you wish to share related to the opening of a second
VOICE school

Danielle Tharrington
Community board 1



VOICE 2 Public Meeting Sign In Sheet

	Name	Date	Signature
1	Danielle Tharington	6/24/16	D. Tharington
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			
32			
33			
34			
35			

NO STANDING
Anytime
← →



VOICE
charter school

VOICE Charter School will be submitting an application to the New York State Education Department to open a new charter school in northern Queens called VOICE 2 Charter School.

- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Friday, June 24th at 4PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

Please email us at info@voicecharterschool.org if you wish to attend this hearing or call us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

VOICE Charter School va a presentar una solicitud a las Síndicos de SUNY para abrir una nueva escuela charter en el norte de Queens llamada VOICE 2 Charter School.

- VOICE 2 se propone abrir en el otoño del 2017 para servir a los estudiantes de grados K-Quinto en el Distrito 30
- Tenemos una audiencia el Viernes, 24 de Junio a las 4PM en 36-24 12 St, LIC, NY 11106.
- La misión de VOICE 2 será el desarrollo de cada niño en un ser humano cariñoso, lleno de asombro, que puede trabajar duro para llegar a un lugar donde él o ella puede elegir entre muchos caminos que conduzcan a una vida con propósito, la felicidad, y cumplimiento.
- El programa académico desarrollará habilidades de los estudiantes y el conocimiento contenido en la lectura, escritura, matemáticas, ciencias, educación física, las artes visuales, el desarrollo social y emocional y una amplia formación coral.

Por favor mande mensaje a info@voicecharterschool.org si desea asistir a esta audiencia o llámenos al 718-361-1694. Si no puede asistir, pero desea formular observaciones, puede enviar un correo electrónico o escriba sus comentarios a la dirección antes mencionada.

36-24 12th Street • Long Island City, New York 11106
Phone Number: 718.361.1694 • Fax Number: 646.537.1703
Email: info@voicecharterschool.org • Webpage: www.voicecharterschool.org



VOICE

charter school

VOICE Charter School will be submitting an application to the New York State Education Department to open a new charter school in northern Queens called VOICE 2 Charter School.

- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5th in District 30
- We are holding a hearing on Friday, June 24th at 4PM at 36-24 12th St., LIC, NY 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being, full of wonder, who can work hard to reach a place where he or she can choose from many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts, social emotional development and extensive choral training.

Please email us at info@voicecharterschool.org if you wish to attend this hearing or call us at 718-261-1594. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

VOICE Charter School va a presentar una solicitud a las Síndicos de SUNY para abrir una nueva escuela charter en el norte de Queens llamada VOICE 2 Charter School.

- VOICE 2 se propone abrir en el otoño del 2017 para servir a los estudiantes de grados K-5^{to} en el Distrito 30
- Estamos una audiencia el Viernes, 24 de Junio a las 4PM en 36-24 12 St, LIC, NY 11106.
- La misión de VOICE 2 será el desarrollo de cada niño en un ser humano cariñoso, lleno de asombro, que puede trabajar duro para llegar a un lugar donde él o ella puede elegir entre muchos caminos que conduzcan a una vida con propósito, la felicidad, y cumplimiento.
- El programa académico desarrollará habilidades de los estudiantes y el conocimiento en la lectura, escritura, matemáticas, ciencias, educación física, las artes visuales, el desarrollo social y emocional y una amplia formación coral.

Por favor envíe un mensaje a info@voicecharterschool.org si desea asistir a esta audiencia o llámenos al 718-261-1594. Si no puede asistir, pero desea formular un comentario puede enviar un correo electrónico o escriba sus comentarios a la dirección que mencionamos.

36-24 12th Street - Long Island City, New York 11106
Phone Number: 718.261.1594 • Fax Number: 646.537.1705
Email: info@voicecharterschool.org • Website: www.voicecharterschool.org



VOICE

Charter School
Specializing in education in the New York State
charter school system. Classes called VOICE
enroll in the fall of 2017 to serve students grades K-5th
in the city of New York at 36-24 12th St., LIC, NY

VOICE is all about being who you are as a young human being. You
will learn to read a piece when he or she can choose from
reading to be a success because of fulfillment.
VOICE will develop students with and without knowledge in
the sciences, social, physical education, the visual arts, social
studies and extensive music training.

For more information or if you wish to attend this hearing or call
for a personal tour, please contact us at the address below.

VOICE is a charter school in the District of Columbia (DC) for all
grades K-5. We are located in the District of Columbia (DC) at
36-24 12th St., LIC, NY.

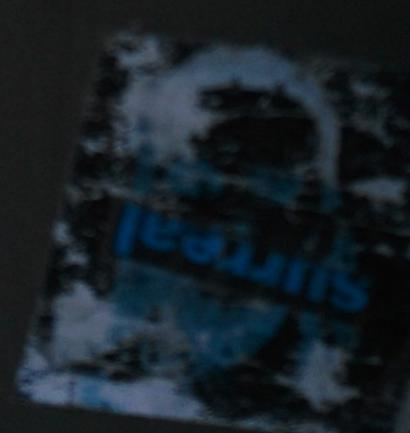
VOICE is a charter school in the District of Columbia (DC) for all
grades K-5. We are located in the District of Columbia (DC) at
36-24 12th St., LIC, NY.

VOICE is a charter school in the District of Columbia (DC) for all
grades K-5. We are located in the District of Columbia (DC) at
36-24 12th St., LIC, NY.

VOICE is a charter school in the District of Columbia (DC) for all
grades K-5. We are located in the District of Columbia (DC) at
36-24 12th St., LIC, NY.

VOICE is a charter school in the District of Columbia (DC) for all
grades K-5. We are located in the District of Columbia (DC) at
36-24 12th St., LIC, NY.

VOICE is a charter school in the District of Columbia (DC) for all
grades K-5. We are located in the District of Columbia (DC) at
36-24 12th St., LIC, NY.



SERVICES
CALL
646-591-056

VOICE

charter school

VOICE Charter School will be submitting an application to the New York State Education Department to open a new charter school in northern Queens called VOICE 2 Charter School.

- VOICE 2 is proposed to open in the fall of 2017 to serve students grades K-5 in District 30
- We are holding a hearing on Friday, June 24th at 4PM at 36-24 12th St. LIC 11106.
- The mission of VOICE 2 will be to develop every child into a caring human being of wonder, who can work hard to reach a place where he or she can choose many paths that will lead to a life of purpose, happiness, and fulfillment.
- The academic program will develop student's skills and content knowledge in reading, writing, mathematics, science, physical education, the visual arts and emotional development and extensive choral training.

Please email us at info@voicecharterschool.org if you wish to attend this hearing or us at 718-361-1694. If you cannot attend, but wish to comment, you may send an email or write your comment to the above address.

VOICE Charter School va a presentar una solicitud a las Síndicos de SUNY para abrir una nueva escuela charter en el norte de Queens llamada VOICE 2 Charter School.

- VOICE 2 se propone abrir en el otoño del 2017 para servir a los estudiantes de grado K-Quinto en el Distrito 30
- Tenemos una audiencia el Viernes, 24 de Junio a las 4PM en 36-24 12 St. LIC 11106.
- La misión de VOICE 2 será el desarrollo de cada niño en un ser humano capaz de elegir entre muchos caminos que conduzcan a una vida con propósito, la felicidad y el cumplimiento.
- El programa académico desarrollará habilidades de los estudiantes y el contenido en la lectura, escritura, matemáticas, ciencias, educación física y artes visuales, el desarrollo social y emocional y una amplia formación coral.

Por favor mande mensaje a info@voicecharterschool.org si desea asistir a esta audiencia o llámenos al 718-361-1694. Si no puede asistir, pero desea formular observaciones, puede enviar un correo electrónico o escriba sus comentarios a la dirección antes mencionada.

36-24 12th Street • Long Island City, New York 11106
Phone Number: 718.361.1694 • Fax Number: 646.537.1703
Email: info@voicecharterschool.org • Webpage: www.voicecharterschool.org

June 17, 2016

June 17, 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
<i>Alexandra Shull</i>	[REDACTED]	N	Y
<i>Anna Hume</i>	[REDACTED]	N	Y
<i>[Signature]</i>	[REDACTED]	Y	Y
<i>[Signature]</i>	[REDACTED]	Y	Y
<i>Kamee Ture</i>	[REDACTED]	14B 136 Y	Y
<i>CAROLEE R LOVO</i>	[REDACTED]	U.y Y	Y
<i>Bethna Seje</i>	[REDACTED]	Side Y	Y
<i>[Signature]</i>	[REDACTED]	20 N	Y
<i>Nally Haripersaud</i>	[REDACTED]	20 Y	Y
<i>Sabitre Persaud</i>	[REDACTED]	Y	Y
<i>Crobelj Garcia</i>	[REDACTED]	Y	Y
<i>Maxia E Rodriguez</i>	[REDACTED]	Y	Y
<i>Arieta Adams</i>	[REDACTED]	N	Y
<i>Lily</i>	[REDACTED]	Y	Y
<i>Shely Gonzalez</i>	[REDACTED]	N	Y
<i>TSAR KHAITOV</i>	[REDACTED]	N	Y
<i>Nalini Taran</i>	[REDACTED]	Y	Y

June 17, 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
Inessa Zavolunova		N	Y
Maria Carui		N	Y
Raquel Herberto		N	Y
Jonathan		N	Y
Chico O'Brien		Y	Yes!
Argendry Jimenez		N	Yes
Brisa Paredes		Y	Y
LALITA Zupchanda		Y	Y
Blanca Piller		Y	Y
Kenn Piza		Y	Y
Michelle Caldera		Y	Y
Adun Contreras		Y	Y
Kyle		Y	Y
Anelle Bennett		Y	Y
Isbeth Gonzalez		N	Y
Stephen M. Karaszewski		N	Y
Mary Jo		N	Y
Jim Seel		N	Y

June 17, 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
	[REDACTED]	Y	Y
	[REDACTED]	N	Y
Evonnie Lopez	[REDACTED]	Y	Y
	[REDACTED]	N	Y
Michelle Thomas	[REDACTED]	✓	✓
	[REDACTED]	✓	✓
Ines Beatriz Torres	[REDACTED]		
	[REDACTED]	Y	Y
Ann Marie Kim	[REDACTED]	Y	Y
	[REDACTED]	N	Y
Nathalie Housset	[REDACTED]	N	Y
	[REDACTED]	Y	Y
Nicole Kupierzis	[REDACTED]	Y	Y
	[REDACTED]	N	Y
Maura	[REDACTED]	N	Y
	[REDACTED]	N	Y
Soraya Rojas Gonzalez	[REDACTED]	N	Y
	[REDACTED]	Y	Y
Hind Rabii	[REDACTED]	Y	Y
	[REDACTED]	Y	Y
Miquelina	[REDACTED]	Y	Y
	[REDACTED]	N	Y
David Vasquez	[REDACTED]	N	Y
	[REDACTED]	Y	Y
Mildred Quattrone	[REDACTED]	Y	Y
	[REDACTED]	Y	Y
Elizabeth Casas	[REDACTED]	Y	Y
	[REDACTED]	Y	Y
Kayla Castillo	[REDACTED]	Y	Y

June 17, 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
Gina Albuce		N	Y
Mama Rosa Intal		Y	Y
Sandra Corpio		N	X
Suzie		N	Y
Lynn R. R. R.		N	Y
[Signature]		N	Y
Mama [Signature]		Y	Y
[Signature]		Y	Y
Leily Y. Quay		N	N
GAFUR. A		N	Y
Lilia Morpica		N	Y
America Ashraf		N	Y
ZORAIDA Seymou		N	Y
Lynn Hayer		N	Y
[Signature]		N	Y
[Signature]		N	Y
Desiree M. [Signature]		N	Y

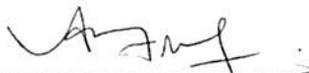
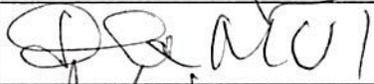
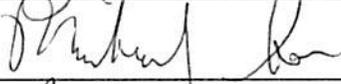
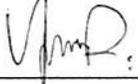
June 17
2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
Marlene Foles		N	Y
Sha Kuceller		N	Y
Shalini Sijl		Y	Y
Liyun Chen		Y	Y
Samidha Lama		N	Y
Martin Plaza		N	Y
Senghan Song		N	Y
MOHAMMAD Naseem		N	Y
Andrew Diaz		N	Y
Taran Wu		N	Y
Terji Doma Sherpa		N	Y
zhao jim feng		N	Y
Vicky		N	Y
Monika B		N	Y
R		N	Y
		N	Y
		Y	Y

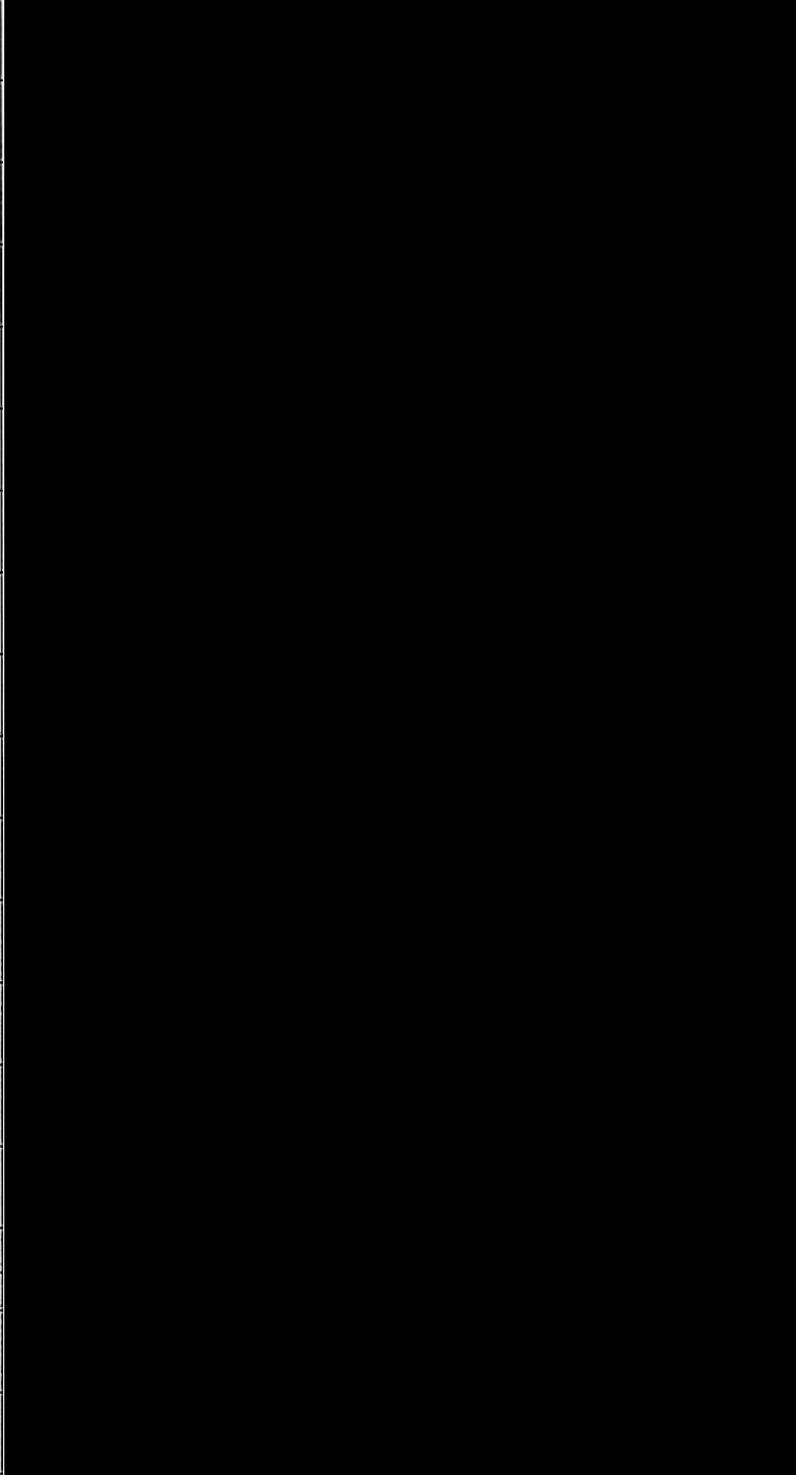
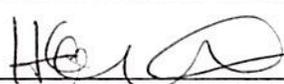
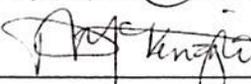
June 17, 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
	[REDACTED]	Y	Y
		Y	Y
		N	Y
		N	Y
		N	Y
		N	Y
		Y	Y
Reedz Ali		N	Y
LEVI CAJOE		N	Y
Theresa Gilliam		Y	Y
Crystal Holden		N	Y
Emma Cross		N	Y
Kyle Childs		N	Y
Diana Anderson		N	Y
Valerie Edmond		N	Y
ANTHONY LONG		N	Y
Melkis Duarte		Y	Y
Manelli Duarte		N	Y

June 17, 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support <u>VOICE</u> Charter School? Y/N
		N	Y
Alexander A. Murray II		N	Y
		Y	Y
		N	Y
Amosha Mazlan		N	Y
Yuyun Ci		Y	Y
		N	Y
April Hansen		N	Y
		N	Y
		N	Y
		N	Y
		Y	Y
		N	Y
Julia S	N	Y	
	N	Y	

June 17 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
_____		yes	yes
Arden a shiben		N	YES
Christine Morgan		N	Y
Caroline somar		N	Y
Ahona Bailey		N	Y.
MELISSA LINEZ		N	Y
Sansun Tom		N	Y
Abraham K. Kuper		N	Y
Neony Cruz		N	Y
Joe Hobbes		N	Y
Suka Suzuki		Y	Y
_____		N	Y
_____		N	Y
_____		Y	Y
_____		Y	Y
Athena Smith		N	Y
Li W.		N	Y

June 17, 2016

VOICE Charter School Expansion Survey

Signature	Name and Address (print legibly)	Have child aged 4 to 11? Y/N	Support 2nd VOICE Charter School? Y/N
<i>William Medina</i>	[REDACTED]	N	Y
<i>Patricia Saldaña</i>	[REDACTED]	Y	Y
<i>Rita Cepeda</i>	[REDACTED]	N	Y
<i>Jesse Diaz</i>	[REDACTED]	N	Y
<i>Regina Vazquez</i>	[REDACTED]	N	Y

June 17, 2016

VOICE 2 Charter School Survey

Please write any comments you wish to share related to the opening of a second
VOICE school

charter schools limit the amount of
money that goes to public schools
(didn't sign)

June 17, 2016

VOICE 2 Charter School Survey

Please write any comments you wish to share related to the opening of a second
VOICE school

pay for private school, not because education
is better but because of the ~~parent~~
teacher to ~~ratio~~ student ratio.

June 16, 2016

VOICE 2 Charter School Survey

Please write any comments you wish to share related to the opening of a second
VOICE school

too hard to get selected for
a charter school.

VOICE 2 Charter School Support Petition

Aug 8 2016

Name		Have Children 4-11?	Support Opening a 2 nd School
LEONARD ROBERTA		X	✓
Dequan Alston		✓	✓
Shambrena ROBINSON		X	X
Eli Brown		X	✓
Nijashia Kelly		X	✓
Niquashia Kelly		X	✓
Willy Bautista		X	✓
William M. ...		X	✓
Judy Alvarez		✓	✓
Ramon Mercado		X	✓
FREDY RENDEL		I NEED MORE	INFO.
Calenn Menore		-	✓
Judea Solorzano		X	✓
Rakesh Soni		✓	✓
TAZUL ISRAEL		X	✓
Marisa L.		X	✓
Teresa M.		X	✓
Isabel Hernandez		X	✓
Miriam Moran		X	✓
Victoria Gordon		X	✓
Priscilla Alonzo		✓	✓

VOICE 2 Charter School Support Petition

Aug 8 2016

Name	Address	Have Children 4-11?	Support Opening a 2 nd School
Mikaela Soldan		No	Sure
Carlos Nieves		No	Sure
Melissa Fives		Yes	Sure
Maria agosto		yes	NO
Sandra Mendez		not yet	yes
Marina Brown		NO	yes
TOM Pappas		NO	yes
Jim Maloney		NO	yes
Jacobs Petelom		NO	yes
SABRINA Matti		yes	yes.
ANNETTE Smith		YES	YES
Condie Pierce		yes	yes.
Annette Daklog		NO	yes
Jennifer Holon		No	yes
Rafael Perez		NO	yes
Micah		NO	yes
Simphi		NO	yes
Jan Garcia		NO	yes -
Rosa Prieta		yes	yes
SOCORO A.		NO	yes

M

L

VOICE 2 Charter School Support Petition

Aug 8 2016

Name	Address	Have Children 4-11?	Support Opening a 2 nd School
Shanna Rodriguez Dervonn Lee		1	✓
		2	✓
Shayen C. Stolt		0	✓
WALTER SCAR		1	✓
VIA RAM		0	✓
A. THOMPSON		1	✓
T. Clarke		0	✓
Merio Maye		0	✓
Mauricio Grande		0	✓
Martinez Jozzie		0	✓
Joseph Garrett		0	✓
Loretta Godoy		4	✓
Anos Thomas		0	✓
NORMAN Beck		2	✓
Anurash Pi		0	✓
Ai Inaba		0	✓
Tran Luat		2	✓
Kern Obreja		0	✓
Vadimir Zakirov		0	✓
Xis Yalla		0	✓

VOICE 2 Charter School Support Petition

Aug 08 2016

Name	Address	Have Children 4-11?	Support Opening a 2 nd School
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	6	✓
<i>[Handwritten Name]</i>	[Redacted]	1	✓
<i>[Handwritten Name]</i>	[Redacted]	3	✓
<i>[Handwritten Name]</i>	[Redacted]	4	✓
<i>[Handwritten Name]</i>	[Redacted]	1	✓
<i>[Handwritten Name]</i>	[Redacted]	3	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	0	✓
<i>[Handwritten Name]</i>	[Redacted]	2	✓
<i>[Handwritten Name]</i>	[Redacted]	1	✓

VOICE 2 Charter School Support Petition

Aug 08 2016

Name	Address	Have Children 4-11?	Support Opening a 2 nd School
SUBER AHMED			
↓		1	✓
D. Thomas		1	✓
Beth Morrow		1	✓
Tony Williams		2	✓
Colleen Callahan		4	✓
Jeff Hayes		2	✓
KENNETH WALKER		3	✓
RAYMOND MADERA		0	✓
JASON BOAR		0 0	✓
Daniel J. Perez		0	✓
Colton Kinsey		0	✓
Lance Fuller		1	✓
Xavi Gregory		0	✓
Dale Bennett		0	✓
Liana Victor		0	✓
Yaret Flores		4	✓
Natalie Pelisier		2	✓
Yvette Palma		1	✓
Rayman Bales		0	✓
Madeleine Burgos	3	✓	

VOICE 2 Charter School Support Petition

Aug 29 2016

Name	Address	Have Children 4-11?	Support Opening a 2 nd School
Anore Vike		No	Yes
SAMATHA GONZALEZ		NO	Yes
Katevina Todor		✓	No
BETTY O'CONNOR		YES	YES
Roksana Rahman		Yes	Yes
Chong Siew Yng		Yes	Yes
Peter Karumba		YES	YES
MIRIAM PONCE		No	Yes
Lorraine Hernandez		No	Yes
Rocio Ponce		No	Yes
Lucy CENSA		NO	YES
Ali M. HAMED		No	YES
Richard Goldstein		No	Yes
Musika Pierre		no	yes
Maria		✓	✓
Claudeth Gray		X	✓
Samuel Veillard		X LIC	✓ N.Y. 11101
D. Williams		YES	YES-
C. Hanbin		Yes	Yes
J.H. L...		Yes	Yes

VOICE 2 Charter School Support Petition

Aug 09 2016

Name	Address	Have Children 4-11?	Support Opening a 2 nd School
Krystina Black		No	✓
Arthur Mushepell		No	Yes
Laron Williams		No	✓
Jessica Barres		NO	✓
Elizabeth Jones		No	✓
Cinda Ricotus		NO	✓
Dora Meza		no	✓
JAMES INGRAM		YES	✓
Jimmy Quenna		YES	✓
Melba Lee		No	

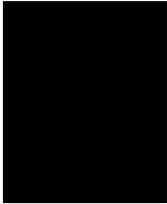
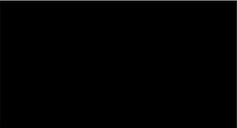
VOICE 2 Charter School Support Petition

Aug 09 2016

Name	Address	Have Children 4-11?	Support Opening a 2 nd School
Dwayne Young	[REDACTED]		
Jose Garin	[REDACTED]	2	✓
J. Puccio	[REDACTED]	5	✓
Lena Spang	[REDACTED]	1	✓
William [unclear]	[REDACTED]	4/1	✓
Walter Pandas	[REDACTED]	-	✓
Rina Rodriguez	[REDACTED]	2	✓
[unclear]	[REDACTED]	-	✓
[unclear]	[REDACTED]	-	✓
Paul Luter	[REDACTED]	-	✓
C. Kelynes	[REDACTED]	0	✓
S. Cheek	[REDACTED]	1	✓
Juz D. Stocking	[REDACTED]	0	✓
Maria M. Torres	[REDACTED]	1	✓
Amanda Radovic	[REDACTED]	1	✓
[unclear]	[REDACTED]	0	✓
[unclear]	[REDACTED]	7	✓
[unclear]	[REDACTED]	#	✓
Shirley Lugo	[REDACTED]	2	✓
Lionel Jacob	[REDACTED]	1	
Alexander Jacob	[REDACTED]	0	

VOICE 2 Charter Comments and Feedback

Aug 09 2016

Name and Address	Comments, Suggestion or Feedback in regards to the opening of new VOICE Charter School location in NW Queens
Rina Rodriguez 	<ul style="list-style-type: none">- Please make easily accessible for public transportation.- Diversity of teachers.
Kenneth Cor 	<ul style="list-style-type: none">- Possible school in Astoria- Teaching music of many cultures

VOICE 2 Charter Comments and Feedback

Aug 9 2016

Name and Address	Comments, Suggestion or Feedback in regards to the opening of new VOICE Charter School location in NW Queens
	<p>"Good people. I would support that."</p>
<p>Richard Goldstein - Astoria</p>	<p>"Charter schools are great - I support them. How much more funding would they get?"</p>

VOICE 2 Charter School
Application

Sample Schedule of K-2nd grade student (bold entries mark special instruction and teacher prep):

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing				
8:10-8:18	Unpack/ A.M Mtg.				
8:18-8:48	Reading Workshop	Reading Workshop	Music	Reading Workshop	Reading Workshop
8:51-9:38	Writing Workshop	Writing Workshop	Reading Workshop	Math	Social Studies
9:41-10:28	Music	Music	Writing Workshop	Music	Music
10:31-11:18	Text Based Discussion/ Classroom Recess	Work Work/ Classroom Recess	Word Work/ Classroom Recess	Word Work/ Classroom Recess	Text Based Discussion/ Classroom Recess
11:21-12:08	Physical Education	Science	Science	Writing Workshop	Math
12:11-12:58	Math	Music	Math	Math	Math
1:01-1:48	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:51-2:38	Science	Math	Art	Science	Art
2:41-3:29	Word Work	Social Studies	Physical Education	Mind Body Heart	Music
3:34-4:25	Small Group Work/ Packing Up/ Dismissal				

VOICE 2 Charter School
Application

Sample schedule of 3rd-5th grade student (bold entries mark special instruction and teacher prep):

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing				
8:10-8:18	Unpack/ A.M Mtg.				
8:18-8:48	Reading Workshop	Reading Workshop	Music	Reading Workshop	Reading Workshop
8:51-9:38	Writing Workshop	Writing Workshop	Reading Workshop	Math	Social Studies
9:41-10:28	Music	Music	Writing Workshop	Music	Music
10:31-11:18	Text Based Discussion/ Classroom Recess	Text Based Discussion/ Classroom Recess	Social Studies/ Classroom Recess	Social Studies/ Classroom Recess	Text Based Discussion/ Classroom Recess
11:21-12:08	Physical Education	Science	Science	Writing Workshop	Math
12:11-12:58	Math	Music	Math	Math	Math
1:01-1:48	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:51-2:38	Science	Math	Art	Science	Art
2:41-3:29	Math	Social Studies	Physical Education	Mind Body Heart	Music
3:34-4:25	Small Group Work/ Packing Up/ Dismissal				

VOICE 2 Charter School
Application

Sample Schedule for Special's Teacher (Music):

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing				
8:10-8:18	Prep Choir 2nd Grade	4th Grade Choir	Prep Choir 2nd Grade	PREP	Prep Choir 2nd Grade
8:18-8:48	PREP	3rd Grade Choir	PREP	General Music (4th)	PREP
8:51-9:38	PREP	PREP	PREP	General Music (4th)	PREP
9:41-10:28	Keyboard (4th)	PREP	Keyboard (4th)	General Music (3rd)	Keyboard (4th)
10:31-11:18	General Music (3rd)	General Music (3rd)	General Music (3rd)	General Music (3rd)	General Music (3rd)
11:21-12:08	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:11-12:58	PREP	PREP	PREP	PREP	PREP
1:01-1:48	General Music (4th)	General Music (4th)	General Music (3rd)	Keyboard (4th)	General Music (4th)
1:51-2:38	General Music (4th)	General Music (4th)	General Music (4th)	Keyboard (4th)	General Music (4th)
2:41-3:29	General Music (3rd)	General Music (3rd)	General Music (4th)	PREP	General Music (3rd)
3:34-4:25	Small Group Work/ Packing Up/ Dismissal				

VOICE 2 Charter School
Application

Sample Schedule of K-2nd grade classroom teacher (bold entries mark special instruction and teacher prep):

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing				
8:10-8:18	Unpack/ A.M Mtg.				
8:18-8:48	Reading Workshop	Reading Workshop	Prep	Reading Workshop	Reading Workshop
8:51-9:38	Writing Workshop	Writing Workshop	Reading Workshop	Math	Social Studies
9:41-10:28	Prep	Prep	Writing Workshop	Prep	Prep
10:31-11:18	Text Based Discussion/ Classroom Recess	Work Work/ Classroom Recess	Word Work/ Classroom Recess	Word Work/ Classroom Recess	Text Based Discussion/ Classroom Recess
11:21-12:08	Prep	Prep	Prep	Writing Workshop	Math
12:11-12:58	Math	Prep	Math	Math	Math
1:01-1:48	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:51-2:38	Prep	Math	Prep	Prep	Prep
2:41-3:29	Word Work	Social Studies	Prep	Prep	Prep
3:34-4:25	Small Group Work/ Packing Up/ Dismissal				

VOICE 2 Charter School
Application

Sample schedule of 3rd-5th grade classroom teacher (bold entries mark special instruction and teacher prep):

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing				
8:10-8:18	Unpack/ A.M Mtg.				
8:18-8:48	Reading Workshop	Reading Workshop	Prep	Reading Workshop	Reading Workshop
8:51-9:38	Writing Workshop	Writing Workshop	Reading Workshop	Math	Social Studies
9:41-10:28	Prep	Prep	Writing Workshop	Prep	Prep
10:31-11:18	Text Based Discussion/ Classroom Recess	Text Based Discussion/ Classroom Recess	Social Studies/ Classroom Recess	Social Studies/ Classroom Recess	Text Based Discussion/ Classroom Recess
11:21-12:08	Prep	Prep	Science	Writing Workshop	Math
12:11-12:58	Math	Prep	Math	Math	Math
1:01-1:48	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:51-2:38	Prep	Math	Prep	Prep	Prep
2:41-3:29	Math	Social Studies	Prep	Prep	Prep
3:34-4:25	Small Group Work/ Packing Up/ Dismissal				

VOICE 2 Charter School
Application

Sample Schedule for Special's Teacher (Music):

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing				
8:10-8:18	Prep Choir 2nd Grade	4th Grade Choir	Prep Choir 2nd Grade	PREP	Prep Choir 2nd Grade
8:18-8:48	PREP	3rd Grade Choir	PREP	General Music (4th)	PREP
8:51-9:38	PREP	PREP	PREP	General Music (4th)	PREP
9:41-10:28	Keyboard (4th)	PREP	Keyboard (4th)	General Music (3rd)	Keyboard (4th)
10:31-11:18	General Music (3rd)	General Music (3rd)	General Music (3rd)	General Music (3rd)	General Music (3rd)
11:21-12:08	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
12:11-12:58	PREP	PREP	PREP	PREP	PREP
1:01-1:48	General Music (4th)	General Music (4th)	General Music (3rd)	Keyboard (4th)	General Music (4th)
1:51-2:38	General Music (4th)	General Music (4th)	General Music (4th)	Keyboard (4th)	General Music (4th)
2:41-3:29	General Music (3rd)	General Music (3rd)	General Music (4th)	PREP	General Music (3rd)
3:34-4:25	Small Group Work/ Packing Up/ Dismissal				

	Mon	Tue	Wed	Thu	Fri	Holidays & Notes
Aug 2017	14	15	16	17	18	New Teacher PD Week of Aug 14, 2017
	21	22	23	24	25	PD Week 1 Week of Aug 21, 2017
	28	29	30	31	1	PD Week 2 Week of Aug 28, 2017
Sep 2017	4	5	6	7	8	Labor Day Sep 4, 2017
	11	12	13	14	15	First Day of School Sep 5, 2017
	18	19	20	21	22	First Day of bus service Sep 11, 2017
	25	26	27	28	29	
Oct 2017	2	3	4	5	6	
	9	10	11	12	13	Columbus Day Oct 9, 2017
	16	17	18	19	20	
	23	24	25	26	27	
Nov 2017	30	31	1	2	3	PD (Election Day -No students) Nov 7, 2017
	6	7	8	9	10	Veterans Day (school day, no bus) Nov 11, 2017
	13	14	15	16	17	
	20	21	22	23	24	Fall Conferences (1/2 day) Nov 21, 2017
Dec 2017	27	28	29	30	1	Thanksgiving Break Nov 22 to 24, 2017
	4	5	6	7	8	
	11	12	13	14	15	
	18	19	20	21	22	Christmas Break Dec 20 to Jan 2, 2018
Jan 2018	25	26	27	28	29	
	1	2	3	4	5	
	8	9	10	11	12	Half Day for students Jan 12, 2018
	15	16	17	18	19	Martin Luther King Day Jan 15, 2018
Feb 2018	22	23	24	25	26	
	29	30	31	1	2	
	5	6	7	8	9	PD Day - No Students
	12	13	14	15	16	Mid Winter Break Feb 12 to 16, 2018
Mar 2018	19	20	21	22	23	
	26	27	28	1	2	
	5	6	7	8	9	
	12	13	14	15	16	
Apr 2018	19	20	21	22	23	Spring Conferences (1/2 day) Mar 29, 2018
	26	27	28	29	30	PD Day - No Students Mar 30, 2018
	2	3	4	5	6	NYS ELA Test (anticipated) Apr 3 to 5, 2018
	9	10	11	12	13	NYS Math Test (anticipated) Apr 11 to 13, 2018
May 2018	16	17	18	19	20	Spring Break Apr 16 to 20, 2018
	23	24	25	26	27	
	30	1	2	3	4	
	7	8	9	10	11	
Jun 2018	14	15	16	17	18	
	21	22	23	24	25	
	28	29	30	31	1	Memorial Day May 28, 2018
	4	5	6	7	8	
Jun 2018	11	12	13	14	15	Clerical Half Day Jun 12, 2018
	18	19	20	21	22	Last Day of School (1/2 day) Jun 22, 2018
	25	26	27	28	29	End of School PD* Jun 25 to 27, 2018
						Office open Jun 28 to Jun 29, 2018

17	Regular School Day
24	1/2 Day School
12	All Day PD (no students)
19	School is closed
30	Office staff only

180 full and half days of school
 * Potential Snow day make up days



ATTACHMENT 4 – STUDENT DISCIPLINARY CODE OF CONDUCT

VOICE 2 is committed to ensuring that our schools are safe, secure, and orderly environments in which teaching and learning take place each day. A safe and supportive school environment depends on a well-developed Disciplinary Code of Conduct, as well as the cooperation of students, staff, and parents in promoting the expectations for student behavior and the provisions of the Code, and a climate of mutual respect among all parties. VOICE 2’s Disciplinary Code of Conduct, as described below, is built on that of the existing VOICE Charter School.

STANDARDS OF BEHAVIOR: ACCOUNTABILITY AND SUPPORT

All members of the school community must know and understand the standards of behavior which all students are expected to live up to and the consequences if these standards are not met. The principal, teachers, school staff, students, and parents all need to know disciplinary measures that can be taken when students misbehave or interfere with learning. This Disciplinary Code of Conduct (“Code”) provides a comprehensive description of unacceptable behavior. The Code includes the range of permissible disciplinary and intervention measures the school may use to address student behavior. The Code applies to all students, including those with disabilities.

In providing a range of permissible disciplinary measures, the Code is intended to ensure consistent and equitable treatment for all students, and enable the administration to exercise discretion and educational judgment. Guidance interventions are included because inappropriate behavior or violations of the Code may be symptomatic of more serious problems. It is, therefore, important that school personnel be sensitive to issues that may influence the behavior of students and respond in a manner that is most supportive of their needs.

The standards set forth in the Code apply to behavior in school during school hours, before and after school, while on school property, at all school-sponsored events, during school-related transportation and off school property when such behavior may negatively affect the educational process or endanger the health, safety, morals, or welfare of the school community.

PROMOTING POSITIVE STUDENT BEHAVIOR

VOICE 2 Charter School seeks to promote a positive and supportive school culture in which our students may grow both academically and socially. VOICE 2 takes a proactive role in nurturing students’ pro-social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social emotional learning. Effective social emotional learning helps students develop fundamental skills for life effectiveness, including: recognizing and managing emotions; developing care and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically.

We believe such skills help prevent negative behaviors and the disciplinary consequences that result when students do not live up to behavioral standards. Student engagement is also integral to creating a positive school culture that effectively fosters students’ academic achievement and social/emotional growth. Providing students with multiple opportunities to participate in a wide range of pro-social activities and, at the same time, bond with caring, supportive adults mitigates negative behaviors. Examples may include: providing students with meaningful opportunities to share ideas and concerns and participate in schoolwide initiatives; student leadership development; periodic recognition of students’ achievements in a range of academic and co-curricular areas;



VOICE 2 Charter Application

using corrective feedback; and developing schoolwide positive behavior systems. Such opportunities, coupled with a comprehensive guidance program of prevention and intervention, provide students with the experiences, strategies, skills, and support they need to thrive.

PREVENTION AND INTERVENTION

School personnel are responsible for developing and using strategies that promote optimal learning and positive behavior throughout a student's school experience, and encourage adherence to the code. They are also responsible for addressing behaviors that disrupt learning. Administrators, teachers, counselors and other school staff are expected to engage students, including students with disabilities, in intervention and prevention strategies that address a student's behavioral issues, and discuss these strategies with the student and his/her parent. Intervention and prevention approaches may include: guidance support and services to address personal and family circumstances; social/emotional learning, such as conflict resolution/peer mediation/negotiation, anger management, and/or communication skills acquisition; the use of alternate instructional materials and/or methods; enrichment services; alternate class placement; and/or development or review of functional behavioral assessments and behavioral intervention plans which should be developed and/or reviewed as an early intervention strategy. If, at any time, the School suspects that a student's difficulties may be the result of a disability which may require special education services, the student should be referred immediately to the New York City Department of Education's Committee on Special Education for the district of residence.

PARENTS AS PARTNERS

Students, parents, and school personnel all have a role in making schools safe and must cooperate with one another to achieve this goal. School staff should keep parents informed of their child's behavior and enlist parents as partners in addressing areas of concern. Outreach to parents can include, but is not limited to, a phone call or written communication. Parents and school staff are role models, and should exhibit the behaviors which they would like to see students emulate. To ensure that parents become active and involved partners in promoting a safe and supportive school environment, parents must be familiar with the Code. Educators are responsible for informing parents about their child's behavior in a timely manner, and for nurturing the skills students need to succeed in school and in society; parents are also encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior. It is vitally important that there be consultation and communication between the school and the home. Guidance conferences attended by the principal or his/her designee, the student's parent, and one or more of the student's teachers are an effective means of encouraging parental input and should be held with students where appropriate. Parents who want to discuss guidance interventions in response to student behavior should contact the school.

ATTENDANCE

School personnel must ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that manifest as truancy or patterns of unexcused absence or educational neglect. In cases of truancy, school personnel must meet with the student and parent in order to determine an appropriate course of action which should include, but not be limited to: guidance intervention, referral for counseling, referral to after-school programs, the filing of a Person in Need of Supervision (PINS) Petition in Family Court and referral to the Administration for Children's Services (ACS). The school will review such



VOICE 2 Charter Application

attendance cases and will involve teachers and other school staff to address the pattern of truancy. Cases of suspected educational neglect must be called into the New York State Central Register.

STUDENT RIGHTS

All VOICE 2 Charter School Students are entitled to:

- (1) Be in a safe and supportive learning environment, free from discrimination, harassment, bullying, and bigotry, and to file a complaint if they feel that they are subject to, or witness this behavior;
- (2) Receive courtesy and respect from others regardless of actual or perceived age, race, creed, color, gender, gender identity, gender expression, religion, national origin, citizenship/immigration status, sexual orientation, physical and/or emotional condition, disability, marital status, economic status and political beliefs;
- (3) Receive a written copy of the school's policies and procedures, including the Discipline Code;
- (4) Receive professional instruction;
- (5) Be informed of educational progress and receive periodic evaluations both informally and through formal progress reports;
- (6) Be notified in a timely manner of the possibility of being held over in a grade or of failing a course (this applies to parent/adult in parental relationship and eligible student);
- (7) Be provided with the Discipline Code and rules and regulations of the school;
- (8) Be counseled by members of the professional staff in matters related to their behavior as it affects their education and welfare within the school.

STUDENT RESPONSIBILITIES

All VOICE 2 Charter School Students are responsible for:

- (1) Attending school regularly and punctually and making every effort to achieve in all areas of their education;
- (2) Being prepared for class with appropriate materials and properly maintain textbooks and other school equipment;
- (3) Following school regulations regarding entering and leaving the classroom and school building;
- (4) Helping to maintain a school environment free of weapons, illegal drugs, controlled substances and alcohol;
- (5) Behaving in a manner that contributes to a safe learning environment and which does not violate other students' right to learn;
- (6) Sharing information with school officials regarding matters which may endanger the health and welfare of members of the school community;
- (7) Respecting the dignity and equality of others and refraining from conduct which denies or impinges on the rights of others;
- (8) Showing respect for school property and respect the property of others, both private and public;
- (9) Being polite, courteous and respectful toward others;
- (10) Behaving in a polite, truthful and cooperative manner toward fellow students, teachers and other school staff;
- (11) Promoting good human relations and building bridges of understanding among the members of the school community;



VOICE 2 Charter Application

- (12) Using non-confrontational methods to resolve conflicts;
- (13) Participating and voting in student government elections;
- (14) Providing positive leadership by making student government a meaningful forum to encourage maximum involvement;
- (15) Working with school staff in developing broad extracurricular programs in order to represent the range of physical, social and cultural interests and needs of students;
- (16) Observing ethical codes of responsible journalism;
- (17) Refraining from obscene and defamatory communication in speech, writing and other modes of expression in their interactions with the school community;
- (18) Expressing themselves in a manner which promotes cooperation and does not interfere with the educational process;
- (19) Assembling in a peaceful manner and respecting the decision of students who do not wish to participate;
- (20) Bringing to school only those personal possessions which are safe and do not interfere with the learning environment;
- (21) Adhering to the guidelines established for dress and activities in the school gymnasium, physical education classes, laboratories and shops;
- (22) Being familiar with the Code and abiding by school rules and regulations;
- (23) Providing leadership to encourage fellow students to follow established school policies and practices;
- (24) Keeping parents informed of school-related matters, including progress in school, social and educational events, and ensuring that parents receive communications that are provided by school staff to students for transmittal to their parents.

DIGNITY ACT POLICY

VOICE 2 will not tolerate harassment, intimidation, coercion, bullying, or cyberbullying that: (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his/ her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property.

Acts of harassment, intimidation, coercion and bullying include, but are not limited to, those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender or sex. VOICE 2 considers isolating another student on the basis of any of these actual or perceived statuses to be a form of harassment and bullying.

Gender means the actual or perceived sex of an individual and includes a person's gender identity or expression. Sexual Orientation means the actual or perceived heterosexuality, homosexuality or bisexuality. Cyberbullying means coercion, intimidation, harassment or bullying that occurs through any form of electronic communication or information technology, including, but not limited to, e-mail, instant messaging, blogs, chat rooms, pagers, cell phones, gaming systems and all forms of social media and websites.



VOICE 2 Charter Application

DIGNITY ACT COORDINATOR (DAC)

VOICE 2 has a DAC. The DAC's name and contact information will be available to students through posting on <http://www.voicecharterschool.org/about/schoolpolicies.html>. The DAC will be trained to handle human relations in the areas addressed by the Dignity Act (race, color, weight, national origin, ethnic group, religion, religious practice, disability, economic status, sexual orientation, gender and sex). The DAC serves as the point person for all Dignity Act issues at VOICE 2 and works to ensure that all students are provided with a safe, supportive and positive school climate free from harassment or discrimination on any of the bases described above and generally. Any incident of harassment or bullying may be reported to the DAC or to the Principal. Reports should be made at the earliest possible time. Staff members who witness or become aware of any incidents of harassment or bullying must report it to the Principal within one day.

REPORTS AND INVESTIGATIONS OF DISCRIMINATION AND HARASSMENT

Students should report violations of the Code and Dignity Act Policy immediately to the Principal or DAC. This is true whether the student is a victim of bullying, cyberbullying, harassment, coercion, isolation or intimidation. The school will investigate all complaints of harassment and discrimination and take prompt corrective measures, as necessary. Complaints will be investigated in accordance with applicable policies and regulations. If, after an appropriate investigation, the school finds that this policy has been violated, corrective action will be taken in accordance with school policies and regulations, the Code of Conduct, and applicable laws and regulation.

The school will not retaliate against any person who reports or participates in an investigation into inappropriate, prohibited conduct or violations of the Dignity Act Policy.

INFRACTIONS AND POSSIBLE DISCIPLINARY RESPONSES

VOICE 2 recognizes that it may become necessary to discipline a student for conduct and behavior, and that such discipline may result in suspension, expulsion, or any discipline that may result in the removal of the student from the educational setting. In recognition of the constitutional and legal rights of VOICE 2 students, and in order to ensure compliance with those rights, this policy and procedure document outlines: (1) examples of inappropriate and prohibited conduct; (2) the general range of penalties; (3) what steps must be taken before a student may be disciplined; (4) the protections provided a suspended student to ensure that the right to public education is not infringed; (5) additional protections afforded students with disabilities to ensure compliance with federal and state laws; and (6) the appeals process.

Students are prohibited from engaging in the following conduct while traveling to/from school, during the school day and at all VOICE 2 functions whether on or off school grounds. Students may be subject to discipline for engaging in prohibited conduct even if it takes place off school grounds, if it endangers the health or safety of pupils within the school or adversely affects the educational process or orderly administration of the school:

- Willfully causing physical injury to any other person, or threatening to use force that could result in or risks injury, assaulting another person, fighting or engaging in physically aggressive or threatening behavior, or engaging in inappropriate or unwanted physical contact of any kind.
- Conspiring to or participating in an incident of group violence or gang-related activity or violence.



VOICE 2 Charter Application

- Willfully damaging, defacing or destroying school property, including graffiti, or removing or use of such property without express authorization, including, but not limited to, computers, phones, copy machines and elevators.
- Stealing, or taking the property of another without permission.
- Sexually harassing another or committing sexual acts on school property or at school sponsored events.
- Bullying, intimidating, coercing or hazing another person or otherwise discriminating against another person based on his/her actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, gender identification, sex, or economic status, or violating the School's Dignity Act policy.
- Retaliating against another person for bringing a complaint of inappropriate or prohibited conduct, including under the School's Dignity Act policy, for serving as a witness, or participating in an investigation of inappropriate or prohibited conduct.
- Entering into any private office or classroom of an administrative officer, teacher, or staff member without express authorization.
- Entering or remaining on school property without express authorization.
- Remaining in any building or facility after it is normally closed, or entering any building or facility prior to its normal opening, without express authorization.
- Refusing to leave any building or facility after being requested to do so by school administration or staff.
- Willfully obstructing or interfering with the free movement of persons and vehicles.
- Deliberately disrupting or preventing the peaceful and orderly conduct of classes, lectures, after-school activities, or deliberately interfering with the freedom of meetings or deliberately preventing any person from expressing his or her views, unless such disruption is necessary to maintain order of the educational process.
- Possessing on school property any rifle, shotgun, pistol, revolver, knife, chain, club or other weapon of any type, whether or not the person has a license to possess such weapon.
- Committing acts that threaten the safety and welfare of any person.
- Violating any federal or State statute or regulation, local ordinance or school policy.
- Possessing, using, being under the influence of or distributing alcohol, drugs or drug paraphernalia, or tobacco products.
- Refusing or failing to comply with a lawful order or direction of a school official in the performance of his or her duty.
- Distributing or posting on school property any written material, pamphlets or posters without the prior express approval of the Principal or his/her designee.
- Unexcused absences.
- Lateness to school or class.
- Failure to return school property.
- Unapproved use of computers, fax, cell phones, beepers, computer games, personal devices for music, communication or games.
- Rude or disrespectful behavior towards another person, including, but not limited to, swearing or inappropriate language.
- Lying or dishonesty.



VOICE 2 Charter Application

- Scholastic dishonesty including, but not limited to, cheating and plagiarizing.
- Falsifying records or signatures including, but not limited to, parents notes and report cards.
- Insubordination, defying or disobeying school employees, kitchen staff, custodial staff, medical staff, safety agents or other persons involved in the school's educational program.

School officials must consult the Discipline Code when determining which disciplinary measure to impose. **In addition to consulting the Discipline Code, prior to determining the appropriate disciplinary and/or intervention measures, the following will be considered:** the student's age, maturity, and previous disciplinary record (including the nature of the prior misconduct, the number of prior instances of misconduct, and the disciplinary measure imposed for each); the circumstances surrounding the incident leading to the discipline; and the student's IEP, BIP and 504 Accommodation Plan, if applicable

The above list of infractions is not exhaustive. Students who engage in misconduct not listed above are subject to appropriate disciplinary measures by the teacher or the administration based on violation of school rules and expectation for appropriate behavior.

Potential Consequences

Depending on severity of the infraction, disciplinary responses may include, but are not limited to:

- Verbal and written warnings to the student and notice to parents/guardians
- Removal from class or reassignment to another class
- Before or after-school detention
- Reprimand
- Peer mediation
- Learning and behavioral contracts between or among the school, parent/guardian and student
- Exclusion or suspension from athletic, social, extra-curricular activities or other privileges
- In-school suspension
- Out-of-school suspension
- Expulsion

For minor infractions, VOICE 2 aims to determine an appropriate in-school course of action in consultation with the teacher, parent/guardian and administration. Students displaying inappropriate or disruptive behavior may be asked to participate in a conference with the teacher, parent/guardian and principal. The intent and purpose of such a conference will be to modify the behavior and avoid further infractions, preventing the imposition of more severe discipline.

The list of potential penalties, while detailed, is not exhaustive, nor does it preclude in any way the referral to law enforcement personnel of any matter believed to violate federal, state or local law or where the conduct is required by applicable law or regulation to be reported to law enforcement agencies, including, but not limited to, the Gun Free Schools Act or applicable State law.

DISCIPLINARY PROCEDURES AND DUE PROCESS **SHORT-TERM SUSPENSION (5 DAYS OR LESS)**



VOICE 2 Charter Application

A short-term suspension is defined as an in-school or out-of-school suspension of 5 days or less. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a short-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she will have the opportunity to request an informal conference with the Principal of the school or his/her designee. At an informal conference, the student and parent/guardian will be given an opportunity to deny or explain the charges, to present his/her own evidence and question the complaining witness(es). Student witness(es) have the right to have a parent/guardian present during any questioning. A written decision will be issued after the informal conference. The written notice and informal conference shall be in the parent/guardian's dominant language or translation will be made.

Alternative instruction will be provided during the period of suspension. The school may choose to deliver alternative instruction at the school, in the student's home, or at another location, within its sole discretion in accordance with applicable rules and regulations. The specifics of alternative instruction, including the amount of time of the instruction to be provided, are within the school's sole discretion. Students on suspension are required and expected to complete all school work. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

LONG-TERM SUSPENSION (5 DAYS OR MORE)

A long-term suspension is defined as an in-school or out-of-school suspension of more than 5 days. When the school proposes suspending a student, the parent/guardian will be notified immediately or as soon as practicable by telephone. If the school has the parent/guardian's email address, notification will be provided by email. The parent/guardian will also be notified by overnight mail service or other method to his/her last known address within 24 hours of the school's decision to propose a long-term suspension. The written notice will include the reason(s) for the proposed suspension, the proposed duration of the suspension and whether the proposed suspension will be in-school or out-of-school. The written notice will also advise the parent/guardian that he/she and the student of the student's right to a formal hearing at which he/she may be represented by counsel, cross-examine the witness(es) against him/her, and present witnesses and evidence of his/her own. Student witness(es) have the right to have a parent/guardian present during any questioning. The written notice and hearing shall be in the parent/guardian's dominant language or a translation will be made.

The formal hearing will be conducted by the Principal or his/her designee ("Hearing Officer"). The hearing will be recorded. If the student or his/her parent/guardian will be represented by counsel at the hearing, notice by overnight mail must be provided to the Hearing Officer no less than 2 days before the hearing is scheduled. A written decision will be issued after the formal hearing.

Alternative instruction will be provided during the period of suspension. The school may choose to deliver alternative instruction at the school, in the student's home, or at another location,



VOICE 2 Charter Application

within its sole discretion in accordance with applicable rules and regulations. The specifics of alternative instruction, including the amount of time of the instruction to be provided, are within the school's sole discretion. Students on suspension are required and expected to complete all school work. In addition, when appropriate, the student may be assigned a project designed to address the conduct that gave rise to the suspension.

For suspensions of 10 days or longer, the school will provide alternative instruction, with a greater emphasis on tutoring as necessary. The services provided will be designed in order to ensure that the student is given the opportunity to master the school curriculum and take such assessment tests as the school would otherwise provide. The school may also seek to place the student during the term of the suspension in any alternate education program that is operated by the student's school district of residence.

EXPULSION FROM VOICE 2 CHARTER SCHOOL

An expulsion is the permanent removal of a student from the school. In the case of conduct which in the school's judgment warrants expulsion, the student may be subjected to a short or long-term suspension first. The procedures to be followed where expulsion is proposed are the same as for a Long-Term Suspension above.

If, after a formal hearing, the school expels a student, the school will cooperate with any school to which the student seeks to enroll, including providing the receiving school with all relevant information regarding the student's academic performance and student records, upon request of the school or parent/guardian. An expelled student will be provided with alternative instruction. The means and manner of alternative instruction will be the same as for a student who has been suspended [Alternative instruction will be provided until the student is enrolled at another accredited school, or otherwise participating in an accredited program, including any alternative education program operated by the student's school district of residence, to the extent the provision of such services is required by law]. As above, the school may seek, where appropriate, to place the student in an alternative education program operated by the student's school district of residence either through agreement with the school district or by operation of law.

APPEALS

The appeal of a written decision imposing a short-term or long-term suspension or expulsion may be made, in writing, to the VOICE 2 Charter School Board of Trustees, no later than ten (10) calendar days from the date of the written decision. The Board of Trustees may adopt in whole, or in part, the original decision imposing the discipline. Final decisions of the Board of Trustees may be appealed to the school's authorizer pursuant to Education Law §2855(4).



ATTACHMENT 5B – BY-LAWS

VOICE CHARTER SCHOOL OF NEW YORK, INC.

ARTICLE I

THE CORPORATION

Section 1.1. Name and Formation. VOICE CHARTER SCHOOL, INC. (the "Corporation") is a non-stock, non-profit corporation organized under the laws of the State of New York.

Section 1.2. Structure and Purposes. The Corporation is organized and is to be operated exclusively to carry out charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as now in effect or as may hereafter be amended (the "Code"), including, without limitation: (a) to operate a public charter school in the City and State of New York (the "School") pursuant to a charter agreement therefore; (b) to exercise all rights and powers conferred by the laws of the State of New York upon non-stock corporations, including, but without limitation thereon, to raise funds, to receive gifts, devises, bequests and contributions, in any form, and to use, apply, invest, and reinvest the principal and/or income there from or distribute the same for the above purposes; and (c) to engage in any other activity that is connected with or in advancement of the foregoing purposes and that is within the definition of charitable and educational for purposes of Section 501 (c)(3) of the Code; provided, the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated above or the Constitution of the United States or the State of New York.

ARTICLE II

OFFICES

Section 2.1. Principal Place of Business. The principal place of business of the Corporation shall be located in the City and State of New York.

Section 2.2. Registered Office and Registered Agent. The Corporation shall have and continuously maintain in the State of New York a registered office and a registered agent whose office is the Corporation's registered office.

ARTICLE III

BOARD OF TRUSTEES

Section 3.1. Number. The minimum number of members of the Board of Trustees ("Board") shall be seven (7) and the maximum shall be eighteen (18). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of these Bylaws.

Section 3.2. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board, and all corporate powers shall be vested in and exercised by the Board, except, as otherwise provided by law, the charter, charter agreement, or these Bylaws.

Section 3.3. Duties. Without limiting the generality of the powers granted to the Board by its charter and applicable law, the Board shall have the following specific powers:

- a) To elect and remove Trustees;
- b) To conduct, manage and control the affairs and activities of the Corporation, including the affairs and activities of the School, in accordance with applicable law and regulations, including, but not limited to, New York State's Charter School Act, and the School's charter for the purpose of achieving its mission;

VOICE 2 Charter Application

- c) To select and remove Officers, agents and employees of the Corporation, including, but not limited to, the Principal; to prescribe powers and duties for them; and to fix their compensation;
- d) To enter into contracts, leases and other agreements which are, in the Board's judgment, necessary or desirable in promoting the interests of the Corporation and School, and to oversee the financial management of the School, including, but not limited to, budget development and monitoring, establishing fiscal controls, and causing audits of the School's books and records to be made as required by law and otherwise prudent;
- e) To review, adopt and oversee the enforcement of those policies of the School that the Board is required to approve under applicable law, including, without limitation, hearing complaints as required by Section 2855(4) of the New York Charter Schools Act of 1998, as amended, and such other policies that the Board from time to time deems appropriate;

Section 3.4. Performance of Duties. Each Trustee shall perform his/her duties, including duties on a 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. Every Trustee may participate in the discussion and vote on all issues before the Board or before any Board Committee of which the Trustee is a member, except that a Trustee may be excused from the discussion and vote on any matter involving such Trustee relating to: (a) a self-dealing transaction as provided herein; (b) a conflict of interest as provided herein; and (c) indemnification that is unique to that Trustee.

Section 3.5 Duty to Maintain Board Confidences. 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 Session of the Board.

Section 3.6. Election of Trustees. (a) The Board shall elect the Trustees by 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. Trustees-elect become members of the Board subject to approval by the Corporation's authorizer, in accordance with applicable law and regulation; (b) The elected Trustees shall be divided into three classes, each class consisting, as nearly as may be possible, of the same number of persons so that, to the extent possible, the terms of office of one-third of the Trustees shall expire at each annual meeting of the Board of Trustees. At each annual meeting of the Board of Trustees, the Board shall elect for a term of three years Trustees to fill the vacancies created by the expiration of the terms of those Trustees whose terms shall expire at such meeting. Each Trustee shall hold office until the expiration of the term of such Trustee and until a successor shall have been elected and shall have been approved by the authorizer, or until the death of such Trustee, or until the resignation of such Trustee shall have become effective, or until such Trustee shall have been removed from office, whichever event shall occur first.

Section 3.7 Term. (a) No Trustee shall serve on the Board for more than any partial term to which he or she may be elected plus three additional full terms of three years each. Persons whose eligibility to serve as a Trustee expires may, after a period of one year, be reelected to the Board as a Trustee and may then serve a maximum of three full terms plus any partial term before again becoming ineligible. Notwithstanding any contrary provision within these Bylaws, a Trustee who shall be serving in an additional capacity as an Officer of the Corporation as President, Vice

VOICE 2 Charter Application

President, Treasurer, or Secretary, upon the termination of the term at the conclusion of which the eligibility of such person to serve as a Trustee would, pursuant to the prior provisions of this section, otherwise expire, shall nonetheless be eligible for reelection as a Trustee for one additional three-year term.

Section 3.8. Removal. Any or all of the Trustees may be removed for cause by a majority vote of the entire Board. If a special meeting is called to remove any or all of the Trustees; the notice for such special meeting shall state that it is called for the purpose of removing any or all of the Trustees. Further, a Trustee may be removed 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 prior notice of the proposed action shall have been given to the accused and to each Trustee.

Section 3.9. Resignation. Any Trustee may resign at any time by delivering written notice of his/her resignation to the Board Chair individually, or Board of Trustees with a copy to the Secretary or President of the Corporation. A resignation is effective upon receipt of such notice, or at any later date specified in the notice. The Board's acceptance of a Trustee's resignation shall not be necessary to make it effective, and no resignation shall discharge any accrued obligation or duty of a Trustee.

Section 3.10. Vacancies. A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon the declaration of a vacancy pursuant to the 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. Vacancies may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. In the case of a vacancy due to the resignation, removal or death of a Trustee, Trustees elected to fill such vacancy shall, upon approval of the authorizer, serve for the balance of the unexpired term of the Trustee who resigned, was removed or died. In the case of a vacancy due to an increase in the number of Trustees, a Trustee elected to fill such vacancy shall serve for a three-year period or for such period as the Board shall designate up to a maximum of three years. Any Trustee that shall fail to attend three (3) consecutive meetings without an excuse accepted as satisfactory by the Board may, at the Board's election, be deemed to have resigned, and the vacancy shall be filled.

Section 3.11. Compensation and Expenses. Persons serving as Trustees or members of a Committee shall not receive any salary or compensation for their services as Trustees or committee members; provided, however, a Trustee shall be entitled to reimbursement for reasonable expenses incurred by him/her in carrying out his/her duties as a Trustee.

Section 3.12. Right of Inspection. Every Trustee may inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation; provided such inspection is conducted at a reasonable time after reasonable notice. The Trustees will maintain the confidentiality of the information so obtained and honor any obligations imposed by any applicable federal, state or local law, including, but not limited to, the Family Educational Rights and Privacy Act.

Section 3.13. Indemnification of Trustees. The Corporation shall hold harmless and indemnify each Trustee, from time to time, against any and all threatened, pending or completed actions, suits or proceedings, whether civil, criminal, administrative or investigative and whether formal or informal, by reason of the fact that the Trustee is or was a Trustee or Officer of the Corporation and against any expenses relating thereto, to the fullest extent authorized or permitted by applicable law.

ARTICLE IV COMMITTEES

Section 4.1. Committees. The Board shall at all times maintain a Finance Committee and an Education and Accountability Committee as standing committees, and may designate other committees, including, without limitation, an Executive Committee. The Board may create other or additional committees of the Board for any purpose. A Board Committee will consist of not fewer than three (3) Trustees. The Board may designate one or more Trustees as alternate members of any Committee, who may replace any absent or disqualified member at any meeting of the Committee. A Committee shall appoint its Chairperson by action of a majority thereof. Trustees participating in public Committee meetings by means of video-conferencing shall do so from a site at which the public may attend, listen and observe. Except as otherwise provided by these Bylaws, the vote of a majority of a Committee eligible to vote on such matter; if a quorum shall be constituted, shall be an act of the Committee. Persons who are not Trustees may not serve on Board Committees. However, the Board may create such Corporate Committees as it deems appropriate, to which persons who are not Trustees may be named as adjunct members with the right to attend and speak at meetings, but such adjunct members shall not have any voting rights or be counted for quorum purposes.

ARTICLE V BOARD AND COMMITTEE MEETINGS

Section 5.1. Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York Open Meetings Law, as applicable, and as may be amended from time to time. The annual meeting of the Board shall be held in the month of June in each year at a date, time and place fixed by the Board, for the purpose of electing the Board Chair, Trustees and Officers and for the transaction of such business as may properly come before the Board. Regular monthly meetings of the Trustees may be held at such time and place as shall from time to time be determined by the Board, but not fewer than that number of times per year as may be required by applicable law and regulation. Special meetings may be called by any Trustee on no less than 10, nor more than 50 days' notice. A majority of the Trustees present, whether or not, a quorum is present, may adjourn any meeting to another time and place.

Section 5.2.. Notice of Meetings. Notice of the time and place of each regular, special or annual meeting of the Board, and, to the extent possible a written agenda stating all matters upon which action is proposed to be taken, shall be given to each Trustee by personal delivery, facsimile, electronic or regular mail, postage prepaid, at least 10 days and no more than 50 days before the day on which the meeting is to be held provided however, that notice of special meetings to discuss matters requiring prompt action may be given to the Trustees by telephone, confirmed in writing by facsimile, electronic mail, personal or overnight delivery, no less than 24 hours before the time at which such meeting is to be held. Notice of a meeting need not be given to any Trustee who submits a signed waiver of notice whether before or after the meeting, or who attends the meeting without protesting prior thereto or at its commencement, the lack of notice to him or her. Public notice of meetings shall be given as required by Article 7 of the Public Officers Law.

Section 5.3. Executive Session. Upon a majority vote of the entire Board of Trustees in an open meeting on a motion which identifies the general area, or areas of the subject or subjects to be considered, the Board may conduct a meeting that is not open to the public (an "Executive Session") to discuss: (a) matters which will imperil public safety if disclosed; (b) any matter which

VOICE 2 Charter Application

may disclose the identity of a law enforcement agent or informer; (c) information relating to current or future investigation or prosecution of a criminal offense which would imperil effective law enforcement if disclosed; (d) discussions regarding proposed, pending or current litigation; (e) collective negotiations pursuant to Article 14 of the New York Civil Service Law; (f) the medical, financial, credit or employment history of a particular person or corporation, or matters leading to the appointment, employment, promotion, demotion, discipline, suspension, dismissal or removal of a particular person or corporation; (g) the preparation, grading or administration of examinations; (h) the proposed acquisition, sale or lease of real property or the proposed acquisition of securities, or sale or exchange of securities held by such public body, but only when publicity would substantially affect the value thereof; and (i) any other matters that the Board is permitted to discuss in Executive Session under applicable law. At an Executive Session, the Board of Trustees shall take no action by formal vote to appropriate public monies.

Section 5.4. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board Meeting of the Board of Trustees. 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.

Section 5.5. Quorum and Voting. A majority of the Board of Trustees shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these Bylaws, the vote of the majority of Trustees eligible to vote on such matter, if a quorum shall be constituted, shall be an act of the Board, except that a vote of three-quarters of the Trustees eligible to vote, if a quorum shall be constituted, shall be required to amend these Bylaws.

Section 5.6. Minutes. Minutes of open public sessions of the Board shall be taken and consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. Minutes shall be taken at Executive Sessions of any action that is taken by formal vote, which shall consist of a record or summary of the final determination of such action, and the date and vote thereon; provided, however, that such summary shall not include any matter which is not required to be made public under applicable provisions of the Freedom of Information Law.

Minutes of the public sessions of Board meetings shall be available to the public in accordance with the provisions of the Freedom of Information Law including within the time period specified therein, except that minutes taken of an Executive Session, as provided in this section, shall be available within the time period specified by the Freedom of Information Law.

ARTICLE VI OFFICERS

Section 6.1. Number. The Officers of the Board shall be a Chair, and Vice-Chair. The Officers of the Corporation shall be a President, Vice President, Secretary and Treasurer, and such other Officers, if any, as the Board of Trustees may from time to time appoint. The same person may hold any two or more offices; provided no individual may act in more than one capacity where action of two or more officers is required; and further provided the Secretary may not be the same person as the President. The President of the Corporation shall also serve as the Chair of the Board of Trustees.

VOICE 2 Charter Application

Section 6.2. Election and Term. All Officers of the Corporation and Board shall be elected by the Trustees at their annual meeting and shall hold office for the term of one year.

Section 6.3. Resignation or Removal. An Officer of the Corporation may resign by giving written notice of his/her resignation to the Board. Any Officer may be removed, with or without cause, by a majority vote of the Board of Trustees. A vacancy in any of such remaining offices shall be filled for the unexpired term by Board action.

Section 6.4. President. The President of the Corporation and Chair of the Board shall be appointed from among the Trustees then comprising the Board. The President and Chair shall preside at Board meetings. The President shall have the power to sign alone in the name of the Corporation all contracts authorized either generally or specifically by the Board of Trustees and to execute and deliver other documents and instruments. The President shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 6.5. Vice President. The Vice President shall, in the absence or disability of the President, perform the duties and exercise the powers of the President. The Vice President shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 6.6. Secretary. The Secretary shall be responsible for the maintenance of an accurate record of all the minutes of all meetings of the Board of Trustees and of any Committees for which a secretary shall not have been appointed by the Board; be responsible to serve or cause to be served all notices of the Corporation; be custodian of the records (other than financial); and perform all duties incident to the office of Secretary. The Secretary shall also have such other powers and perform such other duties as the Board of Trustees may from time to time prescribe.

Section 6.7. 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 funds and other valuables in the Corporation's name and to its credit, with 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 any debt agreement; (g) serve as Chair of the Finance Committee; and (h) have such other powers and perform such other duties as the Board may prescribe.

Section 6.8. Compensation. Persons serving as Officers shall not receive any salary or compensation for services as Officers. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his/her duties as such.

ARTICLE VII

CONFLICTS OF INTEREST AND SELF-DEALING TRANSACTIONS

Section 7.1. Any Trustee, Officer, or member of a Board Committee having an interest in a contract, other transaction or program presented to or discussed by the Board or a Board Committee for authorization, approval, or ratification, shall make a prompt, full and frank disclosure of his/her interest to the Board or Board Committee prior to its acting thereon. Such disclosure shall include all relevant and material facts known to such person about the contract, transaction or program that may reasonably be construed to be adverse to or in conflict with the Corporation's interest. Such person and the Board or Board Committee involved will be provided

VOICE 2 Charter Application

an opportunity to make a good faith effort to resolve any such conflict or adverse interest. The Board or Board Committee may thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist and has not been resolved following a good faith effort to do so. If a conflict is determined to exist, after such person has been given a reasonable opportunity to be heard by the Board or Board Committee, such person may not vote on, use his/her personal influence on, or be present during deliberations with respect to, such contract, transaction or program (other than to present factual information or to respond to questions). The minutes of the Board or Board Committee meeting shall reflect the disclosures made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal or informal policies regarding:

- (a) Regular statements from Trustees, officers and key employees to disclose existing & potential conflicts of interest & the resolution or proposed resolution of any conflict; and/or
- (b) Corrective action with respect to disclosure under such policies.

For the purpose of this Article, a person shall be deemed to have an “interest” in a contract or other transaction if he or she or any sister, brother, ancestor, descendent, spouse, domestic partner, brother-in-law, sister-in-law, daughter-in-law, son-in-law, mother-in-law, or father-in-law of any such person is the party (or one of the parties) contracting or dealing with the Corporation, or is a director, trustee or officer of, or has a significant financial or influential interest in, the entity contracting or dealing with the Corporation.

The Corporation shall not engage in any self-dealing transactions, except as approved by the Board. “Self-dealing transaction” means a transaction to which the Corporation is a party and in which one or more Trustees have a material financial interest (“interested Trustee(s)”). The foregoing is notwithstanding a transaction which: (a) is part of a public or charitable program of the Corporation; (b) approved or authorized by the Board in good faith and without favoritism; and (c) results in a benefit to one or more Trustees or members of their families because they are in a class of persons intended to be benefited by the program, shall not be deemed as self-dealing transaction.

ARTICLE VIII MISCELLANEOUS

Section 8.1. Conflicts Between These Bylaws and the Terms of the Charter. To the extent there are any conflicts between the terms of the School’s charter and the terms of these Bylaws, the terms of the Charter will control.

Section 8.2. Conflicts Between these Bylaws and Public Officers Law and/or Open Meetings Law. To the extent there are any conflicts between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control.

Section 8.3. Savings Clause. If any provision of these Bylaws is held to be invalid or unenforceable, it shall not affect the validity or enforceability of any other provision.

Section 8.4. Nondiscrimination Policy. The Corporation will undertake and carry on its business without regard to a person’s actual or perceived race, color, religion, sex, gender, gender identity or expression, sexual orientation, age, national origin, citizenship, disability, or any other status protected by applicable law. The Corporation will not discriminate based on any of these characteristics in the conduct of its business, administering its educational policies, admission policies and other School-administered programs.

ATTACHMENT 5C
BOARD, OFFICER AND EMPLOYEE CODE OF ETHICS.
FOR VOICE 2 CHARTER SCHOOL

Provision 1. Trustees, Officers and employees of the School Corporation will conduct or direct the affairs of the School and exercise their powers and responsibilities subject to the limitations of New York State Education Law-and Not-For-Profit Corporation Law, and the School's charter and the Bylaws of the School Corporation, as applicable.

Provision 2. No Trustee, Officer or employee of the School Corporation shall engage in a "Self Dealing Transaction,"* except as approved by the Board in accordance with procedures set forth in Article V of the By-Laws of the School Corporation. All transactions engaged by the trustees, officers and employees of the School Corporation must be arm's length transactions.**

*"Self-Dealing Transaction" means any transaction or arrangement having the School as one party and one or more of the following among the proposed other parties thereto:

(i). Trustees, Officers or employees of the School, or blood or marital relations of any of them,

(ii) an entity in which a Trustee, Officer or employee of the Corporation, or a blood or marital relation of any of them, holds an ownership or investment interest,

(iii) an entity which employs or otherwise compensates a Trustee, Officer or employee of the School, or a blood or marital relation of any of them, and/or

(iv) any entity which has as a member of its board of directors or trustees a Trustee, Officer or employee of the School, or blood or marital relation of any of them.

A Trustee who is or may be a party to a Self-Dealing Transaction is referred to herein as an "Involved Trustee."

**An arm's length transaction is one in which the buyers and sellers of a product act independently of each other and have no relationship to each other. Such a transaction is absent of any pressure sales tactics or relationships among the various parties.

Provision 3. In respect of any transaction under consideration by the School or to which the School is already a party, a Trustee, Officer or employee of the School Corporation shall have the obligation to make a "Self-Dealing Disclosure" as defined below, if he/she:

(i) is or proposes to be, or has a blood or marital relation who is or proposes to be, a party to the transaction;



VOICE 2 Charter Application

- (ii) holds an ownership or investment interest in, or whose blood or marital relation holds an interest in, an entity which is a party to the transaction;
- (iii) is employed or otherwise compensated by, or whose blood or marital relation is employed or compensated by, an entity which is a party to the transaction; and/or
- (iv) is, or whose blood or marital relation is a director, trustee or corporate officer of an entity who is a party to the transaction.

A "Self-Dealing Disclosure" is the prompt, full and frank disclosure to the Board of his or her interest (or the interest of his or her blood or marital relation), giving rise to the Self Dealing Disclosure obligation. It is the obligation of every Trustee, Officer and employee to inform himself of matters which may be under consideration by the Board by timely reviewing publicly available information and making appropriate inquiry of the Board, Principal or Business Director. Disclosure required under this Provision 3 shall include all relevant and material facts known to the Trustee, Officer and employee about the contract or transaction.

Provision 4. In addition to the above Provisions of this Code of Ethics, Trustees, Officers and employees of the School Corporation shall avoid at all times engaging in activities that would appear to be unduly influenced by persons who have a special interest in matters under consideration by the Board or relating to the School.

Provision 5. Trustees, Officers and employees of the School Corporation shall not use their position with the School to acquire any gift with a value of more than \$500.00 from any person associated with, or seeking to be associated with, the School that would not otherwise be available to a person not a Trustee, Officer, or employee.

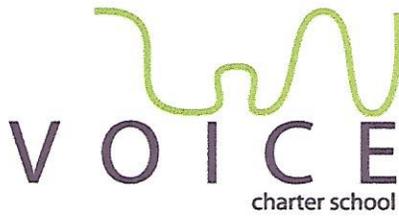
Provision 6. A Trustee, Officer or employee will abstain from voting on matters in which he or she may have a financial, organizational, or personal interest.

Provision 7. No trustee, officer, individual, or employee of a for-profit corporation, limited liability company, or partnership having a business relationship with the charter school involving the provision of educational management services to the charter school shall serve as a voting member of the Board.

Provision 8. Trustees, officers or employees of any single organization shall hold no more than 40 percent of total seats comprising the Board.

Provision 9. A Trustee, Officer-or employee who violates this Code of Ethics will be subject to corrective or disciplinary action in respect thereof.

Provision 10. Trustees, Officers and employees of VOICE 2 Charter School of New York will be required to sign a statement agreeing to comply with the Board, Officer and Employee Code of Ethics.



NYSED Charter School Office
89 Washington Avenue
Albany, NY 12210

August 16, 2016

To Whom It May Concern:

VOICE Charter School is a charter school authorized by the New York City Department of Education, serving students in grades K-8 in Long Island City, Queens. Since 2008, VOICE has served District #30 in New York City, innovating and growing an arts-based school model that deserves to be replicated. Over the past three school years, VOICE has produced strong academic results in students at-risk of failure, particularly among students with disabilities and English Language Learners, while also taking a data-driven approach to music education and placing a unique emphasis on socio-emotional learning and character development. In 2012, VOICE received a full five-year renewal from the DOE.

VOICE Charter School will serve as a partner to VOICE 2 to grow an effective and efficient K-5 model. If granted a charter for VOICE 2, VOICE Charter School will provide VOICE 2 with:

- Shared administrative and senior leadership teams to drive and deliver VOICE 2's goals;
- Extensive pedagogical, hiring, talent management, financial, and operational support;
- Shared professional development opportunities; and
- Experienced teachers and leaders to staff the new location.

This letter is to confirm that VOICE has 501(c)3 status and will serve as a partner to VOICE 2.

Thank you for your consideration.

Sincerely,

A handwritten signature in blue ink that reads "Marc Cohen". The signature is written in a cursive, flowing style.

Marc Cohen
Board Chair
VOICE Charter School Board of Trustees

Hiring

Due to space limitations we are including excerpts from a sample job description of a General Education Teacher, which including qualifications used in the hiring of all staff including teachers, school administrators and other school employees, and a sample description of responsibilities, which varies according to the employee.

At VOICE, it's not just about the music. It's about the people. It's about what you can be. It's about using your passion. It's about relationships. It's about having the opportunity to choose. It's about caring for each individual child. Our teachers, administrators, students and parents come together to support our children's education. We operate as part of a professional learning community that promotes collegiality, shared work, and unending reflection and growth. At VOICE, you will be pushed to become more.

We believe in efficacy. At the core of our academic culture is the idea that all students are capable of doing well in any discipline. At VOICE, all students will learn.

We support and develop the effectiveness of our teachers. We believe that teachers need time to collaborate to build their practice, so we provide them with over two hours of planning time a day, as well as additional days for curriculum development and training during the school year.

We promote participation in music and the arts. As music and art both help to develop problem solving and critical thinking skills and open children's imaginations, all VOICE students participate in daily activities in the arts, including rigorous choral training. We design our arts-integrated curriculum to bring joy to the lives of our children in order to provide them with the skills necessary to forge their own path.

All Faculty and Staff at VOICE:

- Love and nurture all of our students as they become deeply caring and responsible individuals
- Take personal responsibility for the performance and growth of each individual student as we understand that the progress of all students is directly under our control
- Work collaboratively
- Hold themselves to the highest standards
- Push and support themselves, their students, and their colleagues
- Proactively seek and incorporate feedback
- Help each individual child gain the opportunity to choose what his or her future will be.

Major Responsibilities:

- I. Curriculum and Planning (25%)
 - a. Learn content and skills as detailed in curriculum support materials (e.g. teacher guides), VOICE framework for teaching, as well as Common Core or other related standards
 - b. Collaborate with colleagues in developing purposeful, rigorous, and engaging daily and long-term plans aligned to standards, and in regularly revising these materials
 - c. Submit necessary curriculum documents (e.g. scope and sequence, curriculum maps, lesson plans, reteach plans, intellectual preparation documents) as requested
 - d. Create, administer, and analyze meaningful and frequent assessments from which reteaches are planned

- e. Maintain the necessary records of student progress toward academic goals; meet deadlines for submitting data to other departments
- II. In the Classroom (55%)
- a. Maintain a productive, safe, and disciplined learning environment in which classroom values, teaching points, process charts, and student work are clearly displayed
 - b. Maximize instruction time by keeping the flow of classroom activities moving smoothly and efficiently throughout the day
 - c. Uphold all school policies within the classroom
 - d. Infuse VOICE values, rigor, and joy into lessons
 - e. Integrate feedback and goal-setting into lesson delivery
 - f. Provide the differentiation and accommodations needed for the growth and success of all students; go above and beyond to ensure that all students are meeting appropriate standards
 - g. Model strong written and verbal skills
 - h. Invest time in knowing students and demonstrate an active interest in their well-being; use kind, firm body language to convey authority and care
 - i. Review and comply with guidelines of students' IEPs, follow IDEA reporting requirements, and provide information about student performance and services received
- III. Communication and Collaboration (10%)
- a. Fully embrace VOICE's mission and values and promote them to students, parents, and colleagues
 - b. Collaborate as part of an interdisciplinary team coordinating all instructional activities with teachers, assistants, and instructional leaders
 - c. Proactively seek assistance or advice when faced with challenging teaching situations;
 - d. Maintain positive relationships with and support the learning of all staff members
 - e. Appropriately give and receive feedback to/from students, parents, faculty, staff, and administration
 - f. Keep families well-informed of student performance and progress
 - g. Provide feedback and guidance to classroom assistants
- IV. Professionalism and Work Day Expectations (10%)
- a. Fully participate in all school and grade-level meetings, designated school functions outside of school hours, and opportunities for individual and school-wide professional development
 - b. Meet expectations including punctuality and professionalism in conversation and in writing; consistently meet deadlines and communicate frequently and appropriately on progress on projects and goals.
 - c. Reflect on professional practice through self-analysis and engagement in informal and formal feedback processes

Position Qualifications:

Knowledge

- Culture Specific
 - VOICE's mission, vision, and values
 - VOICE competencies

- Job Responsibilities
 - Job description/ dashboard/ metrics
 - Faculty and employee handbook
 - Reporting relationships/structure of departments
 - Confidentiality principles; legal requirements such as mandated reporting as part of child protection
 - Knowledge of basic math, including ratios
 - Familiarity with college level reading and writing skills and concepts
 - Lesson plan requirements
- Relationship building
 - Insights colors
 - Communication preferences for team
- Time and Task Management
 - VOICE calendar
 - Google Calendar
 - Delegation
- Classroom
 - Common Core and other content area standards
 - Basic principles of curriculum design
 - Effective teacher moves such as selected techniques from Teach Like a Champion
 - Child learning theory and behavioral approaches
 - Differentiation strategies (conferencing; small group work); basic understanding of English as a Second Language and Special Education approaches and procedures
 - Elements of effective classroom environment and management

Skills

- Reading technical information, composing a variety of documents, and facilitating group discussions
- Analyzing situations to define issues and draw conclusions
- Ability to gather, collate, and/or classify data; to analyze data using defined but different processes
- Ability to use job-related equipment
- Ability to adapt to changing work priorities
- Ability to maintain confidentiality; exhibit tact and patience
- Building strong and effective collegial relationships as part of a team, including but not limited to co-teachers and grade teams; be able to effectively manage an assistant
- Building individual relationships with students and maintaining a kind, firm voice and body language
- Building effective sequential long-term plans and mastery-oriented short term plans
- Maintaining high academic expectations through purposeful building of thinking skills, standards-aligned independent practice, questioning and discussion techniques, high standards for language and evidence, and structured support for students
- Communicating effectively and frequently with families
- Reflecting on own practice and implementing action steps; embodying VOICE values in

everyday interactions and work products

- Using time efficiently; prioritizing tasks appropriately; meeting deadlines

Behavioral Characteristics

- Unwavering humility, patience, and kindness (Sensitivity to Environment)
- Professional demeanor with the ability to influence and facilitate decision-making among multiple, diverse parties (Sensitivity to Environment)
- Perseverance to create clarity while allowing for complexity and nuance (Grit/Constant Learning)
- Openness to work collaboratively to solve problems (Personal Responsibility)
- High sense of urgency, demonstrated ability to successfully handle multiple projects concurrently in a fast-paced environment, and ability to be self-directed and take initiative (Grit/Constant Learning)
- Organized and systems driven (Critical Thinking)
- Fastidious and attentive to detail (Critical Thinking)

Educational Background and Work Experience

Required:

- Bachelor's degree from an accredited college or university
- New York State teaching certification
- Achievement of "Highly Qualified" status for New York State

Preferred:

- Experience with and interest in working with high needs students

Personal Policies

Due to space limitations, the following are selected excerpts from the VOICE handbook which most closely respond to the evaluation criteria from Appendix 8A on Personnel Policies.

A. EMPLOYMENT AT-WILL

The VOICE Handbook and the policies described in it should not be construed as, and do not constitute, a contract of employment, either express or implied, or a promise of employment for any specific duration. Employment with VOICE is "**at will**" and can be terminated with or without cause and with or without notice at any time by the employee or VOICE, subject to the notice requirements described in the Handbook. In addition, VOICE may alter an employee's position, duties and responsibilities, hours of work, title or compensation at any time, with or without notice and with or without cause. Nothing in the Handbook or in any document or statement and nothing implied from any course of conduct shall limit VOICE's or the employee's right to terminate employment at will. Only the Board is authorized to modify VOICE's at-will employment policy or enter into any written agreement contrary to this policy. Any such modification of the at-will employment policy must be in writing and signed by both the employee and the Board.

B. EQUAL OPPORTUNITY EMPLOYER

VOICE is firmly committed to equal employment opportunity. The School does not discriminate in employment opportunities or practices for all qualified persons on the basis of an applicant or employee's race, color, national origin, ethnicity, citizenship, religion, age, sex, pregnancy, gender, gender identity or expression, sexual orientation, genetic information, disability, veteran status, or any other status protected by applicable federal, state or local law. Employment decisions at VOICE are made in a non-discriminatory manner and are based on qualifications, abilities, and merit. This policy governs all aspects of employment at VOICE including hiring, assignments, training,

promotion, upgrading, demotion, downgrading, transfer, lay-off and termination, compensation, employee benefits, discipline, and other terms and conditions of employment. If employees have any questions or concerns about this policy or its application, or if the employee believes this policy has been violated, bring these issues to Human Resources (or the Executive Director/Principal where the alleged offender is a Human Resources Department staff member). Anyone found to be engaging in discrimination will be subject to disciplinary action, up to and including termination of employment.

C. NO-HARASSMENT POLICY

VOICE is committed to providing an environment free from harassment and coercion. Harassment consists of unwelcome conduct, whether verbal, physical or visual, that is based upon a person's race, color, national origin, ethnicity, citizenship, religion, age, sex, pregnancy, gender, gender identification or expression, sexual orientation, genetic information, disability, veteran status, or any other basis protected by applicable federal, state or local law. Harassment that affects tangible job benefits, unreasonably interferes with an individual's work performance, or creates an intimidating, hostile, or offensive working environment will not be tolerated. This policy applies in the employee's relationships with all other employees, students, parents and guardians, visitors, and guests. This policy applies within the school and at all off-premises functions. Please also become familiar with and adhere to VOICE's Dignity for All Students Act ("Dignity Act") policy, which is set forth in the Student Disciplinary Code of Conduct

Sexual Harassment. As sexual harassment raises issues about human interaction that are to some extent unique, the subject of sexual harassment is treated separately here. VOICE prohibits sexual harassment of any employee, student, parent or guardian, trustee, visitor, guest, candidate for employment, independent contractor, consultant, or other person visiting the School's premises. Sexual harassment is a form of sex discrimination in violation of federal, state and local law. It includes unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact and other verbal or physical conduct of a sexual nature when: Submission to such conduct is either explicitly or implicitly made a term or condition of employment; Submission to or rejection of such conduct is used as the basis for employment decisions; or Such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating a hostile work environment. All of the same applies in connection with the educational or commercial relationships within VOICE. Employees cannot be forced to submit to such conduct as a basis for any employment decision and the School will endeavor to keep its workplace free of any conduct that creates an intimidating, hostile, or offensive work environment for its employees. The acts underlying sexual harassment need not be sexual in nature nor take the form of overt sexual advances. Sexual harassment may consist of intimidation and hostility directed at an individual, explicit or degrading verbal, written or electronic comments of a sexual nature, or persistent or unwelcome flirtation, requests for dates, inappropriate jokes, vulgar comments, offensive language, teasing about sexual preferences, or unwelcome touching, such as hugging, kissing, pinching, or patting, especially if the behavior continues after a clear objection has been made. It is not permissible for any VOICE employee to engage in any form of sexual harassment. An occasional compliment of a socially acceptable nature is not sexual harassment. Neither is consensual sexual behavior between adults, outside the workplace and welcome by both parties. However, those who engage in such relationships should be aware that questions regarding the actual freedom of choice of one of the parties may be raised later, especially when a superior/subordinate relationship exists between them.

Complaint Procedure: If an employee believes he/she has been harassed, he/she should immediately report the incident in writing to Human Resources. The complainant may submit his/her written report by email, hardcopy letter, or written statement to Human Resources. If Human Resources personnel are the alleged harasser, the written report should be submitted to the Executive Director/Principal or his/her delegee. If the Executive Director/Principal or delegee is the alleged harasser, or if for some reason the employee feels uncomfortable making a written report to Human Resources or the Executive Director/Principal, the employee may submit his/her written report directly to a member of the Board of Trustees. Any person who sees or hears about conduct involving others that may constitute harassment under this policy should immediately report the matter in writing to Human Resources in the same way described above. Timeliness in Reporting Harassment: VOICE encourages the prompt reporting of any alleged harassment. While there is no fixed reporting period for such reports, early reporting and intervention is the most effective method of resolving actual or perceived incidents of sexual or other forms of harassment. Investigation and Response: The School will investigate any report received, and take whatever corrective action is deemed necessary, including the discipline of any individual found responsible for violating the School's policies against harassment and retaliation. The investigation may include individual interviews with the parties involved, and where necessary, with individuals who may have observed the alleged conduct or may have relevant knowledge. Documentary and other evidence may also be gathered and reviewed in the course of the investigation. All employees have a duty to cooperate in any investigation by the School. Failure to cooperate or deliberately providing false information during an investigation will be grounds for disciplinary action, up to, and including, termination. No Retaliation: The School will not retaliate, nor will it tolerate retaliation, against employees who complain in good faith about alleged harassment. Retaliation against an individual for reporting sexual or other harassment or for assisting in the investigation into alleged harassment violates this policy and will be treated in the same manner as the harassment itself. Acts of retaliation should be reported immediately and will be promptly investigated. Confidentiality: Confidentiality will be maintained to the extent practical and appropriate under the circumstances. The School will maintain confidential records of complaints, investigations and results. Responsive Action: If, after investigation, a complaint is founded, VOICE will take corrective action as it deems appropriate. Discipline may include, but is not limited to, mandatory training or referral to counseling, and disciplinary action such as warnings, reprimands, withholding of a promotion or pay increase, reassignment of the offender, temporary suspension without pay, or termination of employment. False and Malicious Accusations: False and malicious accusations of sexual or other harassment, as opposed to complaints which, even if erroneous, are made in good faith, may be the subject of appropriate disciplinary action, up to and including termination of employment. Summary of Responsibilities: All VOICE employees must: Refrain from all conduct which might be considered discrimination or harassment; Immediately report complaints to Human Resources or the Executive Director/Principal (or Board member as appropriate) in accordance with the procedures outlined above. Such information will be treated with sensitivity to its confidential nature; cooperate reasonably in any investigation conducted by the School or its agents. All supervisory VOICE employees to whom other staff members report must: Maintain a workplace free of discrimination, harassment, and intimidation: Inform employees of the School's policy prohibiting discrimination and harassment and of their right to bring complaints of this nature, confidentially, to the School as set forth above; Report all complaints of discrimination and

harassment of which they become aware to the School as set forth above: Be sensitive to the confidential nature of these matters and to the privacy of all parties involved in such complaints; Not retaliate against any employee for bringing a good faith complaint. VOICE's Executive Director, School Directors and Directors will: Ensure that all supervisors and employees are apprised of the School's policy against discrimination, harassment and retaliation, and of their responsibilities; assist assigned personnel in their investigation of complaints, including training investigators on proper investigative procedures and safeguards; Ensure appropriate corrective and/or disciplinary action for confirmed cases of harassment is implemented. When presented with a complaint of harassment, the Board of Trustees will: Consider each complaint; Ensure that an investigator is assigned if the complaint is properly brought to the Board; Ensure a fair and impartial investigation is conducted if the complaint is investigated at the Board level; Ensure appropriate corrective and/or disciplinary action is taken for confirmed cases of harassment.

D. RECRUITMENT

Consistent with VOICE's Equal Employment Opportunity policy above, VOICE selects applicants for employment on the basis of qualifications, credentials, experience, character, conformity with the School's mission and philosophy, and ability to perform required duties and responsibilities. The School is committed to evaluating each applicant and employee on the basis of personal skill and merit. The School uses several sources to generate a pool of qualified applicants once a determination has been made that a vacancy exists. These sources may include but are not limited to job postings, mailings, informal networking, outside job fairs, on-campus recruiting, and on-line internet services.

E. EMPLOYMENT SCREENING, BACKGROUND CHECKS, CRIMINAL HISTORY AND FINGERPRINTING

VOICE will take appropriate steps to verify the information provided on an employment application, in a résumé, or in any other submissions including representations during interviews. These steps may take place before or after commencement of employment. Any misrepresentation, falsification or omission of any information or date in the employment application process may result in a candidate's exclusion from further consideration for employment and/or termination of employment. Pursuant to New York State law and regulation, VOICE, like all charter schools, is required to obtain fingerprint clearance for all prospective employees for purposes of determining whether or not the prospective employee has a criminal history record that may exclude a person from employment.

F. ELIGIBILITY TO TEACH IN A CHARTER SCHOOL

VOICE's staff members are employees of the charter school, not the school district in which it is located. However, charter school employees may be deemed employees of the school district where the charter school is located for the purpose of providing retirement benefits, including membership in the teacher's retirement and other retirement systems open to employees of the public schools. With few exceptions, all VOICE teachers must be properly certified. VOICE may, within its sole discretion, employ certain non-certified teachers who have at least three years elementary, middle or secondary classroom teaching experience, or individuals who possess exceptional business, professional, artistic, athletic, or military experience. Immigration Law Compliance: Federal law requires VOICE to verify each new employee's identity and legal authority to work in the United States. All new employees must complete a Form I-9 issued by the Department of Homeland Security and USCIS. All offers of employment are conditional upon the

receipt of satisfactory evidence of an applicant's authorization to work in the United States within the employee's first three days of work.

G. EMPLOYMENT CATEGORIES

Each VOICE employee is categorized as full-time or part-time, and as exempt or non-exempt from eligibility for premium overtime pay. Consultants and independent contractors are not employees of VOICE: Full-time employees are those who are not in a temporary status and who are regularly scheduled to work thirty (30) or more hours per week; Part-time employees are those who are not assigned to a temporary status and who are regularly scheduled to work fewer than thirty (30) hours per week; Consultants are independent contractors and are not employees, but provide services to VOICE pursuant to a consultancy or independent contractor agreement. They are not eligible for benefits. Employees will be informed upon hire whether they are considered exempt or non-exempt from federal and state wage and hour laws concerning eligibility for premium overtime pay. "Non-exempt" employees are eligible for premium overtime pay (at the rate of one and a half (1 ½) times their hourly (or effective hourly) rate of pay for any hours worked over forty hours in a given work week). "Exempt" employees are employees in certain administrative, professional, and executive positions, whose duties and salary exempt them from overtime pay for hours worked beyond forty (40) in a given work week.

For purposes of exempt or non-exempt categorization, the work week at VOICE is from Monday through Sunday.

H. REDUCTION-IN-FORCE

From time to time, VOICE may find it necessary or appropriate, within its sole discretion, to phase-out or eliminate certain job titles, job classifications or positions, or to reduce the number of positions in a particular employment category. An orderly process will be established by VOICE to guide such phaseouts or reductions in force. Anyone whose employment with the School is terminated because their position is eliminated or phased-out is entitled to compensation for accrued and unused Vacation Leave (as discussed in *Vacation Leave*, Section IV(i)(A)).

I. SEPARATION FROM EMPLOYMENT

Resignation: Employees must provide the Executive Director/Principal, a School Director or a Director with advance written notice at least twenty-one (21) calendar days prior to the last date of work in order to allow an appropriate educational transition and planning by the School.

Termination: VOICE does not provide pay for unused paid time-off, of whatever type, for employees who resign or are involuntarily terminated.

Return of VOICE property and material: Upon termination or resignation of employment, employees must promptly return all keys, records, files, supplies, computers, IDs and any other School property.

J. PERSONNEL RECORDS AND FILES

An employee's personnel file includes information such as his/her résumé, offer letters, work history, licenses and certifications, fingerprint clearance documents, salaries, vacations, sick days, attendance records, performance evaluations, and correspondence concerning performance and discipline.

VOICE keeps the following separate from personnel files: medical records; insurance records; EEO surveys; immigration status forms (I-9 forms); child support/garnishments; and workers' compensation claims. Personnel and medical files are the property of VOICE and access to the information is restricted. In addition to the employee to whom the personnel file applies, the only persons allowed to review personnel files are the Executive Director/Principal and those persons within or affiliated with VOICE with a legitimate reason to do so. Further, it is possible that an

employee's files may be requested pursuant to a written consent by the active employee or a lawful subpoena. If an employee wishes to review his/her own personnel or medical file, please contact Human Resources. With reasonable advance notice, an employee may review his/her own personnel or medical file in VOICE's office and in the presence of an individual appointed by Human Resources to maintain the files. Employees have the right to copy information and to submit written statements in response to disciplinary or evaluation materials in their personnel files. But VOICE may not allow an employee to copy any other file materials. It is an employee's responsibility to immediately notify Human Resources, in writing, of any changes in personnel data such as: Home address; Home, cell or other telephone number; Email address; Number of dependents; Emergency contact information; Change in marital status; Changes or updates to any credentials, licenses, certifications, academic degrees awarded; Military status; and Change in immigration status. Failure to report the correct information may adversely affect the benefits to which an employee is entitled. Providing false information may result in disciplinary action, up to and including termination of employment. Employees are also required to immediately notify the Human Resources Department in the event of an arrest and/or conviction.

K. REFERENCE CHECKS

All requests for reference checks or inquiries from other employers or potential employers should be directed to Human Resources. No one in the School other than Human Resources is authorized to respond either verbally or in writing to personnel inquiries of any type about current or former employees of the School in any way that suggests they are doing so in VOICE's name. VOICE will not release any information about its current and former employees to external sources except where such release is required or authorized by law or otherwise authorized, or by a written consent by the employee or former employee. A written consent and release form will be provided to any employee upon request to Human Resources.

L. COPYRIGHTS & INTELLECTUAL PROPERTY

Employees acknowledge that the entire right, title, and interest of any and all writings and other creations that they may prepare, create, write, initiate or otherwise develop as part of their efforts while employed by VOICE, are considered the valuable asset and property of VOICE. This includes, but is not limited to, any development of a curriculum. These works will be "works for hire" and will be the School's sole and exclusive property, copyright, patent and trademark. For items covered by this paragraph, employees hereby assign and transfer each and every right, title and interest in all such items, including, without limitation, all patent, trademark and copyright rights that now exist or may exist in the future. Employees further agree that at any reasonable time upon request, and without further compensation or limitation, they will execute and deliver any and all papers or instruments including assignments, declarations, applications, powers of attorney and other documents, that in VOICE's opinion may be necessary or desirable to secure the School's full

enjoyment of all right, title, interest and properties herein assigned. Employees agree to not charge the School for use of their copyrighted, trademarked and patented materials.

M. NEPOTISM

While VOICE may hire and retain relatives of employees, it will not do so if it determines that hiring or retaining a relative may or does create problems of supervision, security, morality, or represent a conflict of interest. Relatives will not be permitted to work in a direct supervisory or reporting relationship to a VOICE employee. The School may, within its sole discretion, attempt to provide alternative employment within the School for relatives who are affected by the policy stated in this paragraph, but any such attempt creates no legal obligation to hire or employ a relative

of a VOICE employee. With respect to the employment of a relative, VOICE defines relatives as spouses, domestic partners, parents, children, step-children, siblings, uncles, aunts, in-laws and step-parents. Additionally, this policy also relates to an individual who is not legally related but who resides with, or is in an intimate relationship with, a VOICE employee.

N. RELATIONSHIPS WITH OUR SCHOOL COMMUNITY

It is important to realize that VOICE exists because of the community's need and desire to have an alternative approach and philosophy in the education of its students. Impressions are formed and changed by each contact students, parents, and families have with the School and its employees. Every time families hear or see anything having to do with VOICE, it can strengthen, weaken, or change their perception of the School. It is important that each contact by a VOICE employee aims to create a favorable impression of VOICE and its employees. When parents send their children to VOICE, they have great expectations and a very positive impression of the School and its mission. It is up to each VOICE employee to fulfill these expectations and build a positive, lasting impression. All employees must consider the quality and professionalism in every aspect of what they do and say. VOICE's reputation and commitment to good family relations is critical to the School's future.

PAY PERIODS, TIME AND ATTENDANCE

A. WORK DAYS, WORK WEEK AND WORK YEAR

An employee's regularly scheduled work hours are determined by the requirements of his/her particular responsibilities and are typically set forth in his/her offer letter. For teachers, work hours are generally 7:45 a.m. to 4:45 p.m., Monday through Friday. However, there may be exceptions or changes to these work hours based on an employee's role in the School. For example, teachers are expected to be in their classrooms by 7:55 a.m. They should expect that it frequently will be necessary to meet with colleagues and administrators on School matters after the end or before the start of the school day. For office staff, an example of typical work hours is 8:30 a.m. to 5:00 p.m., Monday through Friday. All employees are expected to work their scheduled work-week hours as determined by their supervisor and communicated to the employee. Additionally, each classroom instructional staff member is expected to work such 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, as well as parents and students, in order to help support and further the educational mission of the School. The work year for some employees is twelve months, while other employees (e.g., instructional staff) may have a shorter work year. Generally, each employee's offer letter will describe the work year and expected work day for the position. However, VOICE reserves the right to change any employee's work year, work week or work hours within its sole discretion.

B. SCHOOL CALENDAR AND HOLIDAY LEAVE

Each year the school establishes a School Calendar and sets the number of school days to comply with New York State's compulsory education law and the School's Charter. The School will be closed on all legal holidays. Employees have these days as holidays. For some employees, these school holidays are separate and apart from other leave policies described in the handbook. Because the dates of the holidays may change from year to year, please consult the current School Calendar for these and other dates that the School is closed in a particular year. The School Calendar is posted on the VOICE Charter School website. For salaried employees, the school holidays listed in the School Calendar are treated as paid holidays. If an employee in this category is scheduled to work on a day that classes are not in session, the employee will be paid for their time worked that day. Put another way, a salaried employee will not be docked any pay for a

holiday during the week in which there is no school. Salaried employees may be asked by their supervisors to work from home on holidays other than federal holidays. For hourly employees, these school closures are unpaid holidays. In other words, unless VOICE requires an hourly employee to work on one of the holidays listed above, the employee will not be paid for that day. Each employee should refer to his/her offer letter and job description to see if he/she is categorized as a salaried or hourly employee.

C. WEATHER DAYS AND OTHER CLOSINGS

The School may be closed due to inclement weather or other unforeseen circumstances. The School will notify staff via e-mail and Facebook post at www.facebook.com/VoiceCharterSchool. The School will also place a recorded outgoing message on the school's answering machines. At the discretion of the Executive Director/Principal, any classroom days lost due to inclement weather or other reasons may be made up by adding an equal number of days to what was scheduled to the end of or during the School Year. In the event that days are added to the School Year, and known well enough in advance, employees will be given no less than two (2) weeks' prior notice. All employees must be available to work on such additional days. For any school closings due to inclement weather, hourly employees will not be required to work. For those days, supervisors may authorize hours to be worked from home, with approval from Human Resources. Hourly employees will not be paid for hours not worked due to inclement weather. Each employee should refer to his/her offer letter and job description to see if he/she is categorized as an hourly or salaried employee.

D. PAY PERIODS

Employees are paid on a semi-monthly basis generally on the fifteenth and the last day of the month. If a scheduled pay date falls on a holiday, checks will be distributed or the direct deposit made on the business day immediately preceding the holiday. Upon request, the Finance Department will notify an employee of the specific pay dates. All employees may be subject to a lag in payroll equal to one pay period. Each employee has the option to have his/her pay directly deposited into his/her checking or savings account provided the employee completes the necessary paperwork, which is available from the Finance Department. Employees working a 10-month work year will receive compensation in 24 relatively equal payments over 12 months. Necessary and appropriate withholdings and deductions for such employees will be deducted throughout the 12-month year, with the exception of optional payroll deductions, such as for medical & dental insurance, which are deducted from paychecks only during the September–June pay periods.

E. FINAL PAY

VOICE will pay employees through their last day of employment, unless they are on an unpaid leave of absence on their last date of employment. Employees will receive their final pay according to the normal payroll processing cycle. VOICE reserves the right to not direct deposit the last paycheck, but to issue a paper check.

F. DEDUCTIONS FROM PAY AND WITHHOLDING

VOICE makes deductions from an employees' paycheck only as required by law or authorized by the employee in writing. Required deductions and withholdings include, but are not limited to, applicable federal, state and local payroll and Medicare taxes, social security and short-term disability contributions. The check stub (or payment stub in the case of direct deposit) identifies each deduction and should be kept as a permanent record. Pay deductions may also be taken by VOICE in response to a garnishment notice received from a Court or other legal authority. Human Resources will notify employees of garnishment notices it receives. In addition, VOICE may

deduct from a final paycheck any amount representing any paid leave taken by an employee but not accrued before the end of the employment.

G. TIME RECORDING

In order to receive compensation for time worked at VOICE, all employees, regardless of their exempt or non-exempt and salaried or hourly status, are required to punch in and out each day using the time punch machines located at each campus. Except in extraordinary circumstances, and only with prior approval or notification to the administration, full-time faculty are to punch in no later than 7:45 a.m. and to punch out no earlier than 4:45 p.m. Employees are not permitted to punch in or out for one another. Non-exempt employees must keep accurate time records showing the following: Beginning and ending of each work day; Time out of building for personal reasons; Time off for sick/personal leave; and Time off for vacations and holidays. All employees are responsible for the accuracy of their time records. Altering, falsifying, tampering with time records, or recording time on another employee's time record is strictly prohibited and may result in disciplinary action, up to and including termination of employment. Should VOICE determine that an employee has engaged in such conduct, it will avail itself of all legal remedies including possible reference to law enforcement agencies.

H. OVERTIME

Non-exempt employees are expected to perform their responsibilities within the scheduled work week. If unable to do so, the employee should talk to his/her supervisor in order to address the issue. Non-exempt employees must receive pre-authorization prior to working overtime. To obtain pre-authorization to work any overtime beyond his/her assigned hours, a non-exempt employee must forward his/her supervisor's written pre-approval by email to hours@voicecharterschool.org. Where overtime is authorized, the employee must punch in and out at the start and end of his/her time or, if without access to the time punch machine, must email his or her work times to hours@voicecharterschool.org at the end of his or her work time. Exempt employees are not eligible for overtime pay. Please refer to the description of "exempt" and "non-exempt" employees in *Employment Categories*, Section II.G.

I. BENEFITS

i. PAID AND UNPAID LEAVE

VOICE offers different types of paid and unpaid leave, described in this section. During any period of paid or unpaid leave, of whatever type or nature, VOICE employees may not engage in any other employment. Abuse of leave policy will be dealt with as a disciplinary issue.

A. VACATION LEAVE

Faculty have, as paid vacation, those holidays when classes are not in session, other than professional development days or days on which School events may occur, but there are no classes scheduled. holidays are considered vacation time off from work with pay. Faculty are not provided any additional or other paid or unpaid vacation. Pedagogical Administrators, Support Administrators and Specialists have, as paid vacation, those days that classes are not in session, other than professional development days or days on which School events may occur, but there are no classes scheduled. Such holidays are considered vacation time off from work with pay. Additionally, Pedagogical Administrators, Support Administrators and Specialists may accrue up to ten (10) days of paid vacation from July 1 to June 30 of each year at a rate of one (1) day each month (with the exception of July and December). Accrued paid vacation days may only be taken during the summer months when school is not in session, unless prior written permission has been granted by the Executive Director/Principal. Coordinators and Assistants are only paid for the days that they work and do not receive or accrue paid or unpaid vacation days.

B. SICK LEAVE

Full-time Faculty, Pedagogical Administrators, Support Administrators, and Specialists earn one (1) sick day per month during the period school is in session and the employee is working at VOICE. For example, 12-month employees in these categories can earn a maximum of twelve (12) sick days per year (from July 1 to June 30), and 10-month employees can earn a maximum of ten (10) sick days per year. Part-Time Faculty, Pedagogical Administrators, Support Administrators, and Specialists earn one (1) sick day every two (2) months during the period school is in session and the employee is working at VOICE. Eligible employees who do not use all of their paid sick leave in a year can roll over an unlimited amount of unused sick leave from year to year. Upon termination, resignation, retirement, or other separation from employment, VOICE will not pay for any unused sick leave. Upon termination, resignation, retirement, or other separation from employment, VOICE will not pay any employee for any unused sick leave.

Coordinators and Assistants who work more than 80 hours in a calendar year are entitled to earn one (1) hour of paid sick leave for every thirty (30) hours worked, with a maximum accrual of forty (40) hours of paid sick leave per year. For purposes of this policy, VOICE's fiscal year (from July 1 to June 30) is used. Coordinators and Assistants may roll over an unlimited amount of accrued but unused sick leave from year to year. These employees are allowed to use a maximum of forty (40) hours of paid sick leave in any year (from July 1 to June 30), regardless of whether those hours were earned in the current year or earned in a previous year and then rolled over as unused sick leave. Coordinators and Assistants start accruing sick leave on their first day of employment at VOICE. Employees in this category may begin using accrued sick hours 120 days after their start date. Upon termination, resignation, retirement, or other separation from employment, VOICE will not pay any employee for any unused sick leave.

C. PAID SICK LEAVE GENERALLY

Earned sick leave can only be used for absences from work during hours that an employee was scheduled to work. Employees may not take sick leave outside scheduled hours or during vacation when he or she was not scheduled to work. Paid sick leave can be used in minimum increments of one half (½) day. Paid sick leave may be used for an absence due to the employee's own mental or physical illness, injury or health condition. Employees may also request sick leave for a family member(s) who: (1) needs a medical diagnosis; (2) requires care or treatment of a mental or physical illness; (3) has an injury or health condition; or (4) needs preventative medical care. For purposes of this policy, "family member" includes an employee's spouse or registered domestic partner, parent, parent in-law or parent of a domestic partner, and child or child of a domestic partner, including a biological, adopted or foster child, a stepchild, a legal ward, or a child of an employee standing *in loco parentis*. Paid sick leave may also be used when an employee's place of business is closed by order of a public official due to a public health emergency or when the employee must care for a child whose school or childcare provider has been closed by order of a public official due to a public health emergency. An employee who is unable to report to work due to any of the above conditions must give VOICE timely notice in order to allow for adequate staff coverage. The employee must email absent@voicecharterschool.org as soon as he/she knows of the need to be absent, or by 6:00 a.m., whichever is earlier. For each additional day of absence, the employee must follow the same notification procedure. The sick leave benefits in this policy are intended solely to provide income protection to employees related to illness, medical diagnosis and treatment for those persons described above. VOICE reserves the right, within its sole discretion, to require an employee to submit a treating physician or medical provider's written verification after three (3) consecutive days of absence. VOICE may require such verification for

any reason, but is more likely to do so where there is a chronic absenteeism, a pattern of absenteeism, or absenteeism that suggests misuse of sick leave.

D. SHORT-TERM DISABILITY

Short-term disability (STD) is a form of insurance that pays eligible employees a portion of their regular pay to offset the possible loss of income as a result of a qualifying disability of a particular duration and nature that is unrelated to his/her employment. If an employee is out of work for his/her illness or sickness for five (5) consecutive days, please contact Human Resources for short-term disability forms. After applying for STD, the employee will continue to be paid earned sick leave if he/she has accrued paid sick leave available. Even if qualified for STD, the employee's absence will continue to be charged against his/her accrued sick leave until all earned sick leave is paid out. If approved for STD by the third-party insurance carrier, the employee will receive supplemental wage payments from the Short Term Disability insurance plan. If the employee remains disabled for six (6) months, the employee may be eligible for Long-Term Disability coverage through VOICE's third-party LTD insurance carrier. For any absence over five (5) consecutive days, VOICE will designate the employee's absence as leave under the Family and Medical Leave Act ("FMLA") if the employee is eligible for FMLA. The employee will be required to complete and return to VOICE FMLA forms, including a medical certification from his/her medical provider. Any leave designated as FMLA will be applied simultaneously with any period of short-term disability and will run concurrently with any paid leave that the employee has available to him/her.

E. RETURN TO WORK FROM SICK LEAVE

Within VOICE's sole discretion, an employee may be required to submit to Human Resources a treating physician or medical provider's statement that: Is on the physician/medical provider's official letterhead; Is dated; Clearly defines or describes the absence or injury; and States employee's ability to return to work and ability to carry out the functions of his/her position. For any injury or illness-related restrictions, the medical provider's statement must clearly define the restriction(s) and the length of time the restriction(s) will be in effect and the date the employee may return to work without restrictions. Return to Work from an Absence in Support of a Family Member: VOICE reserves the right to require an employee to provide a treating physician or medical provider's statement documenting that a family member needed medical treatment, as well as documents proving the relationship.

F. PERSONAL LEAVE

Of the earned sick leave discussed above, Faculty can opt to use up to three (3) days as paid personal leave. Part-Time Faculty can opt to use up to two (2) days of earned sick leave as paid personal leave. Of the earned sick leave discussed above, Pedagogical and Support Administrators and Specialists can opt to use up to four (4) days as paid personal leave. Of the earned sick leave discussed above, Coordinators and Assistants can opt to use up to two (2) days as paid personal leave. Unused paid personal leave may *not* be rolled-over from year-to-year. Upon termination, resignation, retirement, or other separation from employment, VOICE will not pay out for the unused personal days. Personal days from accrued sick leave may be used in half-day ($\frac{1}{2}$) increments. Personal Leave Use: Personal leave is to be used by eligible employees in accordance with the following provisions: To request personal leave use, an employee must submit a leave request on Salesforce. The granting of such leave is conditional upon the approval of his/her supervisor. Requests for personal time must be made as far in advance of the desired date(s) as possible to permit adequate coverage to be scheduled, but no less than two (2) weeks in advance. The employee will be notified by email as to whether or not this leave request was approved. It is

the employee's responsibility to follow up with his/her request to take personal leave time if no response is received from Salesforce. The taking of personal leave time without prior approval may be subject to discipline up to and including termination of employment, and deduction from pay if the employee did not have accrued available personal days to use.

G. MATERNITY LEAVE

"Maternity Leave" is defined as a leave of absence for the purpose of giving birth and/or recovering from pregnancy and childbirth. This type of leave is available to Faculty, Pedagogical and Support Administrators, and Specialists who have served at least two (2) years of full-time salaried service at VOICE. It allows eligible employees who give birth to take up to six (6) consecutive weeks of paid leave during and immediately following the birth of a child. To apply for paid maternity leave under this policy, an eligible employee must submit a written leave request on Salesforce no less than three (3) months prior to the first date of planned maternity leave. The granting of such leave is conditional upon the timely submission of documentation and approval of the Executive Director/Principal or Human Resources. Upon approval of the request, an employee will be notified by email. It is the employee's responsibility to follow up with his/her request to take maternity leave time if no response is received through Salesforce. VOICE reserves the right to require an employee to provide a treating physician or medical provider's verification or a birth certificate. During any period of Maternity Leave, the employee will not accrue any other paid leave, including sick, personal and vacation days. An employee granted paid maternity leave under this policy will be required to simultaneously draw down on any other accrued paid and unpaid leaves including sick, personal, vacation and FMLA. Additionally, an employee applying for maternity leave under this policy will be required to submit documentation applicable to FMLA leave. An employee applying for maternity leave under this policy may also be eligible for STD, which would also run simultaneously with maternity leave under this policy. An employee who continues to absent herself from work after an approved maternity leave will be deemed to have voluntarily resigned from employment without notice unless the employee has been qualified for FMLA leave and/or other leave policy and has time remaining under any such applicable, available leave. The total amount of Paid Maternity Leave and unpaid FMLA Leave cannot exceed the 12-week maximum.

H. CHILD CARE LEAVE RELATED TO BIRTH

This type of leave is available to Faculty, Pedagogical and Support Administrators, and Specialists who have served at least two (2) years of full-time salaried service at VOICE. It allows an eligible employee whose spouse or registered domestic partner has given birth to take up to four (4) consecutive weeks of paid leave within two months' time of the birth. VOICE reserves the right to require an employee to provide a treating physician or medical provider's verification and/or a birth certificate. To apply for paid child care leave under this policy, an eligible employee must submit a written leave request on Salesforce no less than three (3) months prior to the first date of planned child care leave. The granting of such leave is conditional upon the timely submission of documentation and approval of the Executive Director/Principal or Human Resources. Upon approval of the request, an employee will be notified by email. It is the employee's responsibility to follow up with his/her request to take child care leave time if no response is received through Salesforce. An employee granted paid child care leave under this policy will be required to simultaneously draw down on any other accrued paid and unpaid leaves including sick, personal, vacation and FMLA. Additionally, an employee applying for child care leave under this policy will be required to submit documentation applicable to FMLA leave. An employee applying for child care leave under this policy may also be eligible for STD, which would also run

simultaneously with child care leave under this policy. Any leave in this section will be applied simultaneously to any leave under FMLA. During any period of child care leave, the employee will not accrue any other paid leave, including sick, personal and vacation days.

I. LEAVE RELATED TO THE ADOPTION OF A CHILD

This type of leave is available to Faculty, Pedagogical Administrators, Support Administrators, and Specialists who have served at least two (2) years of full-time salaried service at VOICE. It allows an eligible employee up to four (4) consecutive weeks of paid leave in connection with the adoption of a child under the age of eighteen (18) years of age. VOICE may require a copy of the adoption certificate. Any leave under this policy will be simultaneously applied to eligible Family and Medical Leave Act (FMLA) leave. To apply for paid leave related to the adoption of a child under this policy, an eligible employee must submit a written leave request on Salesforce no less than three (3) months prior to the first date of planned leave. The granting of such leave is conditional upon the timely submission of documentation and approval of the Executive Director/Principal or Human Resources. Upon approval of the request, an employee will be notified by email. It is the employee's responsibility to follow up with his/her request to take leave if no response is received through Salesforce. An employee granted paid leave under this policy will be required to simultaneously draw down on any other accrued paid and unpaid leaves including sick, personal, vacation and FMLA. Additionally, an employee applying for child care leave under this policy will be required to submit documentation applicable to FMLA leave. Any leave in this section will be applied simultaneously to any leave under FMLA. During any period of child care leave, the employee will not accrue any other paid leave, including sick, personal and vacation days.

J. DISCRETIONARY LEAVES WITHOUT PAY

VOICE may grant unpaid leave to an employee in extraordinary circumstances. The Executive Director/Principal has the sole discretion to grant a discretionary leave of absence to an employee on whatever terms and conditions he/she may establish.

K. FAMILY AND MEDICAL LEAVE ("FMLA")

VOICE recognizes that it may be necessary for an employee to take an extended leave of absence for his/her own or a family member's medical condition or for other reasons. The Family Medical Leave Act ("FMLA"), is contained in statute and regulations that are detailed and sometimes complex. For more information, contact the Human Resources department. Full-time employees who have worked at least 1,250 hours over the twelve (12) months immediately preceding the desired FMLA leave may be eligible for unpaid FMLA leave of up to twelve (12) work weeks. VOICE will require, where applicable, that any accrued paid and unpaid leave runs simultaneously with any available FMLA leave. The substitution of paid leave for unpaid leave will not extend the 12-work-week leave period provided by the FMLA. Paid leave includes Short Term Disability, paid and unpaid sick and personal leave, VOICE paid and unpaid vacation (if any), Worker's Compensation leaves and any other leave. Any paid leave used for a FMLA-qualifying reason will be charged against an employee's entitlement to FMLA leave. To the extent that an employee does not have available paid leave, the FMLA leave will be unpaid. FMLA leave may be taken for any one, or for a combination of, the following reasons: The birth of the employee's child or to care for the newborn child; The placement of a child with the employee for adoption or foster care or to care for the newly placed child; To care for the employee's spouse, registered domestic partner, child or parent with a serious health condition; and/or the employee's own serious health condition. A serious health condition is an illness, injury, impairment, or physical or mental condition that involves: (a) inpatient care in a hospital, hospice, or residential medical care facility; or (b)

continuing treatment by a health care provider. FMLA leave for an employee's own serious health condition is intended to cover conditions or illnesses that affect the employee's health to the extent that he or she must be absent from work on a recurring basis or for more than few days for treatment or recovery. Benefits Continuation: While On FMLA Leave: If an employee is enrolled in VOICE's group health insurance plan, the employee's current group insurance plan benefits will continue during the FMLA leave on the same basis as if he/she had been continuously working during that time. To the extent an employee contributes to the cost of his/her employer-provided health insurance coverage, the employee will be required during any FMLA leave to make the applicable contributions for continued coverage. If any of the employee's FMLA leave is paid (because he/she is simultaneously drawing down on available accrued leave such as sick leave, vacation and/or personal leave), his/her portion of health insurance premiums, if any, will be deducted from his/her salary. If the employee exhausts any paid leave while simultaneously on unpaid FMLA leave, he/she must make the required contributions, if any, to continue his/her health insurance coverage. If, during FMLA, the employee fails to make the required contributions for thirty (30) days (*i.e.* those contributions which would otherwise be deducted from his/her pay), coverage will be canceled retroactive to the beginning of the month in which the delinquency occurred. VOICE will give the employee notice prior to discontinuing his/her health insurance coverage. Employees will not accrue vacation, sick/personal leave or any other leave accruals during FMLA leave. FMLA leave time will count toward eligibility and vesting service under New York State Teachers Retirement ("TRS") Plan or 403b retirement plan, if any is in place. If the employee participates in the TRS or 403b, he/she should consult the Finance Department for details.

Requests for FMLA Leave: To request FMLA leave, employees must contact Human Resources to obtain forms and instructions for completing the necessary documentation to be submitted to VOICE for his/her application for FMLA leave to be considered. When leave is foreseeable for childbirth, placement of a child or planned medical treatment for the employee's own or his/her family member's serious health condition, the employee must provide VOICE with at least thirty (30) days advance notice, or as much notice as possible. When the timing of the leave is not foreseeable, the employee must provide VOICE with notice of the need for leave as soon as possible (*i.e.*, within one (1) or two (2) calendar days of learning of the need for the leave).

Required Documentation: An employee may be required to submit medical certification from a treating physician or medical provider to support a request for FMLA leave for the employee's or his/her family member's serious health condition. Medical certification forms are available from Human Resources. When leave is taken to care for a family member or is related to the birth or adoption of a child, VOICE may require the employee to provide documentation or proof of family relationship (*e.g.*, birth certificate or court document). VOICE may: (i) with the employee's permission, have a designated medical provider contact his/her medical provider in an effort to clarify or authenticate the initial certification; and/or (ii) require the employee to obtain a second opinion by an independent medical provider selected by VOICE at VOICE's expense. If the initial and second certifications differ, VOICE may, at its expense, require the employee to obtain a third, final and binding certification from a jointly selected health care provider. During FMLA leave, VOICE may request that the employee provide additional documentation regarding his/her leave status and medical condition at such times as it deems appropriate. Before the employee returns to work from FMLA leave for his/her own serious health condition, the employee may be required to submit a fitness for duty certification from his/her health care provider, with respect to the condition for which the leave was taken, stating that the employee is able to resume work. FMLA

leave or return to work may be delayed or denied if the appropriate documentation is not provided in a timely manner. Also, a failure to provide requested documentation of the reason for an absence from work may lead to termination of employment. Employees on FMLA (or any other paid or unpaid leave) may not engage in other employment Return To Work Following FMLA Leave: Employees on FMLA must provide VOICE with at least one (1) week's written notice of his/her intent to return to work. If the FMLA leave is for an employee's own health condition, VOICE may require the notice to be accompanied by a fitness for duty certification from a health care provider, with respect to the condition for which the leave was taken, stating that the employee is able to resume work. VOICE reserves the right to require a medical examination by a physical of the school's choosing prior to an employee resuming his/her duties. An employee's continued absence from work beyond the FMLA leave granted, without prior written consent from VOICE, will be deemed a voluntary resignation from employment. VOICE may recover health insurance premiums that it paid on his/her behalf during any unauthorized leave except that VOICE's share of such premiums may not be recovered if the employee fails to return to work because of his/her own or his/her immediate family member's serious health condition or because of other circumstances beyond his/her control. In such cases VOICE may require the employee to provide medical certification of his/her own or his/her immediate family member's serious health condition.

L. BEREAVEMENT LEAVE

Full-time employees will be granted up to three (3) consecutive days of paid bereavement leave in the event of the death of an immediate family member. For purposes of this policy, "immediate family member" means a spouse, registered domestic partner, parent, grandparent, child, step-child, step-parent, parent-in-law, sibling, niece, nephew, or any other relative permanently residing with the employee. VOICE grants one (1) day of paid bereavement leave in the event of the death of an extended family member. For the purposes of this policy, "extended family member" means an aunt, uncle, or first cousin. VOICE reserves the right to require proof of relationship between the employee and the deceased family member. Employees who wish to take additional bereavement leave may use accrued unused personal days.

M. TIME OFF TO VOTE

VOICE encourages employees to fulfill their civic responsibilities by voting. If employees do not have sufficient time either before or after work to vote, VOICE will grant such employees time off to vote in accordance with state or local law. If an employee must miss work because it would be impossible to vote either before or after work hours, the employee must request time off to vote from their supervisor in writing at least ten (10) calendar days prior to the day of the election. VOICE reserves the right to designate whether employees can take time off at the beginning or end of their designated work hours. Coordinators and Assistants will not receive pay from VOICE for time off to vote.

N. MILITARY DUTY

Members of the United States Army, Navy, Air Force, Marines, Coast Guard, National Guard, Reserves or Public Health Service will be granted an unpaid leave of absence for active military service, training or related obligations in accordance with the Unified Services Employment and Re-employment Act of 1995 (USERRA) and New York State law. Advance written notice of military service is required, unless military necessity prevents such notice and appropriate documentation must be submitted to VOICE at its request. Neither sick leave nor vacation time accrue during any period of military leave of absence. Employees returning from a military leave

of absence will be reinstated to their position in accordance with federal and state law. VOICE will not discriminate against employees because of their active military duty.

O. JURY DUTY

Faculty, Pedagogical and Support Administrators, and Specialists will be granted leave of up to seven (7) days for jury duty when summoned for jury duty. VOICE will pay those employees their regular salary for actual time served on jury duty. Employees on paid jury leave will continue to earn all benefits during their leave. Coordinators and Assistants will not receive pay from VOICE for serving on a jury, but will be given time off to serve. Employees on paid or unpaid jury duty leave are required to report to work whenever the court schedule permits. The employee must report his or her anticipated jury duty to Human Resources upon receipt of the summons. Upon completion of jury duty service, the employee must provide a copy of the "Completion of Jury Duty" notice or certificate to Human Resources. VOICE encourages employees to fulfill their civic responsibilities by serving jury duty. However VOICE may ask an employee to request an excuse from jury duty if, in VOICE's judgment, the employee's absence would create significant operational difficulties. If an employee is called to jury duty for the first time during the school year, he/she may be urged to request to reschedule jury duty for a period during a school vacation or during the summer.

P. WITNESS SUBPOENAS

If an employee receives a subpoena to appear as a witness during work hours, the employee must immediately notify his or her supervisor and provide a copy of the subpoena. All subpoenas involving possible testimony about VOICE, and employment at VOICE, must also be immediately reported to Human Resources. The party issuing the subpoena is responsible for compensating the employee for legally-established witness fees. VOICE will not pay the employee for hours/days not worked, unless the subpoena is directly related to a VOICE matter and the employee is testifying at VOICE's behest.

II. PERFORMANCE EVALUATIONS

A. PERFORMANCE EVALUATIONS

VOICE is committed to maximizing the experience and professional growth of its staff. In addition to professional development opportunities, job performance is reviewed on an ongoing basis. Employees will also likely be reviewed in a more comprehensive way in formal performance evaluations during the school year. Evaluative tools include formal and informal observations and reviews. Self-evaluations may be used with the objective of enhancing the experience and ability of the employee. These evaluations provide both the employee and his/her supervisor the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss purposeful approaches for meeting goals. Evaluations may be in writing and/or verbal. Employees may be asked to sign documents to acknowledge having reviewed them. Employees should feel free to comment, either verbally or in writing, in response to any statement they do not understand or with which they disagree. Performance evaluation materials, together with any written comments by the employee in response, become a part of each employee's personnel file and may have a bearing on any personnel decisions involving the employee. Components of any part of the evaluation process may be discussed in professional development.

III. MISCELLANEOUS POLICIES

A. PERSONAL APPEARANCE/DRESS CODE

VOICE expects employees to set an example of professionalism for students. The properly groomed and attired employee helps to create a favorable image for VOICE. Employees are expected to groom and dress in a manner that is acceptable for employees of a school. Dress

should reflect the culture of VOICE and appropriately match the employee's responsibilities and activities (e.g., athletic attire for Physical Education staff may include sneakers). Prohibited attire includes worn-out or faded clothing, sneakers or beaten-up shoes, denim or jeans, spandex, tee shirts, sweats, halter tops, shorts, beach attire, clothing with business or political logos or messages not consistent with a business casual style of dress. Employees are expected to be well groomed as well as to dress appropriately at all times while they are on the School's premises, whether working during the day, after-school or on the weekend. Heavily scented colognes, perfumes or other aftershave lotions may be offensive to others or cause allergic reactions and are not appropriate at VOICE. If an employee reports to work improperly dressed or groomed, his/her supervisor has the discretion to instruct the employee to return home to change clothes.

B. VIOLENCE IN THE WORKPLACE

VOICE is committed to preventing workplace violence. In addition to VOICE's policies on harassment stated above, VOICE has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence during business hours or on its premises. 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 threatening or dangerous to others or that may reflect poorly on VOICE. Employees may not bring firearms, weapons, or other dangerous or hazardous devices or substances into VOICE's premises. As stated elsewhere in this Handbook, VOICE will not tolerate conduct that harms or threatens, intimidates, or coerces another employee, a student, parent, visitor, guest, or candidate for employment. This includes, but is not limited to, physical acts and threats, threatening or intimidating remarks, including via phone, email, the internet, social media, or through any electronic communication device or medium. Employees must immediately report violence or threats of violence, both direct and indirect, to a supervisor and to Human Resources. Reports should be as specific and detailed as possible, and can be submitted using VOICE's Incident Report Form on Salesforce, by email, or by letter or statement submitted in hardcopy. VOICE will promptly and thoroughly investigate all reports of violence or threats of violence. The identity of the individual making a report will be protected as much as is practicable. In order to maintain workplace safety and the integrity of its investigation VOICE 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. Referral to appropriate law enforcement agencies may also follow. VOICE encourages employees to bring their disputes or differences with other employees to the attention of their supervisors in accordance with the Complaint Procedures and Open Door Policy detailed elsewhere in this Handbook.

C. OPEN DOOR POLICY

VOICE expects that, to the extent possible, employees will make a good faith effort to informally resolve problems and disputes with colleagues, students, and parent/guardians. In the event that a problem or dispute cannot be resolved informally, VOICE's Open Door Policy encourages employees to bring forward concerns or questions to his/her supervisor so that they can be addressed constructively together with the employee. In the event that the concerns or questions involve the immediate supervisor, employees are encouraged to reach out to that individual's supervisor. The resolution process may consist of problem identification, possible solutions, selection of resolution mechanisms, a process for implementing resolution, and follow-up. If a problem or dispute cannot be informally resolved by a good faith effort, the School has designated the Human Resources Department to receive and investigate concerns and complaints including

those pertaining to human resources issues, such as complaints of discrimination, harassment, retaliation, or any conduct that is perceived to be unfair or unethical. Allegations of improper conduct will be investigated as fully and as confidentially as possible. It is a violation of VOICE's policies to retaliate against any employee who brings a good-faith concern to VOICE's attention.

D. EMPLOYEE ARRESTS AND/OR CRIMINAL CONVICTION

Any employee who is arrested and/or convicted of any crime or violation (except for routine traffic infractions) must notify Human Resources in writing within forty-eight (48) hours of the arrest or conviction and provide copies of the criminal court complaint and any other documents requested by VOICE. Failure to notify VOICE in a timely manner may result in disciplinary action up to, and including termination of employment. Any employee who has been arrested and/or convicted of a crime or violation may be suspended or reassigned pending a disposition of the criminal matter. Employees are required to cooperate fully with any investigation conducted by VOICE into the matter and provide any documents requested by VOICE.

E. AMERICANS WITH DISABILITIES ACT (ADA AND ADA AAA)

The Americans with Disabilities Act ("ADA") and the Americans with Disabilities Amendments Act ("ADAAA") are federal laws prohibiting discrimination against employees and applicants for employment on the basis of a qualified disability. New York State and New York City anti-discrimination laws also provide certain protections to employees with disabilities. It is VOICE's policy to comply with all federal, state and local laws concerning the employment of individuals with disabilities. In accordance with VOICE's Equal Employment Opportunity Policy, stated above, VOICE will not discriminate against qualified individuals with disabilities in regard to application procedures, hiring, promotion, discharge, compensation, training or other terms, conditions or privileges of employment. If an individual with a qualified disability requests an accommodation and can be reasonably accommodated without creating an undue hardship or causing a direct threat to workplace safety, he/she will be given the same consideration for employment as any other applicant and employee. Requests for accommodations and inquiries about this policy should be directed to Human Resources.

E. OCCUPATIONAL SAFETY AND HEALTH ACT (OSHA)

Consistent with federal OSHA requirements and to protect the well-being of its employees, VOICE recognizes a need to limit the potential harmful effects of occupational exposure to blood and other potentially infectious bodily fluids where exposure to these materials (primarily hepatitis B and human immunodeficiency virus (HIV/AIDS)) could result in infection, illness or death of employees. This OSHA policy covers all VOICE employees but particularly those who may reasonably anticipate coming into contact with these materials as a result of their job duties. If an employee's job duties may put him/her into this category, VOICE will provide that employee with appropriate information.

F. WHISTLEBLOWER STATUTE

The New York State Whistleblower Statute protects employees who disclose to their supervisors or an appropriate authority that VOICE is in violation of a law or regulation that presents a substantial and specific danger to public health or safety. The Whistleblower Statute also prohibits the School from taking retaliatory action against any employee who discloses or threatens to disclose to a supervisor or public body the alleged violation of law or regulation, provides information to or testifies in certain proceedings about the alleged violation or objects to, or refuses to participate in the allegedly illegal activity.

G. CODE OF ETHICS AND STANDARDS OF CONDUCT

The successful operation and reputation of VOICE are built upon principles of ethical conduct of our employees. The School's reputation for integrity and excellence requires careful observance of all applicable laws and regulations, as well as scrupulous regard for the highest standards of conduct and personal integrity. VOICE expects all employees to conduct themselves in accordance with all applicable laws, regulations and policies, and to refrain from any illegal, dishonest, or unethical conduct. It is not possible to list all the forms of behavior that are considered unacceptable in the workplace. Without limiting or modifying VOICE's employment at-will policy, the following are examples of unacceptable conduct that may result in immediate disciplinary action, up to and including termination of employment: Theft or inappropriate removal or possession of School property; Falsification of timekeeping records; Working under the influence of alcohol or illegal drugs; Possession, distribution, sale, transfer, or use of alcohol or illegal drugs in the workplace while on duty or while operating employer-owned vehicles or equipment; Fighting or threatening violence in the workplace; Boisterous or disruptive activity in the workplace; Negligence or improper conduct leading to, or likely to lead to harm to others or to damage of employer-owned property; Insubordination or other disrespectful conduct (including refusal to follow a supervisor's lawful directives); Violation of safety or health rules; Smoking in prohibited areas; Sexual or other unlawful or unwelcome harassment; Possession of dangerous or unauthorized materials, such as explosives or firearms, in the workplace or while at work outside the workplace; Excessive absenteeism or any absence without notice; Unauthorized use of telephones, mail system, or other employer-owned equipment, hardware or software; Unauthorized disclosure or confidential information; Violation of personnel policies; and, unsatisfactory performance or conduct. Some of the unacceptable forms of behavior are separately discussed in more detail elsewhere in this Handbook. Other misconduct will be evaluated based on the specific facts and circumstances. VOICE employees are expected to conduct their personal lives to avoid unfavorable reflection upon VOICE.

Q. CONFLICT OF INTEREST

It is imperative that VOICE, both in reality and in perception, be deemed to operate solely in the best interests of the students it serves. Any taint to its reputation will significantly impact on the mission of the School. Employees of VOICE must be ever mindful of the need to conduct themselves both in and outside of the School in a manner that will not be interpreted as a conflict of interest between the employee's obligation to VOICE and his or her personal or other obligations or interests. Employees have an obligation to conduct their affairs within guidelines that prohibit actual or potential conflicts of interest. Actual or potential conflict of interest occurs when an employee is in a position to influence a decision or business dealing that may result in a personal gain for him/her, for a relative or for anyone else who has a close personal relationship with the employee. For the purpose of this policy, a relative or a person with a close personal relationship is any person who is related by blood, law or marriage, or whose relationship with the employee is similar to that of persons who are related by blood, law or marriage. Personal gain may result in instances where the employee or employee's relative (or one with a close personal relationship to the employee) has a significant ownership in a vendor or firm with which VOICE does or intends to do business. As noted elsewhere in this Handbook, accepting a gift from a vendor or business doing, or wishing to do business with VOICE is prohibited. No "presumption of guilt" is created by the mere existence of a relationship with an outside firm or vendor. However, if an employee has any influence on transactions involving purchases, contracts, or supplies it is imperative that he or she immediately disclose that relationship to the Executive Director/Principal and before such transaction takes place so that safeguards can be established to protect all parties.