

VOICE 2 Charter School
Application
Submitted March 20, 2015

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

A. Mission Statement and Objectives

Mission

The mission of VOICE 2 Charter School 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, contributing participants in their education, their community, and the diverse society in which we live.

Our 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 to daily living and the core academic subject areas. Academically rigorous, our standards-driven curriculum will be informed by research-based methods that are differentiated according to the individual needs of each child in our school.

We commit to guiding all of our students toward the acquisition of those skills and qualities necessary so that they will be in a position to choose which competitive high school and college they wish to attend and so that they learn to become successful, lifelong learners.

Objectives

The Objectives of the VOICE 2 Charter School are as follows:

- 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.
- 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.

1. Improve student learning and achievement

VOICE 2 will implement a rigorous, Common-Core aligned curriculum designed to ensure that students meet and exceed proficiency in ELA and math. VOICE 2 utilizes approaches such as the Teachers College Reading and Writing model, Go Math, EngageNY, and cognitive guided instruction.

2. Increase learning opportunities for all students, with special emphasis on expanded learning experiences for students who are at-risk of academic failure

VOICE 2 works to close the achievement gap by providing the supports necessary for students at-risk of academic failure to excel. Academically rigorous, our standards-driven curriculum will be informed by research-based methods that are differentiated according to the individual needs of each child in our school.

3. Encourage the use of different and innovative teaching methods

VOICE 2 will utilize a variety of instructional approaches including the workshop model. Staff collaboration and co-planning is emphasized to create the best pedagogical environment for our students..

4. Create new professional opportunities for teachers, school administrators and other school personnel

VOICE 2 implements a 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 their grade-level or subject-area area teams and administrators, teachers meet regularly with coaches who provide support in the area of their expertise. As coaches work with teachers across departments and grade levels, they are also a channel of communication among school staff.

5. Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system

VOICE 2 offers students many more weekly opportunities for arts education than do typical public schools. Unique to VOICE 2 is a focus on teaching the arts as a discipline. Rather than treating the 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 such the arts programs at VOICE are taught with the same level of rigor, assessment, and differentiation as the core subjects.

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.

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

B. Key Design Elements

VOICE 2 utilizes an efficacy mindset, invests in the professional development of our teaching staff, and provides our students with an academically rigorous, arts-infused program designed to drive students to proficiency in ELA and math and music. Our rigorous academic program is

designed to meet the New York State standards and the Common Core Learning Standards. Our investment in high quality teachers, by implementing a Professional Learning Community, results in teacher retention and ensures that students receive high quality instruction.

The Key Design Elements of VOICE 2 are as follows:

Key Design Elements

1. Efficacy Mindset: "Smart is not something you are. It is something you get." At the core of the VOICE 2 culture is the concept of efficacy, as put forth by the education advocate Jeff Howard. Virtually all human beings are born capable of advanced graduate study in any subject area and it is the responsibility of public schools to teach children so that they may ultimately choose which field or fields they wish to become experts in. Carol Dweck's work on the Growth Mindset enriches our perspective on Efficacy as we discuss these values with members of our school community.

We applaud DuFour and Berkey's more blunt assertion that efficacy must be at the core of a school culture: "If those within the school believe that the causes of student learning lie outside their spheres of influence—in the genes or social background of their students—school improvement efforts will be viewed as futile, if not ridiculous."¹

This "efficacy mindset" guides the implementation of all instructional programs at VOICE 2. It means that VOICE 2 believes in the potential of each and every student—and will do whatever it takes to provide the instruction and supports necessary for students' to reach their potential. The Efficacy Mindset is used to guide the design, differentiation, and implementation, of rigorous instruction to prepare students to meet and exceed New York State student achievement standards and the Common Core Learning Standards.

2. Professional Learning Community: Such a belief in efficacy extends not only to the way our staff teaches children but how we interact as professionals. We believe that we can only continue to learn and raise the achievement of our children to the highest levels if we develop a Professional Learning Community (PLC), based on the extensive practice, research, and publications of Rick DuFour. Every person in the building is constantly reviewing data to fine tune best practices in response to student needs.

Part of the core mission of this school is a professional learning community (PLC) where every adult and child in the building is a constant teacher and learner. We believe that professionals don't always want to read from scripts, but rather constantly revisit and revise their practices with their colleagues to make them better.

Teachers teaching other teachers is an excellent model for children to do the same, and

¹ *The Principal As Staff Developer* by Richard DuFour and Timothy Berkey in *Journal of Staff Development*, Fall 1995, Vol. 16, #4, p. 2-6.

“when children teach children, there is improvement in student learning.”²

3. Arts-Immersive Education: Our program of performance-based instruction in choral singing guides students through the development of creative and critical thinking and learning skills that they will learn to apply to daily living and the core academic subject areas.

We value the arts as both a means to higher academic achievement and as an end in itself. We are continually expanding the scope of this core value as grade levels collaborate with music and arts faculty to integrate arts with academic content. Texts such as the Zoltan Kodály and Karl Orff methods and Eric Booth's *The Music Teaching Artist's Bible* have been helpful in synthesizing and integrating this concept. We believe, as Booth asserts, that “by bringing arts learning together with learning other subject matters, both can go further as a result...The key to the arts-integrated curriculum is artistic engagement of the learning on the front end of the project, and then guiding that creative energy, that investment and curiosity, into serious play in the subject area.”³ Continuous, in-depth musical education has been shown to students receive has also been shown to improve students’ neural responses to speech, a brain measure linked to literacy⁴.

Rational for Key Design Elements

In addition to rooting our design in research, as described within the key design elements above, precedent for the VOICE 2 model is set by the original VOICE Charter School, which has a strong record of excellence. VOICE 2 will replicate the same key design elements already in place at VOICE Charter School, a charter school authorized by the New York City Department of Education in its seventh year of operation. In 2014, VOICE Charter School students scored higher in ELA and math than its district (CSD #30), New York City, and New York State.

Enrollment Preference

VOICE 2 seeks to close the achievement gap by serving the needs of students at-risk for academic failure. To ensure that VOICE 2 recruits and retains a population of students who are in need of these supports, the admissions policy of VOICE 2 sets a preference to ensure places for students eligible to receive Free Lunch or reduced Lunch who reside in the VOICE 2 District. An admission preference to VOICE 2 Charter School is granted to applicants in the following manner: 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; second, in respect of applicants for kindergarten, only, to applicants who will have attained the age of five (5) on or before December 31st of the School Year for which such applicant is applying; third, to a specified number of applicants, as determined by the board, (a) who reside in District 30 and (b) who are eligible to receive Free Lunch or reduced Lunch; fourth, to applicants residing in District 30; and, fifth, to applicants residing outside District 30.

² *Peer Supports and Inclusive Education: An Underutilized Resource* by Rebecca Bond and Elizabeth Castagnera in *Theory Into Practice*, Summer 2006 (Vol. 45, #3, p. 224-229).

³ *The Music Teaching Artist's Bible* by Eric Booth. Oxford University Press, 2009: p.23.

⁴ Kraus N, Slater J, Thompson E, Hornickel J, Strait D, Nicol T and White-Schwoch T (2014). [Music enrichment programs improve the neural encoding of speech in at-risk children](#). *Journal of Neuroscience*. 34(36): 11913-11918.

Meeting the Needs of All Students

VOICE 2 is designed to meet the diverse needs of all students. Inherent in Key Design Element #1: Efficacy Mindset, is the unwavering belief in the potential of all students to learn. This overarching element guides all work done at VOICE—from hiring candidates who demonstrate a commitment to serving students in at-risk subgroups, to an emphasis on differentiated instruction in the classroom, to a thoughtful organizational structure that includes ample specialized support staff.

Key Design Element #2: Professional Learning Community ensures that teachers are provided with the support they need to serve the needs of all learners. This means that teachers receive frequent, targeted professional development designed to provide teachers with the tools they need to serve *each* student, and ample time for the crucial activities that support struggling learners like in-depth data analysis, co-planning, and creating small groupings to facilitate differentiated instruction in order to raise academic achievement.

Key Design Element #3 ensures that all students have the chance to attain musical proficiency. Unlike specialized music programs that filter students based on talent, and thereby exclude many students who do not have the resources to develop musically, VOICE 2 provides *every* student with a chance to master the fundamentals of music, thereby opening a world of opportunities for advanced artistic expression. VOICE 2’s arts-immersive program is also designed to provide instruction that caters to a variety of learning modalities, in an effort to raise student academic achievement in all subject areas.

C. Enrollment, Recruitment, and Retention

Projected Enrollment

VOICE 2 Charter School will enroll 84 students per grade, with three sections per grade. VOICE 2 will open with kindergarten and first grade in our first year of operation and will add one grade per year thereafter until the school serves kindergarten through eighth grade.

This enrollment size was chosen because it is an appropriate size to effectively implement our mission, and meet community demand for VOICE 2 seats.

VOICE 2 Planned Grades And Enrollment In Each Of The Year Of The Proposed Charter Term							
Grade	Age	2016-17	2017-18	2018-19	2019-2020	2020-2021	Full Growth: Year 8
K	5-6	84	84	84	84	84	84
1	6-7	84	84	84	84	84	84
2	7-8		84	84	84	84	84
3	8-9			84	84	84	84

4	9-10				84	84	84
5	10-11					84	84
6	11-12						84
7	12-13						84
8	13-14						84
Total		168	252	336	420	504	756

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-8 school of 756 students (our full planned enrollment structure) are:

NYSED Enrollment Targets for VOICE 2 at Full Growth	
FRPL	75%
ELL	25%
SWD	15%

VOICE 2 will utilize the same good faith efforts used successfully by VOICE for recruiting and retaining students in at-risk subgroups. In the 2014-15 school year, VOICE has 16% ELL, 79% FRPL, and 15% SWD in grades K-7, 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.

Recruitment and Retention Strategy

VOICE 2 will make good faith efforts to meet and exceed the enrollment and retention targets established by the Board of Regents for students with disabilities (“SWD”), English language learners (“ELL”), and students who are eligible applicants for the free and reduced price lunch program (“FRPL”).

To recruit students with disabilities, VOICE uses direct mail advertising that mentions special needs, and all other advertising (e.g., community newspapers, fliers) mentions our supports for special needs mentions special needs. In addition, our website clearly describes these supports. VOICE also conducts outreach to specialized feeder schools and programs for students with disabilities.

For English language learners (“ELL”), VOICE uses direct mail advertising and other advertising (e.g. radio, TV, flyer) 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 as needed and all sessions have at least one Spanish-speaking individual present. Members of the VOICE office staff are bilingual. VOICE distributes applications to current ELL families at VOICE and encourages them to give them out to other families they might know outside of VOICE to encourage word-of-mouth ELL recruiting. In addition to a Home Language Survey, NISTELL, and NYSESLAT, we use a variety of formative assessments to determine academic needs as well as particular skills related to language for those learning English in addition to another language. We use this data to develop specific supports. One support is to provide our ELLs with regular time on programs such as 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 it with additional picture and realia support. Our workshop model allows for explicit modeling and opportunities for differentiated practice, which is helpful for ELLs. Our music curriculum integrates research showing the benefits for ELLs through its study of the structure of language as well as singing in a variety of languages. Our systemic phonics approach, Foundations, is particularly successful in teaching the rules and conventions of English. Throughout our subjects we work to build our student's oral language as well as receptive listening skills to make them well rounded language learners.

For students eligible for free and reduced lunch programs, VOICE describes the free meal program during our school open house, on our application and during tours. We offer support to assist families in completing all necessary paperwork to ensure eligible students participate in the lunch program. VOICE recruits throughout the neighborhoods surrounding our school and in the local district. All VOICE brochures, mailings and applications mention that the school accommodates students with disabilities, English language learners and participates in the free and reduced lunch program. □

Attrition

Over the past several years, attrition has averaged about 20% across all grades. Roughly 2/3rds of those leave for parental choice reasons and about a third are due to relocations out of area. Attrition rates are comparable to other charter schools in the city.

Application and Admissions Periods and Procedures

For the School'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. Families, if they choose, can meet with VOICE 2 Charter School staff and review the expectations of VOICE 2 Charter School. VOICE 2 Charter School recognizes its policy of equitable admissions access to students with disabilities, students who qualify for free and reduced price lunch, and English Language Learners in every phase of its admissions process. Interested families must submit applications by April 1. If the number of applicants to VOICE 2 Charter School exceeds capacity, a lottery or a random selection process is conducted by an individual unaffiliated with VOICE 2 Charter School. This unaffiliated person is used to assign spaces as described below. The lottery is held after April 1 annually.

Registration sessions for new students will occur between May and August to ensure we do not over or under enroll. 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.

Outreach Plan

VOICE 2 Charter School undertakes the measures below, among others, to recruit student applicants: (1) Posting flyers and placing notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes; (2) Conducting 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 as well as in Spanish. If other dominant languages are found to be languages of the community, VOICE 2 Charter School seeks to post its materials in those languages as well. VOICE 2 Charter School also endeavors to provide in person interpreters for person-to-person interaction or community/school meetings that require interpretation.

VOICE 2 Charter School implements the above measures with consideration to parents of children with special needs and English Language Learners. Neighborhoods and institutions with high ELL and special education populations are targeted. These outreach efforts are documented.

VOICE 2 Charter School strives to ensure that its school culture is one in which families of ELLs feel welcome ensuring their retention in the school community. VOICE 2 continues in its strategy to ensure effective communication with families whose first language is not English by continuing to have all correspondence to parents available in their home language and translators available for all meetings involving parents, including but not limited to parent-teacher conferences, parent association meetings, school-wide assemblies, among others.

Procedures if student applications for admissions exceed available space⁵

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, an electronic 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.

⁵ Note: As the New York State Charter Law permits charter schools to give preference in their admission to students at risk of academic failure, VOICE Charter School may be asked to reserve ten percent of open seats in a given year for student transfers under the New York City Department of Education's No Child Left Behind choice transfer program. For additional information regarding this program, go to: <http://www.nclb.gov/> and <http://www.emsc.nysed.gov/deputy/nclb/nclbhome.htm>.

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. As spaces become available at VOICE 2 Charter School, they are offered to the waiting list applicants in the order of placement on the waiting list. The waiting list expires annually at the lottery drawing following the next year's enrollment period.

An admission preference to VOICE 2 Charter School is granted to applicants in the following manner: First, to applicants who are siblings of (a) students already attending VOICE 2 or (b) applicants to VOICE 2 who have already been accepted to VOICE 2 through the lottery; second, in respect of applicants for kindergarten, only, to applicants who will have attained the age of five (5) on or before December 31st of the School Year for which such applicant is applying; third, to a specified number of applicants, as determined by the board, (a) who reside in District 30 and (b) who are eligible to receive Free Lunch or reduced Lunch; fourth, to applicants residing in District 30; and, fifth, to applicants residing outside District 30.

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 ensures the timely transfer of any necessary school records to the student's new school.

Allowing for Full Accessibility

In compliance with the requirements of Education Law § 2854(2) and all other applicable laws, admission to VOICE 2 Charter School is not limited on the basis of disability. Any child who is a resident of New York City and qualified to attend public school in New York State is also qualified for admission into VOICE 2 Charter School. No student can be denied admission to VOICE 2 Charter School of New York on the basis of his/her disability. We mention the services available at registration so that families are aware that their child's IEP needs can be met. VOICE 2 will abide by the Americans with Disability Act if and when physical improvements are made to an older space that is inaccessible to mobility-impaired students or adults.

Please see "Attachment 1: Admissions Policy and Procedures" for the VOICE 2 Admissions Policy and Procedures.

D. Community to be Served

Due to community demand for the VOICE program currently in operation in CSD #30, VOICE 2 is seeking to be located in CSD #30. VOICE has a track record of serving the needs of the Long

Island City community and surrounding District 30 neighborhoods and believes our method will be successfully replicated elsewhere within the same district. VOICE 2 is equipped to serve the needs of this community because it will employ the successful methods honed over seven successful years of serving the same population base at the original VOICE Charter School. VOICE continues to be one of the only options in the area for students to participate in an arts-immersive program at the elementary through middle school level. This is one of the most compelling features of our program and differs greatly from the other offerings in the district. It is one of the key motivating factors that push families to apply to VOICE.

Family and Community Support

Parents have offered overwhelming support for the proposed VOICE 2 School. Word of VOICE has spread throughout the District 30 community and there is high demand for our program. We currently maintain a waiting list of 956 students for VOICE in all grades. With this demand, we anticipate meeting our enrollment targets for both VOICE and the proposed VOICE 2.

District 30 Demographics

VOICE 2 will serve students in CSD #30, in the northwestern portion Queens. Enrollment data⁶ from the New York State Education Department (“NYSED”) for the 2012-13 school year, the most recently available from NYSED, shows that CSD #30 is diverse, with more than half of students in the district identified as Hispanic or Latino and 21% identified as Limited English Proficient. 87% of students in CSD #30 qualified for free or reduced price lunch in the 2012-13 school year.

In the 2014-15 school year, VOICE has 16% ELL, 79% FRPL, and 15% SWD in grades K-7. We anticipate similar enrollment patterns for VOICE 2 and will work to meet and exceed our NYSED enrollment targets for enrollment and retention.

District 30 Demographics

We serve a population of students that is reflective of the community in which we are located. 2013 American Community Survey (ACS) data shows a diversity of races and 13% of families living below the poverty level. Please see the following tables for statistics from the U.S. Census indicate about the geographic area represented by the 11 ZIP Codes that approximately comprise District 30 and for the original VOICE charter school and will be used to predict enrollment for VOICE 2 Charter School.

⁶ NYC GEOG DIST #30 - QUEENS Enrollment (2012 - 13): Accessed at: <http://data.nysed.gov/enrollment.php?year=2013&instid=800000042344>

Socio-Economic Characteristics for District 30 ⁷	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>	<i>18,221</i>	<i>11.2</i>	<i>2.8</i>
- Household speaks language other than English or Spanish	56,560	34.7	8.8
<i>With little or no English ability</i>	<i>16,257</i>	<i>10.0</i>	<i>1.8</i>

Race/Ethnicity for District 30	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

Serving the Needs of the Community

As the demographics suggest, VOICE 2 will serve a population that contains substantial English Language Learners, students with disabilities, and students who qualify for free and reduced price lunch. The support services for these three subgroups have been integrated throughout the design of VOICE 2 and include a focus on differentiated instruction to serve the needs of all learners.

E. Public Outreach

VOICE has conducted public outreach to inform the community of our plans as well as solicit input about our proposed plan to open a K-8 school in Long Island City that will replicate the model in place at the original VOICE Charter School.

Public Notice

⁷ These tables are constructed from data from the American Community Survey 2013. District 30 is roughly comprised of the following ZIP Codes: 11101-11106, 11109, 11369-11372, and 11377

VOICE 2 provided public notice of our plans by posting flyers at both of our current campus locations alerting the community of the plans for replication and asking 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.

Outreach Sessions

VOICE 2 has conducted outreach sessions in the Long Island City Community to solicit community input about our proposed school. During these sessions, members of the VOICE communications team and Principal Headley presented plans for VOICE 2 and solicited feedback and answered questions from the audience. Participants were invited to submit feedback in the form of written comments on site and were also provided with an email address to send comments about the proposed VOICE 2 School. Participants were also invited to ask questions about the school’s programs and application processes. These sessions are listed in the table below. Please see Attachment 2 for evidence of these sessions.

Because our target grades are K-8, our primary means for informing students of our proposed school will be via their parents. As stated in our policy for admission, VOICE 2 will provide all students an equal opportunity to attend VOICE 2 and this is communicated in all sessions and application materials.

Date	Event/Description	Audience
November 25, 2014	<p>VOICE Parent-Teacher Conferences</p> <p>Description: Principal Headley shared plans about VOICE 2 with current VOICE parents and asked for their feedback about community groups that would benefit from this information.</p>	Parents of current VOICE students
December 17, 2014	<p>Long Island City YMCA weekly parent meeting</p> <p>Description: The Communications team shared details about VOICE programs, mission, values and application processes, and asked for community feedback regarding the proposed opening of VOICE 2.</p>	Parents in Long Island City
January 9, 2015	<p>Astoria Blue Feather Head Start Policy Council Meeting</p> <p>Description: The Communications team shared details about VOICE programs, mission, values and application processes, and asked for community feedback regarding the proposed opening of VOICE 2.</p>	Parents of preschool students

January 22, 2015	<p>Principal’s Night at 82nd Street Academics</p> <p>Description: The Communications team shared details about VOICE programs, mission, values and application processes, and asked for community feedback regarding the proposed opening of VOICE 2. VOICE also participated in a school fair to field parent questions about the school.</p>	Parents looking for schools in Jackson Heights and surrounding communities
January 28, 2015	<p>VOICE Student of the Month Ceremony</p> <p>Description: Principal Headley shared plans about VOICE 2 with current VOICE parents and asked for their feedback.</p>	Parents of current VOICE students
March 2, 2015	<p>Queens Library, Long Island City Branch Adult Education class at the Jeanne Elmezzi Adult Learning Center</p> <p>Description: The Communications team shared details about VOICE programs, mission, values and application processes, and asked for community feedback regarding the proposed opening of VOICE 2.</p>	Adults in the Community
March 6, 2015	<p>Jacob Riis Neighborhood Settlement “Passport” Cultural Event</p> <p>Description: Principal Headley shared plans about VOICE 2 with community members and asked for their feedback.</p>	Families in the Community
March 6, 2015	<p>VOICE Website Posting</p> <p>Description: VOICE posted a message on their website (www.voicecharterschool.org) asking for feedback about the proposed opening of VOICE 2. A VOICE email address was provided.</p>	VOICE families, prospective families, prospective employees
March 6, 2015	<p>VOICE Feedback Posting</p> <p>Description: VOICE posted flyers at both of its current campus locations asking for feedback about the proposed opening of VOICE 2. A VOICE email</p>	VOICE families and employees

	address was provided.	
March 9-13, 2015	<p>Outreach to local political leaders in CSD #30 and surrounding areas</p> <p>Description: VOICE called seven political leaders representing CSD #30, Queens, and New York state to alert their offices of the proposed opening of VOICE 2. VOICE also sent letters to those offices providing further details and inviting feedback or meetings with Principal Headley.</p>	Community leadership

In addition to the events/notices listed above, VOICE has planned to continue reaching out to the local community in the month of April. The VOICE Communications team will attend the monthly meeting at Steinway Child and Family Services, and the open house at the Astoria Boys and Girls Club to share more information about the schools mission and programs, and to solicit feedback about VOICE 2.

Letters of Support

VOICE 2 has received letters of support for VOICE 2 from Sister Tesa Fitzgerald, Executive Director of Hour Children, a Long Island City-based nonprofit with headquarters near VOICE and James Merriman, CEO of the New York City Charter Center. Please see Attachment 2 for the full letters of support.

Response to Public Feedback

No written feedback has been received about VOICE 2 at this time.

Ongoing Community Engagement

Moving forward, VOICE will continue to engage the community by making presentations and attending community events. In April, 2015, the Communications team will be present at Steinway Child and Family Services’ monthly meeting and the Astoria Boys and Girls Club open house. Principal Headley will continue to discuss the proposed opening of VOICE 2 at VOICE Charter School events such as parent meetings and spring concerts.

F. Programmatic and Fiscal Impact

Public and Nonpublic Schools in the Area of Long Island City

Long Island City, as demarcated by the NYC DOE’s School Search Map⁸ contains 10 other public schools including to the original VOICE Charter School and excluding PreK-only schools. There is one other charter school in Long Island City other than the original VOICE Charter School. In addition to these public schools, there are seven parochial schools in Long Island City.

⁸ <http://schools.nyc.gov/schoolsearch/>

Academy of American Studies (Q575)	9-12	DOE
Baccalaureate School for Global Education (Q580)	7-12	DOE
Energy Tech High School (Q258)	9-10	DOE
Growing Up Green Charter School (Q321)	K-6	Charter
I.S. 204 Oliver W. Holmes (Q204)	6-8	DOE
Newcomers High School (Q555)	9-12	DOE
P.S. 076 William Hallet (Q076)	Pk-5	DOE
P.S. 111 Jacob Blackwell (Q111)	Pk-8	DOE
P.S. 112 Dutch Kills (Q112)	Pk-5	DOE
VOICE Charter School of New York (Q304)	K-8	Charter
Evangel Christian School	Pk-12	Parochial
Lagcc Early Childhood Learning	Pk-3	Parochial
Most Precious Blood School	Pk-8	Parochial
Queen Of Angels Elementary School	Pk-8	Parochial
Queens Lutheran School	Pk-8	Parochial
St Joseph Elementary School	PK-8	Parochial
St Raphael School	Pk-8	Parochial

Programmatic Impact

VOICE 2 does not anticipate a programmatic impact on the other DOE schools in the Long Island City area. Of these schools, just one has a K-8 model (excluding the existing VOICE Charter School). None of the DOE schools have an arts-immersive program like VOICE and VOICE 2 and as such we do not anticipate any programmatic impact on DOE schools. There is only one other charter school other than the original VOICE Charter School in the area, so we do not anticipate that VOICE 2 will greatly impact its program. There are seven parochial schools in Long Island City, but as they are all specialized to serve members of particular religious communities, we do not expect VOICE 2 to impact their programs.

Fiscal Impact

VOICE 2 does not anticipate a major fiscal impact on either the public or nonpublic schools in the Long Island City neighborhood. In 2016-17 VOICE 2 plans to enroll 168 students, which would represent approximately less than half of one percent of the total enrollment for CSD #30 (according to NYSED, 2013-14 enrollment for CSD #30 was 38,475 students⁹). The current per pupil rate allocation is \$13,777¹⁰. The New York City Department of Education budget for 2014-15 is \$25.9 billion¹¹. Using these figures, VOICE 2's impact in its opening year would be approximately .0089% and its impact by the 2020-21 school year would be .0268%.

Potential Fiscal Impact of VOICE Charter School
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⁹ <http://data.nysed.gov/enrollment.php?year=2014&instid=800000042344>

¹⁰ <http://council.nyc.gov/downloads/pdf/budget/2015/15/eb/education.pdf>

¹¹ <http://schools.nyc.gov/AboutUs/funding/overview/default.htm>

School Year	# Students	Per Pupil Allocation	Projected Charter School Cost	District Budget	Projected Impact
2016-17	168	\$13,777	\$2,314,536	\$25,900,000,000	.0089%
2017-18	252	\$13,777	\$3,471,804	\$25,900,000,000	.0134%
2018-19	336	\$13,777	\$4,629,072	\$25,900,000,000	.0178%
2019-20	420	\$13,777	\$5,786,340	\$25,900,000,000	.0223%
2020-21	504	\$13,777	\$6,943,608	\$25,900,000,000	.0268%

II. EDUCATIONAL PLAN

A. Achievement Goals

In alignment with the New York State Charter School Performance Framework Benchmark 1: Student Performance, VOICE 2 will use goals to meet or exceed growth and achievement goals based on the New York State assessments in grades 3-8. VOICE 2 will utilize the goals suggested within the performance framework, as listed below.

VOICE 2 Achievement Goals			
#	Indicator	Measure	Meets Level
1. Student Progress Over Time (Growth)			
1a.	Aggregate growth	Unadjusted Mean Growth Percentile (MGP) for all students on NYS assessments.	State Average
1b.	Subgroup growth	Unadjusted Mean Growth Percentile (MGP) for all accountability subgroups.	State Average
1c.	Performance Index: Aggregate growth to proficiency	Performance Index (which accounts for the number of students who are	Effective Annual Measurable Objective Target

		proficient or those making growth sufficient to achieve proficiency within 3 years or by Grade 8).	
1d.	Performance Index: Subgroup growth to proficiency	Performance Index (which accounts for the number of students who are proficient or those making growth sufficient to achieve proficiency within 3 years or by Grade 8).	Effective Annual Measurable Objective Target
2. Student Achievement (Attainment)			
2a.	Aggregate Proficiency	% of students proficient on 3-8 state assessments for all students	State Average
2b.	Subgroup Proficiency	% of students proficient on 3-8 state assessments for all accountable subgroups	State Average
2c.	Similar Schools Comparison	Effect Size in Comparative Regression Analysis controlling for prior academic performance (when possible) and student characteristics	Statistically significant positive effect size
2d.	District Comparison	% of students proficient on 3-8 state assessments	Exceeds the district average
2e.	Subgroup Comparison	% of students proficient on 3-8 state assessments	Exceeds the district average
3. State and Federal Accountability System			
3.	State Accountability Designation	Reward, Good Standing, Local Assistance Plan,	Good Standing

		Focus or Priority School Status	
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B. School Schedule and Calendar

Calendar and Schedule

The regular VOICE 2 school day runs from 7:55 A.M. to 3:40 P.M. Mondays through Thursdays and 1:55 PM on Fridays. There is a 45-minute lunch/recess period every day. For the convenience of our families who may have children and extended family in another school, we follow a similar schedule for students as the New York City Department of Education when possible. These schedules always have a minimum of 180 days. For the 2016-17 school year, please see attachment 3b.

All faculty receive mandatory professional development before the school year in August and periodically throughout the year. VOICE 2 will not offer summer school.

Weekly Schedules

At the elementary level, our students will be in school from 7:55a-3:40p for four days a week and from 7:55-1:55 one day a week. Our elementary schedule will typically include 10-15 periods of literacy instruction, 5-10 periods of math instruction per week. In addition students will have extended exposure to content rich curriculum in social studies, science, physical education, and the visual arts. Our students will usually have between 5 and 10 periods of music a week including general music, choir, and instrumental offerings. Our kindergarten day may include some significant deviations to adjust for important developmental considerations including rest time and a shorter school day.

At the middle school level, our students will begin to have a larger variety of teachers engaging with different teachers for literacy and math instruction. In addition to regular and consistent instruction in social studies, science, physical education, and the visual arts as well as 5-8 periods of music a week, our middle school students will have the opportunity to choose a course of study to focus on through two elective classes a week. These specialized offerings will be in Science, Technology, Engineering, and Math (STEM) with a focus on Engineering or Biology, Visual Arts, Solo Singing, or Civics and Debate.

Teachers at VOICE 2 will have frequent and consistent planning time. Teachers will teach 25-30 periods a week allowing them have significant preparation time and planning opportunities with their colleagues.

Students will be grouped heterogeneously based on previous academic performance taking into account social dynamics and family relationships (e.g., typically splitting siblings) create the most balanced and even classes possible. Teachers will typically be assigned to one classroom although there may be some different configurations to provide strategic instruction in both elementary and middle school. We will place teachers with more experience to target at-risk groups in both the lower and upper grades.

Our extended school day allows our students to benefit from extensive offerings in all disciplines without sacrificing consistent instruction in literacy and mathematics. The calendar provides the necessary number of school days.

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. We will build between 10 and 30 professional development days over the course of the year starting with a an intensive new teacher training institute in August as well as whole faculty sessions focusing on skill development, community building, and planning time. Days over the course of the year will allow for deeper reflection opportunities and more long term planning initiatives such as revising curriculum and learning new strategies.

Please see Attachment 3a. Sample Schedules for examples of VOICE 2 schedules.

C. Curriculum and Instruction

Our curriculum consists of the following curricular approaches:

English Language Arts (“ELA”)

We draw upon the work of the Teachers College Reading and Writing Project as well as other research based methods to form the basis for our belief in how students learn most effectively. We believe that short bursts of instruction, known as the mini-lesson, are a developmentally appropriate way to explicitly model skills. This 6-10 minute mini lesson is adapted across all of our content areas including music and visual arts approach. At the heart of the mini lesson is an explicit teaching point that provides a replicable, concise, and student friendly skill. During the mini-lesson, teachers present a connection to previously learned material or an anecdote that engages student interest. During the model portion of the mini-lesson, the teacher explicitly demonstrates through demonstration and/or think aloud the featured teaching point. Then the students have an opportunity to practice either through a turn and talk or a short activity in which all can practice what was just modeled. The link provides an opportunity to reinforce the directions associated with independent practice and to remind students of any tips associated with the teaching point.

In order to learn, children must do. The bulk of each period is spent on students having opportunities to practice the skill taught either independently or through individual conferences or strategy groups with the teacher. The lesson finishes with a closing share that allows the teacher to highlight through student work further learning and reinforcement of the day’s teaching point or to preview upcoming skills.

At the core of our reading curriculum is a deep belief that students can make progress by reading books that are at their “just right level.” Assessed using running record tools such as from the Teachers College Reading and Writing Project, we match readers with books that will help develop their decoding as well as comprehension skills. We provide students with opportunities to choose books to read that are of interest to them and across a wide range of genres to create strong habits of readers. Our goal is to have classrooms resplendent with a vast array of texts that engage and motivate our “thirsty” readers. During independent practice, teachers use

conferring and guided reading techniques to shepherd students through reading levels in order to reach to and beyond grade level expectations.

Read alouds are one strategy that teachers use to also model fluent reading strategies and expose students to texts that will be used as part of teaching strategies. Some of our grades also use benchmark level texts such as Junior Great Books as well as strategy instruction that provides students exposure to texts at a grade level that serves to enhance their application of skills as well as exposure to a canon of literature.

Reading

We believe that a structured, sequential, and cumulative phonics/spelling program is essential for reading success. Our teachers use programs including Wilson Foundations daily in kindergarten and first grades, and at least 3 times per week in second grade to develop an array of phonics and spelling skills include letter formation, phonological and phonemic awareness, and sound mastery spelling through using multisensory teaching strategies. We supplement Foundations with additional sight word instruction (words that can't be tapped out and should be memorized early in a reader's development to allow for more rapid reading development). Teachers also choose short texts (poems, rhymes, songs, articles) to model strategies in shared reading and writing activities. Depending upon grade level, word study including prefixes and suffixes, root words, word families as well as vocabulary instruction are employed to further support student's reading development.

Writing

The Teachers College Writing Workshop includes suggested units of study form the basis of our writing instruction. Students maintain work folders and writers notebooks that reflect students' ideas and insights. Through genre studies, author studies and craft units of study, students work carefully to change their raw material into published pieces. In the lower grades teachers invite students to take risks in recording their oral sentences into written texts to extend their writing lives. In all grades, mini lessons serve as opportunities to model author strategies that demonstrate craft as well as explicit skill reinforcement such as editing.

Math

We draw upon published resources such as Go!Math and those provided through EngageNY to create and deliver our VOICE math curriculum. VOICE math curriculum is designed on the belief that students need explicit instruction in math skills that are deeply rooted in the Common Core standards. Through deep analysis of assessments and teacher made assessments to ensure that we are deeply considering what is "mastery." Carefully planned reteaches with planned days in the scope and sequence. We use a standards emphasis document provided by EngageNY to help us make thoughtful decisions about how to allocate instructional days in our scope and sequence. We believe math manipulatives are critical to helping build student's conceptual understanding although there must also be opportunities for students to practice skills without the availability of these manipulatives. We seek to provide students with opportunity to develop fluency with math operations (addition, subtraction, division, and multiplication) at the appropriate grade levels.

We are also utilizing the cognitive guided instructional (CGI) approach to problem solving to build student's problem solving skills through students deeply understanding the problem and what is being asked. Students solve problem using their own strategies and teacher gathers information about student's thinking by observing and questioning. Teacher assess and selects students to share in a class discourse where students can be exposed to a range of strategies from the least to most sophisticated. We seek to embed critical thinking work in mathematics through strategic questioning and rigorous tasks.

Music

As in Mathematics, we draw upon pedagogical resources such as the music teaching methods of Zoltan Kodaly and Karl Orff, but our instructional approach in Music and Visual Arts courses retains the basic structure of the Teacher's College Workshop Model. Rather than treating the 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 such the arts programs at VOICE are taught with the same level of rigor, assessment, and differentiation as the core subjects.

Middle School Curriculum

The Middle School math curriculum builds on the foundational concepts of the elementary curriculum. We seek to foster the growth of our students' natural algebraic abilities and help them build solid skills that will propel them to successfully working with advanced math in middle and high school. Mastery around specific skills is emphasized with an eye to developing application skills as well as adjusting for the move to more abstract reasoning concepts in mathematics. Technology plays an increased role in our middle school curriculum with students engaging in activities such as learning computer programming languages which builds their logic skills.

Our core values hold that all students are capable of performing at high levels in the core academic subject areas as well as music. While we will extend these high standards of teaching and student performance to the middle school grades, we also recognize the need to offer students more differentiated instruction, variety and choice in their education. As we value students' ownership of their own education process—their development into “mindful, responsible, contributing participants”—we believe that students should be given opportunities to further pursue areas of their greatest skill and interest. Varied and differentiated courses in mathematics, sciences, ELA, and the arts will encourage students to explore their areas of interest while remaining well-rounded academically. Students struggling with certain skills will also benefit from more differentiated instruction as classes will include students across multiple grade levels. This also means there will be more flexibility in the schedule to offer support to both accelerated and remedial students. This differentiation and specialized study will better prepare students to select, apply for, and enter the high school of their choice.

Methods

The Workshop Model: The Teacher's College workshop model is the basic framework for structuring many lessons at VOICE. The elements of this model provide a predictable sequence for teaching and learning, in which the teacher clearly states and models a teaching point, then

students practice the teaching point independently.

Differentiation of Learning and Conferring: We have highlighted the concept of *conferring* from the workshop model because it is at the core of a teacher's ability to gather information on a student's opportunities for growth built on a relationship of trust and being there to celebrate with specific feedback when a student does something extraordinary. As Vicki Spandel observed, "Anyone can be a critic. Good teachers do something much harder: They look for the precise moment at which a writer stumbles onto her true topic. They listen for that first whisper of the writer's VOICE, no matter how faint. They listen for the word or phrase too good to replace, for the rhythm of sentences that falls just right on the ear. Teachers hear the deer in the forest."¹²

Curriculum Design: Curricular design begins by analyzing the standards. The state assessments are also closely studied. Through a backward design process, teachers work together to develop a scope and sequence for each grade in each subject area. Teachers do not work in isolation, but rather as part of a grade or subject area team that creates curriculum maps and lesson plans collaboratively; teachers then teach these lessons concurrently and share best practices and compare assessment data. Thus, teachers are not re-inventing the wheel, but they are engaging in the scope and sequence process so that they can gain ownership of their curriculum and understanding that their scope and sequence should drive their use of published research-based curricula, not vice versa.

Principles of Learning: The principles of learning, developed by the Learning Research and Development Center at the University of Pittsburgh, are a cornerstone of our educational approach and all instructional practice are in alignment with them. Here are a few examples of how the principles are observed in classroom practice:

Organizing for Effort: Every K-5 classroom has a library with at least 30% of the books leveled according to the Fountas & Pinnell leveling system. Each classroom has a range of books at levels above, on and below grade level so as to meet the needs of all students. Every child's "just-right" level is available to them. Students reading books at their "just-right" level promote optimal success.

Clear Expectations: Standards that include models of student work are available to and discussed with students. Students judge their work with respect to the standards. Intermediate expectations leading to the formally measured standards are specified. Families and community are informed about the standards that children are expected to achieve.

Recognition of Accomplishment - At the end of each reading and writing unit every classroom has a culminating celebration. The students share and celebrate their published work and reading project with their families and school community. Bulletin boards display every child's accomplishments. Student-of-the-Month Awards are presented based on specific performance of children.

¹² "Assessing with Heart" by Vicki Spandel in *Journal of Staff Development*, Summer 2006 (Vol. 27, #3, p. 14-18),

Academic Rigor: Students have a spiraling curriculum in all subject areas to build upon and develop skills and strategies acquired at each level of instruction. When students set standards and meet them, they are expected to set higher standards to further achieve.

Socializing Intelligence: As several findings of a major study suggest, “an early introduction to the performing arts is an important component of improved socialization, community involvement, and development of academic skills in general. Choral singing—because of its emotional content, its discipline, and its requirement for personal interpretation and communication—plays an extraordinary role in an education system that seeks to benefit both the individual and society. The study also found that choristers are very active in their communities, even apart from their chorus participation, and behave in ways that are important to community building. Nearly 76 percent of choral singers reports performing other volunteer activities.”¹³

D. Assessment System

VOICE 2 will use formative, interim, diagnostic, and summative assessments to evaluate academic progress. The annual New York State ELA and math exams are key methods by which VOICE 2 will measure our progress toward achieving our accountability goals, as well as our broader mission.

Assessment will be managed with integrity at VOICE 2. Professional development will be provided to ensure that teachers are informed on the best practices for administering assessments, analyzing data, and using data to drive instruction. Assessments will be completed by students on scantron cards, short answer question papers or a mixture of both. Once completed they will be sent to the data department with an answer key and the subject standards, logged and processed. The assessment results will be returned to teachers and Assistant principals within 2-5 days (depending on type) in both hard and soft copies.

In consultation with their colleagues and through the support of the principal and coaches, VOICE 2 teachers will use assessment results as starting points to improve and differentiate teaching. These results are public and shared. They are opportunities for administrative and collegial support, not censure. By focusing on the results of the students and how to improve them, teachers continue to be in a mode where they want to improve their teaching to increase student achievement. Thus a great team is formed when accountability and professional culture meet and become synonymous.

All of our assessments are both formative and summative, with the exception of baseline and interim assessments, which are only formative. These assessments are in addition to the NYS assessments in reading and math in grades 3 through 8 and the Science assessment in grades 4 and 8. The NISTELL is used to determine if students should be classified as English Language Learners upon entry to school. The NYSESLAT is given in the spring to assess student’s proficiency in learning English for these identified students.

¹³ Chorus America, National Chorus Survey, Retrieved August 2006, <http://www.chorusamerica.org>

Interim assessments help guide teachers in re-teaching concepts that are not mastered by 80% of students in the class. As teachers map the curriculum for the next year, they review the interim assessments to see where they may need to remap to enable all students to master the desired content. These assessments help inform which students will receive support in their areas of weakness. Those students who demonstrate mastery or an accelerated rate of achievement will be given more challenging work to support their growth.

Teachers review their individual class data and work with their colleagues to identify common trends and opportunities for re-teaching particular standards and sub-skills.

VOICE 2 will use an ongoing workshop model to monitor the selection and development of assessments. Of primary importance is alignment to the Common Core Learning Standards (“CCLS”). VOICE 2 will replicate the assessment model already in place at the original VOICE Charter School, which, after seven years, has undergone several rounds of improvements to ensure alignment with the CCLS.

VOICE 2 Assessments

VOICE 2 administers the following assessments:

Interim Assessments

Purpose/Subject	Grade	Name	Frequency	When
Formative only Math and ELA	First Grade and Up	Interim Assessments	Two-five times per year	At regular intervals (varies by grade)

ESL Assessments

Purpose/Subject	Grade	Name	Frequency	When
ESL Baseline Assessment	Upon enrollment	NYSITELL	Once	Upon enrollment
ESL Summative Assessment	Until student reaches proficiency	NYSESLAT	Annually	End of year

Reading and Writing

Purpose/Subject	Grade	Name	Frequency	When
Reading fluency, decoding , phonemic awareness	K-1	Selected instruments from early literacy screening tools	Three-five times annually	September, January, and May
Reading fluency, comprehension,	K-5 or earlier, depending on when child masters material	Teachers College Running Records	Monthly (until Level J and then three times a year after that)	September January, and May at a minimum
All skills and strategies	All grades	Workshop	Bi-Weekly	Bi-Weekly

relating to readings and writing		Conference Notes		
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All other subjects

Purpose/Subject	Grade	Name	Frequency	When
Math	All grades	Math Unit Tests	After each unit	2-5 weeks (depends on length of unit)
Science	All grades	Science Unit Tests	Three-Four a year	Depends on length of unit
Music	All grades	Music Content Knowledge and Performance Assessments– Rubric based	Three Times a Year	November, March, and May

All Subjects

Purpose/Subject	Grade	Name	Frequency	When
Cumulative	All grades	Report Cards	Three times per year for K-5; 2 times a year for middle school with additional progress report	November, March, and June
Cumulative	3-8	New York State ELA and math exams	Once a year	Spring

Individual Student Performance

The performance of individual students will be tracked using interim assessments, unit tests, and conferencing. These measures will contribute to the student report card that is issued three times per year.

Cohorts and Whole School Performance

New York State exam data will be used to compare cohort performance and growth from year to year. The school as a whole will measure progress toward our accountability goals primarily through whole school performance on the New York State ELA and math exams.

E. Performance, Promotion, and Graduation Standards

Promotional Standards

VOICE Charter School has tough standards for promotion, in keeping with our mission and educational program. It is not automatically assumed that students will pass from one grade to the next. Students must earn promotion by demonstrating a mastery of the essential knowledge and skills. Promotion decisions are based on a student’s grades, standardized test scores, attendance, homework completion record, classwork and other measures. Retention is the policy

of holding back a student when they have not met the minimum expectations for academic and/or behavioral standards. A student may be retained if s/he has not met the minimum expectations for academic and/or behavioral standards.

Academic Standards

Grades:

- Only students who earned a level three or higher in all subjects areas are assured promotion. Other students must demonstrate considerable progress to be promoted, at the discretion of the principal.
- Students who have IEPs are promoted to the next grade based on successful completion of the promotion criteria listed in her/his IEP.

F. School Culture and Climate

VOICE standards of discipline and intervention measures

VOICE 2 Charter School is committed to ensuring that our schools are safe, secure and orderly environments in which teaching and learning take place each day. Safe, supportive school environments depend on students, staff and parents demonstrating mutual respect.

Standards of behavior: accountability and support

All members of the school community—students, staff and parents—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 VOICE 2 Discipline Code provides a comprehensive description of unacceptable behavior, including incidents involving drugs or weapons. It includes the range of permissible disciplinary and intervention measures which may be used when students engage in such behaviors as well as a range of guidance interventions schools may use to address student behavior. The Code applies to all students, including those with disabilities. Students with disabilities are entitled to additional due process protections.

In providing a range of permissible disciplinary measures, the Discipline Code ensures both consistency and equitable treatment for all students and enables a principal and the Board President to exercise discretion and educational judgment. Principals, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or substantially disrupts a classroom. Guidance interventions are included because inappropriate behavior or violations of the Discipline Code may be symptomatic of more serious problems that students are experiencing. 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 Discipline Code apply to behavior in school during school hours, before and after school, while on school property, at all school-sponsored events and on other-than-school property when such behavior can be demonstrated to negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community. When misbehavior involves communication, gestures or expressive behavior, the infraction applies to oral, written or electronic communications.

School officials are responsible for sharing the information contained in this document with students, staff and parents.

Promoting Positive Student Behavior

VOICE 2 promotes a positive school climate and culture that provides students with a supportive environment in which to 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 caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging situations constructively and ethically. 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 climate and 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 against negative behaviors. Examples can include: providing students with meaningful opportunities to share ideas and concerns and participate in school-wide initiatives; student leadership development; periodic recognition of students' achievements in a range of academic and co-curricular areas; using corrective feedback; and developing school-wide 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. They are also responsible for addressing behaviors which 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, school officials suspect 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 Committee on Special Education. Through the use of intervention and prevention strategies that engage students and give them a clear sense of purpose, school staff facilitate students' academic and social-emotional growth and assist them in following school rules and policies.

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 and/or a written communication. As role models, parents and school staff 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 Discipline Code. Educators are responsible for informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society.

Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior. It is important that there be maximum 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. When a student is believed to have committed a crime, the police must be summoned and parents must be contacted.

Attendance

School personnel must ensure that appropriate outreach, intervention and support are provided for students who exhibit attendance problems that manifest themselves 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 should review cases of truancy and should involve teachers and other school staff in facilitating a resolution to address the pattern of truancy. Cases of suspected educational neglect must be called into the New York State Central Register.

Infractions and Ranges of Possible Disciplinary Responses

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 must 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 enumerated infractions are not all-inclusive. Students who engage in misconduct which is not listed are subject to appropriate disciplinary measures by the teacher, or the principal based on violation of school rules. To ensure that staff, students and parents are aware of all expected standards of behavior, school rules must be in writing and distributed along with the Discipline Code. Students cannot be removed from a classroom and/or school except pursuant to the

procedures set forth in the Discipline Code regarding removal by a teacher, or principal's suspension.

Please see Attachment 4: Student Discipline Policy for the complete VOICE 2 Discipline Policy.

Family Involvement and Communication

VOICE 2 values the participation of families as active partners in educating VOICE 2 students. VOICE 2 will offer a Parent Association. Our school leadership team will provide oversight for Parent Association initiatives and activities to ensure compliance with all applicable parent association regulations. The Parent Association will provide parents with a method of becoming active in the VOICE 2 community.

VOICE 2 will host events like a "Coffee with the Principal" open meeting during which parents are welcome to bring concerns and provide feedback about the VOICE 2 program. These meetings will be a key method of measuring parent satisfaction with the school climate. In addition, VOICE 2 will utilize the New York City Department of Education's annual satisfaction survey to measure parent, student, and teacher satisfaction. This is another important tool that VOICE 2 will use to measure family satisfaction.

Evaluating School Environment

In addition to the information provided on the New York City Department of Education's annual satisfaction survey, VOICE 2 will evaluate our environment by tracking student suspension and disciplinary data, and by analyzing the responses by students, teachers, and parents to the sections of the annual satisfaction survey that pertain to safety and learning environment.

G. Special Student Populations and Related Services

Our curriculum is designed with high expectations for all children including those with a special education designation. As the Core Knowledge Foundation notes, "The label imposed upon students of "Learning Disabled" is a misnomer. Such students are not unable to learn, but rather, have a learning difference. In fact, the qualification is based on IDEA 997, the federal legislation that identifies a learning disability as a significant discrepancy between potential and current performance. The label of "learning disability" should not serve to indicate a limitation of learning potential, but rather to illustrate the importance of finding alternative teaching methods that assists a child who learns "differently" (2005 Core Knowledge Foundation Day-by-Day Planner, K-8 Learning Differences 2).

Students with Disabilities

We hire a NYS certified special education teachers who provide push-in and pull-out services (when necessary). We provide for students with SETTS and ICT services on their IEPs.

We communicate with the district's liaison for Special Education to ascertain the required services as outlined in the student's IEP.

The special education team leaders oversee the provision of special education programs and services under the supervision and support of the principal. Special education teachers are also

responsible for maintaining the security of and access to IEPs. They will inform and discuss with all the teachers of the students of their responsibilities in implementing the IEP. These responsibilities include requesting and participating in CSE meetings; and reporting to the student's CSE regarding a student's participation and progress toward meeting his/her IEP goals. Special education teachers attend all CSE meetings on any student with an IEP at VOICE 2 Charter School. The grade curriculum will be modified as specified in the IEP so that the student will be able to meet the promotional requirements as outlined in the IEP.

Every year, staff undergo professional development sessions on their responsibilities relating to the education of students with disabilities including the referral process to the CSE; development of a student's IEP, implementation of a student's IEP, evaluation of a student's progress toward meeting IEP goals and objectives, reporting requirements to parents and CSEs; confidentiality and student records; and the discipline of students with disabilities.

Special education team leaders under the supervision of the principal are responsible for communicating with the CSE of the district of residence of any student suspected of having disabilities that the student is referred to the CSE of the students' district of residence.

The principal is responsible for ensuring compliance with IDEA reporting requirements, including providing information about student performance, services received, and results.

In compliance with FERPA and IDEA regarding confidential student records, all staff receive training regarding confidentiality requirements and procedures. All confidential records are kept secure; and only persons with a legitimate "need to know" have access to these records.

Parents are kept informed regularly of their child's progress in meeting his/her IEP goals. In addition to report cards, assessments results, and progress reports, parents are informed as soon as possible if a student is in promotion in doubt.

English Language Learners (“ELL”)

In order to correctly identify and place in an appropriate instructional program, VOICE 2 Charter School asks all parents and guardians to complete a Home Language Questionnaire (the same used by public school districts) in the language spoken in their home (if available) upon enrollment. If, as indicated on the HLQ, English is the only language spoken in the home, the screening process for purposes of determining whether or not the student is limited English proficient (“LEP”) may be terminated.

If a student appears to be LEP/ELL based on the HLQ or based on observation during the first week of school, VOICE 2 Charter School informally interviews the student and the parent or guardian in English, or when necessary, in their native language. The interview is conducted to provide the interviewer with sufficient feedback necessary to make a reasonable assessment of the student's oral proficiency in the English language. This information is used to update the HLQ.

Once the preliminary screening is complete, and the results show that the student speaks a language other than English and speaks little or no English, VOICE 2 Charter School conducts a

thorough formal assessment of the student's level of English language proficiency by administering the NISTELL within the first 10 days of the school year. Any student who scores below the designated proficient level is limited English Proficient (LEP) and is eligible for special language instructional services. If the student is proficient on the NISTELL, their home language is reflected to be English. The NISTELL is administered only once to each incoming student. Thereafter, VOICE 2 Charter School annually determines the level of English proficiency of all students identified as LEP, using the New York State English as a Second Language Achievement Test (NYSESLAT). All ELL/LEP students, who have been enrolled in school in the United States (excluding Puerto Rico) for one year or more are also administered the ELA assessment. Regardless of performance on the ELA assessment, in order to exit from ELL/LEP classification, students must meet English proficiency as measured by the NYSESLAT.

Any LEP/ELL students suspected of having a disability are referred to the CSE in that student's district of residence. If a student requires a multi-disciplinary assessment pursuant to § 504 of the Rehabilitation Act, VOICE 2 Charter School conducts a bilingual multidisciplinary assessment.

Because of the implementation of the push-in model for all ESL services, all ESL students have access to the school curriculum and are assessed according to the same performance indicators. This program offers success for students classified as ESL because "...proficiency in a second language can be developed when it is allowed to emerge holistically and naturally through the use of functional language for authentic purposes." (Cited in Chapter 2 of a text that all staff will have access to: Teaching of Language Arts to Limited English Proficient/ English Language Learners: A Resource Guide for all Teachers, and Guidelines for Programs for Limited English Proficient Students: Bilingual Education/English as a Second Language.)

LEP/ELL students are not excluded from curricular and extracurricular activities in school because of their inability to speak and understand English.

LEP/ELL students have equal access to all programs and services including the following: instructional services (e.g., tutoring); support services (e.g., guidance and counseling); all school programs, including gifted, music, art, vocational, and technology programs; and all after school programs including athletics. Push-in is our central philosophy and strategy to ensure LEP/ELL students are not excluded from such programs and activities.

Professional development includes information and understanding that enhance staff's appreciation of the language, the culture heritage, and the instructional methodology appropriate for learners of a second language.

VOICE 2 Charter School seeks high quality materials in the language of students with an ESL designation to supplement their learning.

Using the results of all assessments including the NYSESLAT and interim assessments, teachers modify their instructional programs to address the needs of students with an LEP/ESL designation. Consistent with the directions of the comprehensive education plans (CEPs) of New York City public schools, VOICE 2 Charter School conducts a comprehensive review and

analysis of ELA/NYSESLAT student achievement data (school-wide, and disaggregated by grade and major student subgroups). We use additional quantitative and qualitative data to evaluate the effectiveness of the delivery of the ELA/ESL curriculum and instruction for English language arts, and to assess the impact of other areas related to student achievement (i.e., student attendance, health, parent involvement, student support services, school climate and safety, school structures and organization, school facilities, and student, parent, and teacher satisfaction with the school). We consider all relevant information in order to hypothesize or isolate “root causes” (or causal/contributing factors) for gaps between the current status and the desired state. VOICE 2 Charter School “peels back the onion” and digs deep in order to uncover causal factors. A critical look at the current educational program helps VOICE 2 Charter School to define implications for the changes that need to be considered. This leads to the development of educational priorities in support of the school’s vision.

All parents, including those whose English is limited, will receive as much information from the school in English and Spanish as possible. Parents are informed of their rights and responsibilities. The application should describe what efforts are made to meet with the parents of LEP/ELL students and have them become more active and involved members of the school community.

The principal is responsible for program implementation and training all teachers on modified programs for the needs of ESL students.

The instructional program for ESL students will be consistent with the curriculum and standards outlined for each grade level.

Students at Risk of Academic Failure

We seek to identify students early who are struggling to meet grade level standards. We use an RTI approach to consider the tiers of intervention we can use. At Tier I, teachers employ whole group strategies that help target remediation such as using cumulative review/spiral practice and explicit visual models. For students for whom these Tier I strategies are not sufficient, they are seen more regularly by the classroom teacher or assistant in small groups to target particular skill deficits in Tier II groupings. For students who are struggling significantly beyond these remediations, we will use additional supports such as 1:1 intervention on fundamental skills called "instructional paths" that lay out clear criteria for need and mastery. We also provide instruction from intervention teachers to address these needs that use additional sensory materials and more personalized instructional methods.

Students who are Advanced or Gifted: We create differentiated instructional opportunities to allow students to work with independence to exceed grade level standards. Through rich and varied classroom libraries, students are encouraged to identify and pursue interests in topics they are curious about. Teachers create differentiated work that will continue to push and engage these students.

ORGANIZATIONAL AND FISCAL PLAN

A. Applicant Group Capacity

The Applicant Group for VOICE 2 Charter School is led by Franklin Headley, co-founder and Principal of VOICE Charter School and Randolph Ford, proposed Board chair of VOICE 2. The proposed Board members include current members of the original VOICE Charter School Board as well as additional members recruited for their special skillsets.

All members of the Applicant Group became involved with this project because they have some connection to the existing VOICE Charter School and believe in the need to replicate the program. The Applicant Group includes members who have a passion for education, music, and the Long Island City community. After receiving the validation of being renewed for a full five-year charter term, the VOICE Charter School Board began planning for a second school. This application draws mostly from the original charter for VOICE Charter School, for which Franklin Headley was the lead writer.

Applicant Group Background Information

Lead Applicants:

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

Randolph Ford, Proposed Board Chair of VOICE 2. Mr. Ford is currently the Principal of P.S. 131 in Jamaica, Queens. He has worked with the NYC DOE for more than 28 years.

Proposed Board Members:

Michael Karp. Mr. Karp has an MBA from Wharton School and currently serves as Director of J. H. Cohn, LLP, a performance consulting group. He brings a wealth of strategic and financial 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.

Marc Cohen. Mr. Cohen has served on the Board of VOICE Charter School since 2008. He has a background in finance and through his work with Tee Off 4 Autism, is also an advocate for Long Island families affected by autism.

Robert de Luna. Mr. de Luna serves as the Director of Public Information of United Hospital Fund, 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.

Kevin Bean. Mr. Bean was a co-founder of the original VOICE Charter School. Due to a geographic move, he was unable to serve on the original VOICE Board. He has now moved back to New York City and plans to join the VOICE 2 Board. Mr. Bean is an experienced parish priest, community organizer, and development practitioner. He is currently the part-time Priest-in-Charge at St. Phillip’s Episcopal Church, Brooklyn.

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

Casey Lamb. Ms. Lamb is a proposed Board member who currently the Director of Growth for Schools That Can, National. She has a wealth of experience working with high-performing and high-potential schools in New York City.

Hillary Anderson. Ms. Anderson is a development professional with experience in donor relations, and major gift strategy. She currently serves as a Board member for Orchestra Seattle and Seattle Chamber Singers.

B. Board of Trustees and Governance

The role of the Board of Trustees is to govern the school in a manner that enables the School to achieve its Mission as prescribed and permitted by its charter. The Board's role is one of oversight of school management. The responsibilities of the Board are: Establishing, ratifying, and achieving the School's mission; taking actions necessary to cause the School corporation to satisfy its obligations under applicable laws; selecting and dismissing the Principal and providing oversight for his or her work and evaluating his or her performance; fiscal oversight of the school including overseeing fundraising for short and long-term sustainability; developing and monitoring achievement of the school's accountability plan; raising private funds for the school from foundation, corporate and individual sources; overseeing the school’s communication strategy with the general public; advocating on behalf of the school to individuals and organizations involved with school reform in New York and across the country; and overseeing the legal strategy of the school and response to legal issues

Relationship Between Board of Regents and VOICE 2 Board

The VOICE 2 Board recognizes that in exchange for greater autonomy, the Board will be held accountable through five-year contracts by our chartering entity, the Board of Regents for meeting our accountability plan to the Board of Regents.

Governance Structure

The VOICE 2 Board will have between 7 and 15 members. The proposed Board includes 8 elected Trustees and two Ex Officio:

- Michael Karp
- Richard Grassey

- Marc Cohen
- Robert de Luna
- Kevin Bean
- Lorraine Cecere
- Randolph Ford (Proposed Board Chair)
- Casey Lamb
- Hilary Anderson
- Franklin Headley (Ex Officio)
- *parental representative* (Ex Officio)

As described in A. Applicant Group Capacity, the backgrounds of the proposed Board member include several members with experience on the board of the original VOICE Charter School, which provided the oversight necessary to produce a high-quality, successful program at VOICE. In addition, several of the proposed Board members have deep ties to the community. Finally, there is diversity among the backgrounds represented in the proposed Board member group, which will equip the Board to govern responsibly and oversee sustained success at VOICE 2.

Qualifications

We use professional and personal contacts to recruit a balance of Board members. We recruit candidates from a range of backgrounds, including education, finance, and law, in New York City. Healthy boards look for a good mix of people and seek a balance in areas like gender, occupation, age, personality, race, and life experience and that all boards must offer the right balance of wisdom, work, and wealth. 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, will be a helpful, but not required, qualification. Please see Section A. Applicant Group Capacity for background information for the proposed Board members.

Terms and Method of Appointment or Election

Terms will last three years. At the Board's Annual Meeting, the Board will elect Trustees, pursuant to the terms of the Board's By-Laws. Terms will be staggered to avoid all member terms expiring at the same time.

Organizational Structure of the School

The VOICE 2 Principal will report to the Executive Director. The Principal will be held accountable by Executive Director of VOICE 2 to meet the Accountability Goals. In turn, the Executive Director recognizes his accountability to the Board of Trustees and ultimately the Board of Regents, its authorizer and chartering entity.

Parent and Staff Involvement

VOICE 2 will ensure that parents and staff are informed of the VOICE 2 complaint policy, described below.

In compliance with § 2855(4), any individual or group may bring a complaint to the Board of trustees of VOICE 2 Charter School, alleging a violation of the provisions of this article, the

charter, or any other provision of law relating to the management or operation of the charter school. The Board must respond to the group in a reasonable amount of time. If, after presentation of the complaint to the Board of Trustees, the individual or group determines that such board has not adequately addressed the complaint, they may present that complaint to the charter entity, which shall investigate and respond. If, after presentation of the complaint to the charter entity, the individual or group determines that the charter entity has not adequately addressed the complaint, they may present that complaint to the Board of Regents, which shall investigate and respond. The charter entity and the Board of Regents shall have the power and the duty to issue appropriate remedial orders to charter schools under their jurisdiction to effectuate the provisions of this section.

The process for making complaints, with contact information, is available at the school site. Any public or nonpublic school parent or teacher, other interested person, or agency may file a complaint directly to the school's lead administrator.

For a complaint to be complete, it must:

- be written;
- be signed by the person or agency representative filing the complaint;
- specify the requirement of law or regulation being violated and the related issue, problem, and/or the concern;
- contain information/evidence supporting the complaint; and
- it must state the nature of the corrective action desired.

The school's response must:

- include a copy of the original signed complaint
- respond in writing to the complaining party within in 30 business days.

The complaining party has the right to file an appeal to the appropriate State Education or Local Education authorities should the complaining party not be satisfied with the resolution the school offers, or in situations where the school fails to respond in time. Schools must keep a record of all complaints.

For issues that cannot be solved at the school level, a formal complaint can be generated and elevated to the Board. Formal complaints received must be submitted to the Board of Trustees at least one week prior to the next Board meeting. Complaints submitted later must be addressed at the subsequent meeting of the Board of Trustees. Emergency issues are dealt with on an as-needed basis, with the Board responding at or prior to its next regular public meeting. The Board makes every effort to respectfully address each matter to the satisfaction of the individual or group who presented the complaint. The Board, when necessary, may direct the Principal or other responsible party to act upon the complaint and report to the Board. The Board of Trustees shall render a determination in writing if appropriate or required.

In accordance with Education Law § 2855(4), if, after presentation of such a complaint to the Board of Trustees, the individual or group determines that the Board has not adequately addressed the complaint, that individual or group may present the complaint to the New York City Department of Education, which shall investigate and respond. If, after presentation of the complaint to the New York City Department of Education, the individual or group determines that it has not adequately addressed the complaint, they may present the complaint to the Board

of Regents, which shall investigate and respond. The New York City Department of Education and the Board of Regents shall have the power and the duty to issue remedial orders as appropriate.

Meetings

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

Roles and Responsibilities

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 and enforcement of, School policies in respect of
 - i) admissions,
 - ii) curriculum, teaching and learning,
 - iii) employment and other personnel matters,
 - iv) student discipline,
 - v) Special Education,
 - vi) English language education for English language learners,
 - vii) the Code of Ethics and policies governing self-dealing of Trustees, officers and employees,
 - viii) dress code,
 - ix) transportation,
 - x) student food services,
 - xi) student health services,
 - xii) communication with students' families,
 - xiii) communication with governmental and regulatory agencies,
 - xiv) public relations and outreach, and
 - xv) hearing complaints as required by Section 2855(4) of the New York Charter Schools Act.

By-laws

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

Code of Ethics

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

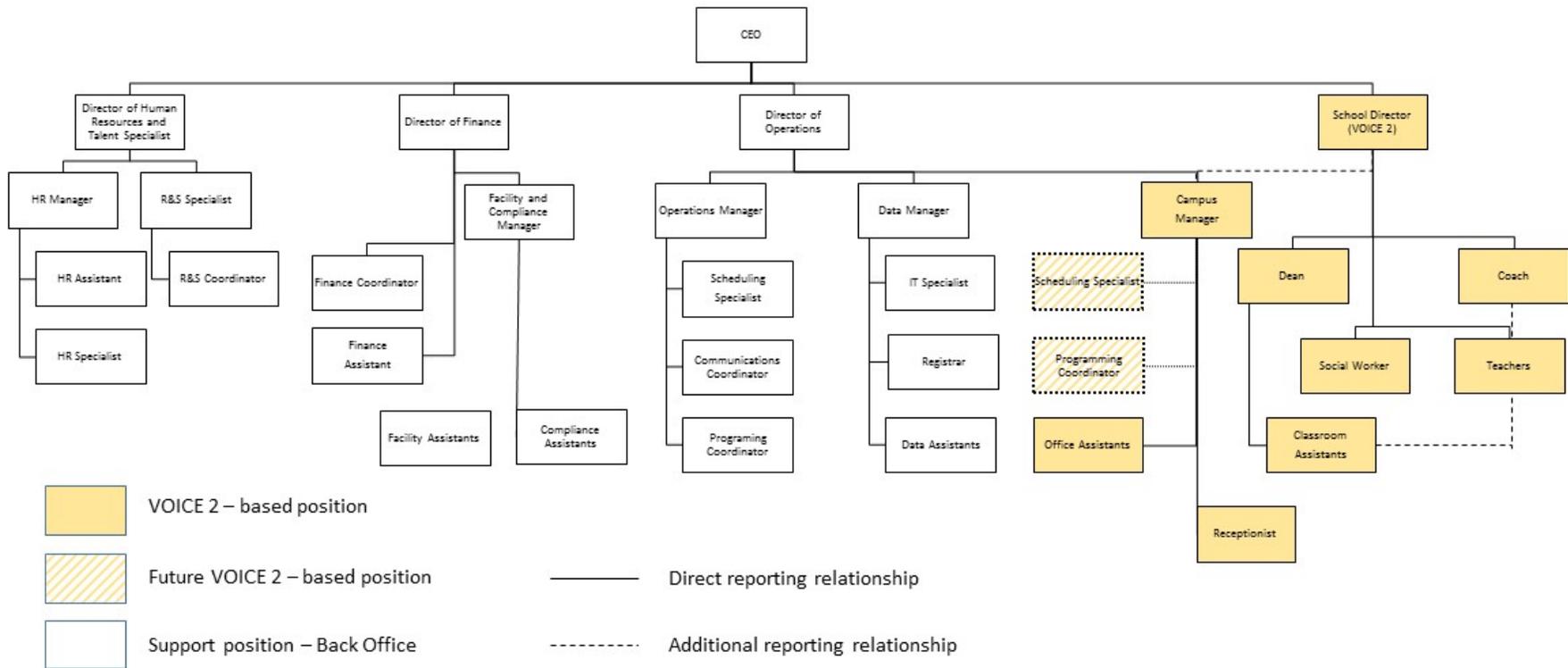
Recruitment, Selection, and Development Plans

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 and the personal networks of members in the proposed Board group. VOICE 2 will tap the current VOICE Charter School parent community to add an additional parent representative to the VOICE 2 Board. Selection of Board members will be determined by skillsets in need.

C. Management and Staffing

Organizational and Staffing Plan

Organizational Chart showing VOICE 2 and support positions



In the first year of operation we plan to have one teacher and an assistant staffed in each classroom. Depending on student IEP needs we may have one classroom designed as Integrated Co-Teaching (“ICT”) that will be staffed by one general education teacher and one special education teacher. Each classroom is staffed with a teaching assistant as well, except for the ICT classes. The specialty teachers grow from three in the first year of operation to eight by year five. We plan to have one social worker in the first year of operation. We plan to add another one in year four. We plan to have one intervention teacher staffed in year one and we plan to add a second in year three. The table below contains more details of the staffing plan for VOICE 2.

VOICE #2	Replication Year 1 FY17		Replication Year 2 FY18		Replication Year 3 FY19		Replication Year 4 FY20		Replication Year 5 FY21	
	# of FTEs		# of FTEs		# of FTEs		# of FTEs		# of FTEs	
SCHOOL-BASED FTEs										
Leadership/Management:										
Executive Management	0.5		0.5		0.5		0.5		0.5	
Instructional Management	1		1		1		1		1	
Deans, Directors & Coordinators	0.5		0.5		0.5		0.5		0.5	
CFO / Director of Finance	0.5		0.5		0.5		0.5		0.5	
Operation / Business Manager	0.5		0.5		0.5		0.5		0.5	
Administrative Staff	1		1		1		1		1	
<i>Total Leadership/Management</i>	4		4		4		4		4	
Instructional:										
K Teacher	4		4		4		5		5	
K CTT	1		1		1		1		1	
1 st Grade Teacher	2		3		3		3		4	
1st Grade CTT	1		1		1		1		1	
2nd Grade Teacher			2		3		3		3	
2nd Grade CTT			1		1		1		1	
3rd Grade Teacher					2		2		2	
3rd Grade CTT					1		1		1	
4th Grade Teacher							2		2	
4th Grade CTT							1		1	
5th Grade Teacher									2	
5th Grade CTT									1	
6th Grade Teacher										
7th Grade Teacher										
8th Grade Teacher										
Intervention/SETTS	1		1		2		2		2	
Music Teacher - Cluster	2		2		3		3		4	
Art/Science Teacher - Cluster	1		1		2		2		2	
Social Worker	1		1		1		2		2	
Physical Ed. Teacher - Cluster					1		1		2	
<i>Total Instructional</i>	13		17		25		30		36	
Other:										
K Assistant	3		3		3		4		4	
1st Grade Assistant	1		2		2		2		3	
2nd Grade Assistant			1		2		2		2	
3rd Grade Assistant					1		1		1	
4th Grade Assistant							1		1	
Classroom Assistant Cluster	2		3		4		5		5	
<i>Total Other</i>	6		9		12		15		16	
Total School-Based FTEs	23		30		41		49		56	

ELL and SPED

We want to ensure that we have sufficient resources to serve our English language learners and special education student population. One way we do this is by including one intervention teacher per year certified in both ELL and SPED, who would be able to serve this case load. In addition our classroom assistants also will be trained to support additional interventions and provide small group instruction that is possible through having two adults in the room.

The leadership and management of the school will be shared with the original VOICE Charter School except for the Principal. VOICE 2 will have its own Principal and office manager.

Key Positions for VOICE 2

Role	Location	Primary Responsibilities
Executive Director	VOICE & VOICE 2	Oversight of VOICE and VOICE 2 principals and back office. Strategic planning, accountable to Board of Trustees. Key personnel decisions.
Principal	VOICE 2	Instructional leadership, curriculum development and implementation. Some personnel decisions.
Director of Finance	Back office	Coordinates all financial planning, procurement, the; operations and systems, facilities acquisition and development.
Director of Operations	Back office	Marketing, recruiting, lottery, admissions, legal compliance
Director of Talent Management and Human Resources	Back office	Hiring of school leadership and all faculty and staff

An Executive Director will conduct oversight over both VOICE and VOICE 2. Franklin Headley, co-founder and current principal at VOICE will assume this role. He has an extensive background in education and a proven track record of successful leadership at VOICE. Please see Attachment 8b. for Mr. Headley's resume.

VOICE and VOICE 2 will share a back office that will assume mutual functions such as Finance, Talent Management, Human Resources, Operations, Compliance and Data. These departments will be run by Directors. VOICE 2 will be led by a Principal who will focus on with campus management including managing staff, student behavior, and parents. Please see Attachment 8a. for the description of the qualifications and selection of the role of Principal.

Recruiting and Retaining Effective Teachers

To find excellent members for the VOICE 2 team, we use an effective hiring process that is in place at the original VOICE. Through word-of-mouth referrals and strategic recruiting, VOICE has seen dramatic increases in applicants for teaching positions; over 1000 candidates apply to VOICE each school year. VOICE employs a recruiter who facilitates the recruiting and selection process. To ensure that VOICE has access to the best candidates, we accept resumes year-round instead of whenever a particular position is open. This allows the recruiter access to a larger pool of applicants.

Members of the hiring committee comprised of administrators and faculty rotate from year to year and use a detailed rubric to evaluate each candidate. The VOICE rubric allows for a more analytic approach that results in the hiring of top-quality staff.

Content knowledge is essential for middle school teachers, so recruiting for middle school positions includes focus on candidates with deep content knowledge in their specialty. One way we plan to enhance the recruitment of individuals with specialized content knowledge is by placing ads in trade journals.

A primary goal of hiring for VOICE 2 is to cross pollinate so that some staff from VOICE will move to VOICE 2.

VOICE 2 will offer competitive salaries and benefits packages to help recruit and retain high quality teachers. VOICE 2 also offers opportunities for career advancement within the VOICE and VOICE 2 organization, which drives teacher retention. Finally, one of the key design elements of VOICE 2 is the Professional Learning Community. This ensures that teachers are provided with the necessary professional development and support they need to grow and feel satisfied in their careers with VOICE—this is a key method of retaining high quality staff.

The school will analyze assessment data from various lenses including ELA and Math to assess the effectiveness of our recruitment, retention and support of leaders and faculty. We want to ensure that we have a thoughtful and comprehensive understanding of how our staff are driving students to meet and exceed Common Core Standards. We will incorporate student achievement data metrics into our evaluation process to ensure we are thoughtfully considering how student results, the outputs of student learning, are aligned with our inputs of good teaching practice.

Individual base salaries will be determined by the NYC DOE pay scale. VOICE 2 will pay its employees 10% above the NYC DOE pay scale. If there is a position not listed on the NYC DOE pay scale then the VOICE Executive Director will determine that specific salary. VOICE 2 will use the NYC DOE pay scale to determine increases in salary.

For instructional staff hired for VOICE 2, we will employ the current salary scale used at the original VOICE in determining individual base salaries. We have established a set salary rubric for all instructional staff. Salary range is based on number of years of experience and education weighed against salary history. Increases may happen on a yearly basis and take into consideration salary increases at comparable organizations within the education field.

For support staff, we will also employ the current salary scale used at VOICE, but have plans to further develop this compensation structure this year after deeper research and a review of comparatives in similar fields. Increases may happen on a yearly basis and take into consideration salary increases at comparable organizations within the education field.

The Board of Trustees determines the Principal's salary, and any such decisions will be captured in the Board meeting minutes.

Human Resource Challenges

VOICE 2 will have the benefit of drawing on policies, procedures, and strategies established by VOICE. This will minimize human resource challenges. In addition, the shared back office functions will allow for seamless management of human resources facilities. The staffing plan has been designed to delegate more leadership responsibility to key team members so that the organization can weather challenges and pitfalls without adverse effects on the core VOICE 2 program.

C.1. Charter Management Organization *N/A*

C.2. Partner Organization

VOICE Charter School (“VOICE”) is a New York City Department of Education-authorized charter school serving students in grades K-8 in Long Island City, Queens. VOICE will serve as a partner to VOICE 2. VOICE received a five-year renewal in 2012. As a charter school, VOICE has 501(c)3 status. Public contact for VOICE is: Franklin Headley, info@voicecharterschool.org, 718-786-6213.

VOICE is leading efforts to open VOICE 2 to serve students in Community School District 30. If granted a charter for VOICE 2, VOICE will serve as a partner to provide VOICE 2 with:

- A shared back office
- Curriculum
- Shared professional development opportunities
- Experienced teachers to staff the new location.

VOICE has a strong record of academic, organizational success, financial health, and compliance with applicable laws and regulations and is equipped to support VOICE 2 in serving students in district 30.

D. Evaluation

Each year VOICE 2 will develop an annual report that measures progress toward the VOICE 2 Accountability Goals. Performance on the NYS ELA and math tests will be used to inform goals for instruction and professional development in the next school year.

Progress toward these goals will be used to evaluate the educational program. An annual audit of the VOICE 2 finances will be conducted by a third party. An internal compliance check will be conducted to ensure operational health.

Teachers will be evaluated annually using a VOICE created tool developed in alignment with The New Teacher Project (TNTP) which includes measures related to student achievement, instructional practices and professional responsibilities

The VOICE 2 Principal will be evaluated annually by the VOICE 2 Executive Director using a tool developed from the nationally recognized New Leaders for New Schools as well as other tool used by other school districts.

The Executive Director will be evaluated by the VOICE 2 Board of Trustees, using a tool developed from the nationally recognized New Leaders for New Schools as well as other tool used by other school districts.

The Board of Trustees will conduct an annual self-evaluation.

VOICE 2 will use the New York City Department of Education's annual satisfaction survey to measure parent, student, and teacher satisfaction. The results will be publicized on the VOICE 2 website.

E. Professional Development

Professional Development Plan

Professional development is comprised of training, coaching, and support. Training begins with an extensive new teacher institute that provides a primer on our school's values, our discipline and management approach, and our instructional strategies. All faculty receive training targeted at improving existing or implementing new curriculum initiatives through both internal and external staff members.

Coaching is another component of professional development. By identifying particular needs focused on student outcomes, teachers are give strategies and held accountable for implementing change that connects to their professional growth. Professional development at VOICE 2 is also inclusive of extensive collegial planning time to revise curriculum and develop a clear understanding of the purpose and outcomes for student learning. Opportunities to attend external professional development will also be supported by VOICE 2 through both release time as well as financial support. External professional development has the advantage of pollinating VOICE 2 with new ideas and providing differentiated learning experiences for faculty depending on their particular needs and interests.

Evaluation

Staff complete an extensive survey to evaluate the effectiveness of professional development. Follow up is conducted to monitor the use of skills and methods covered in professional development sessions.

Serving All Student Needs

Our approach and the curriculum choices we make are designed to support all learners and this rationale will be explained to faculty and administrators. Our intervention team will create a presentation that educates all new administrators and faculty to the needs of students identified as at-risk for academic failure, students with disabilities, and English language learners to particularly build their understanding around the differences as well as best ways to remediate these learning challenges. In addition, we have regular meetings to discuss particular student

challenges that include a deep study of their strengths and lagging skills in order to brainstorm strategies that can be used for that student and others with similar skills. We will maintain a reference library that helps to meet different needs. We will also build into professional development sessions around Tier I curriculum approaches to address how they may be modified for students with different learning needs.

Professional Learning Community

Ongoing professional development will be provided as part of VOICE 2's professional learning community.

Below are four essential elements of VOICE 2's professional learning community.

1. *Preparatory periods.* VOICE 2 recognizes that in order to encourage co-planning among teachers, adequate time must be provided. VOICE 2 teachers have at least two preparatory periods each day. Much of this prep time is spent working in learning teams. A team of teachers must submit all lesson plans at VOICE 2 in advance. A constant process of analyzing and revising lesson plans and curriculum maps is central to the work that VOICE 2 teachers do in these collaborative teams. These preparatory periods also allow teachers the time they need to observe and adopt the methods of or highly effective or senior teachers. The preparatory periods are a time for teachers to workshop their own lessons with their colleagues. Extensive teamwork at VOICE 2 mandates that no teacher is ever alone. Each teacher has the opportunity to reflect with his or her colleagues on ways to best improve instruction.
2. *Meetings.* VOICE 2 has general all-faculty meetings and smaller meetings for particular school needs, which focuses on the welfare of VOICE 2 employees. Employees at VOICE 2 are invited to play a leadership role and given the time to make a genuine investment.
3. *Sharing Tools.* Digital tools help facilitate the frequent observation, feedback, collaborative planning, and self-reflection that VOICE 2 uses digital tools to share lesson plans and important documents with grade level teams and the Principal. This means that any teacher or the school principal can reference a lesson plan. This saves valuable administrative time and helps hold teachers accountable to VOICE 2's rule that lesson plans must be submitted in advance.
4. *Teamwork.* At VOICE 2, teachers always work together. Here, a team's success is more important than the wants of its individual members, and the phrase "that's not my problem" is never heard.

F. Facilities

According to the current Charter School Law, VOICE Charter School will apply for co-located space within a Department of Education building in the target area. Should co-located space be unavailable to us, we will 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 2016-17 school year, including all required regulatory permits and approvals. Our team has had prior experience with both co-located and private space issues, an understanding of our eventual space needs 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.

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 insurance coverages for VOICE 2 will include:

- Property
- Business Interruption with Extra Expense coverage up to \$250,000.
- Employee fraud and dishonesty including ERISA.
- Automobile coverage.
- Directors & Officers includes educators legal liability up to \$1,000,000
- General Liability for up to \$1,000,000 on any one occurrence and a \$3,000,000 annual aggregate.
- Umbrella Liability for up to \$10,000,000 on any one occurrence and a \$10,000,000 annual aggregate. Also included here is abuse & molestation coverage and corporal punishment.
- Excess Educators Legal Liability including directors & officers and employment practices
- Workers Compensation & Employers' Liability
- Student Accident includes accidental medical
- Catastrophic Student Accident

H. Health, Food, and Transportation Services

Health Services

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 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.

Food Services

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 Charter School will not provide afterschool snack service.

Transportation Services

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 provide by OPT: Yellow Bus Service and MTA Metrocards.

Busing for the charter school will be provided 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 request full fare Metrocards in lieu of yellow bus service.

For field trips, VOICE 2 will utilize OPT services whenever possible.

1. Family and Community Involvement

In recognizing the importance of parent involvement in student education, VOICE 2 Charter School partners with parents and students to create the best possible educational environment; one in which all students will learn and develop. The school involves parents in several ways: an active parents association, an ex-officio seat on the Board for the PA president, parent meetings, school events, open houses, coffee and conversation with the principal, student of the month events, open music classrooms, curriculum nights, workshops, opportunity to become a Learning Leader, and guest reading opportunities.

Parent Association

At the beginning of the school year, 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. This does not limit the traditional role of the PA but expands their involvement in important aspects of school leadership. Parent surveys are used to determine issues of ongoing importance to parents and families and are shared with administrators and the board.

Meetings are held within the school building and in communities in order to afford a less traditional structure of participation where parents and families come to the school while schools and administrators often do not meet in the community. Parents, families and school staff organize community involvement activities in support of more bilateral actions.

Seat on the Board

The PA co-chairs always have an ex-officio seat on the Board of the school.

Parent Meetings

Parents are able to meet with child's teachers to discuss his or her academic and social growth at any time during year, but are required to meet with teachers two times per year.

School Events

VOICE 2 Charter School hosts school events such as performances, parent workshops, etc. While family attendance is not mandatory it is our hope that families will attend in support of their child and of the school. These events offer a forum for building school community and for opening the school to the greater community. Concerts held twice a year are a requirement for our students because of the strong music focus at our school.

J. Financial Management

The Finance Manager will be responsible for the protection of all financial records. The Principal will be responsible for the protection of all student records.

VOICE 2 will undergo an annual independent fiscal audit. The auditor will be selected on an annual basis by the VOICE 2 Audit Committee. The Finance Manager 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.

The school will have or has capacity to develop adequate policies and processes for:

1. **Tracking enrollment and attendance eligibility.** The Finance Manager will work closely with the Operations Manager to monitor first day enrollment numbers and subsequent ATS enrollment reports throughout the year. The Finance Manager 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.
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 Manager 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.
3. **Special education services.** Special Education will be handled by the VOICE 2 Special Education team. The Finance Manager will check in with the SPED Team Leader on a monthly basis to review any SPED billing accuracy and changes.
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.

➤ **Financial Policies**

1. VOICE 2 will comply with the laws, rules, and regulations applicable to it in regard to financial matters and with the terms of the contract by which it is bound.
2. Control procedures will be in place to ensure the security of the organization's assets.

3. Timely and accurate financial information will be produced to fulfill all reporting requirements and management needs.

➤ **Financial Leadership and Management**

- The financial management of VOICE 2 involves:
 - Board of Trustees
 - Audit Committee
 - Finance Committee
 - Principal
 - Assistant Principal
 - Operations Manager
 - Finance Manager
 - Finance Coordinator
 - Finance Assistant
- The day-to-day fiscal responsibilities of VOICE 2 will be assigned to its fiscal staff. However, fiduciary responsibility for the overall management of the organization lies with the Board of Trustees.
- The Board of Trustees will have the sole authority to approve and will incorporate into its own minutes such matters as (i) change of the school's name, (ii) adoption of the annual operating and capital budgets, (iii) selection or termination of key employees (iv) key employees' salary and salary changes, (v) incurrence of debt, mortgages or other encumbrances and their covenants and restrictions, within the terms of the charter (vi) investment policies, (vii) depository and investment banks, (viii) purchase or sale of property (ix) opening or closing checking or savings accounts and (x) other activities associated with the operations of VOICE 2.
- The Board of Trustees will meet 12 times a year to ensure that its fiduciary duty is maintained. The Board will review the following: prior meeting minutes, business items, educational items, subcommittee reports, Principal report, new business and other items.
- VOICE 2 will establish an Audit Committee and a Finance Committee. The Audit Committee will be responsible for selecting an audit firm on an annual basis. The Finance Committee will be responsible for reviewing the financial policies and procedures manual on an annual basis and working with the school's finance team to review the monthly financial statements.
- 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 Manager of VOICE 2 as well as the contracted consultant 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.
- The Finance Manager and contracted consultant will be responsible for administering the school's adopted policies and ensuring compliance with procedures that have been approved by the Board of Trustees. Exceptions to written policies may only be made with the prior approval of the Finance Committee. Changes or amendments to these policies shall be conducted by the Finance Committee and approved by the Board of Trustees every year.
- Any violation of these policies and procedures is considered to be cause for termination or removal and, depending upon the nature of the infraction, civil and/or criminal prosecution.

- The **internal control environment** reflects the importance VOICE 2 will place on internal controls as part of its day-to-day activities. Factors that impact the internal control environment can include management and Board philosophy; organizational structure; ways of assigning authority and responsibility; methods of management and control; personnel policies and practices; and external influences such as significant donor expectations.
- VOICE 2 will establish an **accounting system** comprised of the methods and records used to identify, assemble, classify, record and report accounting transactions. The methods will be set up to: (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.

- The **internal financial controls** will consist of the following:

- Segregation of Duties
- Restricted Access
- Document Control
- Records Retention
- Processing Controls
- Reconciliation Controls
- Annual Independent Audit
- Security of Financial Data
- Risk Assessment

- The component **bookkeeping cycles** will fall into one of five primary functions:

- Revenue, Accounts Receivable and Cash Receipts
- Purchases, Accounts Payable and Cash Disbursements
- Payroll
- General Ledger and Financial Statements
- Budgets and Financial Reporting

- Processing Revenue and Cash Receipts

- VOICE 2 will receive revenues from the following primary sources:
 - Federal Government
 - State Government
 - City Government
- Processing and Recording Receipts
 - Copies of the checks, deposit receipts with bank-endorsed proof of deposit, and any correspondence that arrived with the check will be retained by the Finance Manager and/or Finance Coordinator as backup documentation for the deposit. The Operations Manager will make weekly deposits.

- Check log will be kept by the Finance Assistant and be reconciled monthly to the bank deposits by the Finance Manager.
- Processing and Recording Revenue
- The Finance Manager will be responsible for processing and recording all revenue.

➤ Processing Purchases and Payments

- The school adheres to the following objectives:
 - Procurements will be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, quality, etc.
 - The school will make all purchases in the best interests of the school and its funding sources.
 - The school will obtain quality supplies/services needed for delivery at the time and place required.
 - The school will buy from reliable sources of supply.
 - The school will obtain maximum value for all expenditures.
 - The school will deal fairly and impartially with all vendors.
 - The school will be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in VOICE 2 supplier relationships.
- VOICE 2 is exempt from state and federal tax.
- VOICE 2's credit cards will be issued only to the Principal. Any Credit Card purchases totaling over \$5,000 in one billing cycle must be approved by the Chairperson of the Board of Trustees.

➤ Pension Plans

- Teacher Retirement System of New York: All VOICE 2 employees that are eligible for TRS will be enrolled into the TRS System.
- VOICE 2 will offer Non-TRS Salaried Employees a 403b Retirement Plan.

➤ Processing Cash Disbursements

- The Principal, Chairperson of the Board of Trustees, Vice Chairperson of the Board of Trustees, Treasurer of the Board of Trustees, and Vice Treasurer of the Board of Trustees will be signatories on the checking account.
- The Finance Manager, Coordinator, or Assistant must obtain the Principal's signature for checks below \$5,000.
- For checks above \$5,000 two of the five authorized signatories must sign the check.
- It will be the policy of VOICE 2 not to use petty cash and instead to reimburse employees for pre-approved expenses.

➤ Management of Cash

- Bank Reconciliation is completed monthly by the Finance Manager and approved by the Principal or Board President.

- Payroll
 - Semi-monthly payroll data will be collected and submitted to ADP (outside payroll vendor) by the HR Manager and/or Finance Manager.
 - All employee personnel files will be kept in a locked file cabinet.
 - A separate filing box in a separate locked location will be maintained for I-9s, (including copies of Driver's Licenses/State IDs and Social Security Cards or Passports), as required by the U.S. Department of Homeland Security.
 - On a quarterly basis, VOICE 2's Finance Manager or contracted consultant will perform a reconciliation of all salary accounts in the general ledger, as compared to the salary reported by the payroll processing company on the Form 941 and/or other Quarterly Payroll Return.

- Property and Equipment
 - The school's Finance Manager will be responsible for maintaining the equipment and furniture inventory. This includes recording items in the general ledger under the fixed asset category, tagging all property and equipment subject to the school's Capitalization Policy and depreciating the items according to the school's Depreciation Policy.
 - The cost threshold for items purchased by VOICE 2 to capitalize is \$5,000.
 - Depreciation associated with the fixed assets will be calculated based on its useful life and straight-line depreciation method.

- Records Retention
 - All confidential paper records shall be maintained in locked facilities on school premises.
 - The accounting system files will be saved on the school's server, which will be backed up on a daily/weekly basis by the IT contractor to ensure the recoverability of financial information in case of hardware failure. The backup should be stored in a properly secured fire safe area and/or at an offsite location.
 - VOICE 2 has an established Disaster Recovery Policy.
 - The Finance Manager or contracted consultant will provide access to the organization's records and provide supporting records, as requested by government auditors to facilitate the completion of such audits or reviews, in a timely manner.
 - The destruction of confidential school records will be authorized by the Board of Trustees. The school will arrange for the safe and secure destruction of confidential records.

- Fraud and Misappropriation

- VOICE 2 will not tolerate any fraud or suspected fraud involving employees, officers or trustees, as well as members, vendors, consultants, contractors, funding sources and/or any other parties with a business relationship with the school.
 - Any fraud that is detected or suspected must be reported immediately to the Board of Trustees and they will take the necessary actions.
- Whistleblower Policy
- VOICE 2 will require employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school will be expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.
 - VOICE 2 will require employees to observe high standards of business and personal ethics in the conduct of their duties and responsibilities. Employees and representatives of the school will be expected to practice honesty and integrity in fulfilling their responsibilities and are expected to comply with all applicable laws and regulations.
 - It is the responsibility of all employees to report violations of ethics or conduct or suspected violations in accordance with this Whistleblower Policy.
 - No employee who in good faith reports a violation shall suffer harassment, retaliation or adverse employment consequence. An employee who retaliates against someone who has reported a violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the school prior to seeking resolution outside the school.
 - Anyone filing a complaint concerning a violation or suspected violation must be acting in good faith and have reasonable grounds for believing the information disclosed indicates a violation. Any allegations that prove not to be substantiated and which prove to have been made maliciously or knowingly to be false will be viewed as a serious disciplinary offense.
 - Violations or suspected violations may be submitted on a confidential basis by the complainant or may be submitted anonymously. Reports of violations or suspected violations will be kept confidential to the extent possible, consistent with the need to conduct an adequate investigation.
 - The Principal will notify the sender and acknowledge receipt of the reported violation or suspected violation within five business days. If it is the Principal that is being reported then the employee shall report to and receive notifications from the Board directly. All reports will be promptly investigated and appropriate corrective action will be taken if warranted by the investigation.

K. Budget and Cash Flow

VOICE 2's fiscal plan (attachment 9) is sound because the model has a cash flow surplus each year which allows for unforeseen expenses or decreases in revenue. VOICE 2 will also have a \$500,000 credit line in case of a cash flow shortage which is not expected.

VOICE 2 will teach all the fundamental subjects but will also focus heavily on singing. The attached Budget and Cash Flow Template has the necessary specials teachers budgeted for to maintain our music department from year one through five.

It is our plan to set aside \$75,000 into an escrow account during the start of the schools operation. This has been budgeted for during the 1st year in the Budget and Cash Flow Template attachment.

The per pupil amount of \$14,102 used in the attached Budget and Cash Flow Template is the current New York City rate for FY17 (\$14,027) plus the governors proposed \$75 increase. This data was gathered from the information that follows in italics.

<i>Estimated 2015-16 Per Pupil</i>		
<i>District</i>	<i>Proposed Increase</i>	<i>Proposed Total</i>
<i>New York City</i>	<i>\$13,527 + \$425</i>	<i>\$13,952</i>

We do not plan on incurring any debt.

As per the attached Budget and Cash Flow Template we do not foresee any budget or cash flow issues. In the event of an emergency budget or cash flow challenge we would use our \$500,000 credit line. We understand that the per-pupil funding rate has been frozen for some time. In our attached Budget and Cash Flow Template the per-pupil rate remains the same for all 5 years.

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

Timeline

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.

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.

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, any remaining assets of the charter 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 entire process should be completed prior to the beginning of the School year following the closing of the charter School.

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name VOICE 2 Charter School

Proposed School Location (District) CSD 30

Name of Existing Education Corporation (for replication) _____

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.”¹²

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

¹² 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;¹³

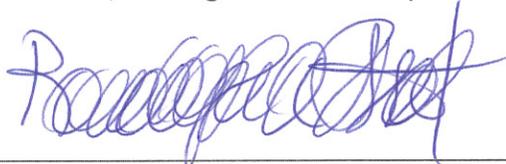
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;¹⁴ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁵

Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Randolph Ford , 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:



Date:

¹³ ESEA § 5203(b)(3)(J)

¹⁴ ESEA § 5203(b)(3)(K)

¹⁵ ESEA § 5203(b)(3)(N)

VOICE 2 Charter School Application

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

During or before January of the coming school year, VOICE 2 Charter School advertises open registration. Families, if they choose, can meet with VOICE 2 Charter School staff and review the expectations of VOICE 2 Charter School. VOICE 2 Charter School recognizes its policy of equitable admissions access to students with disabilities, students with disabilities, and English Language Learners in every phase of its admissions process. Interested families must submit applications by April 1. If the number of

VOICE 2 Charter School Application

applicants to VOICE 2 Charter School exceeds capacity, a lottery or a random selection process is conducted by an individual unaffiliated with VOICE 2 Charter School. This unaffiliated person is used to assign spaces as described below. The lottery is held after April 1 annually.

Outreach Plan

VOICE 2 Charter School undertakes the measures below, among others, to recruit student applicants: (1) Posting flyers and placing notices in local newspapers, supermarkets, communities of faith, community centers, and apartment complexes; (2) Conducting 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 as well as in Spanish. If other dominant languages are found to be languages of the community, VOICE 2 Charter School seeks to post its materials in those languages as well. VOICE 2 Charter School also endeavors to provide in person translators for person-to-person interaction or community/school meetings that require translation.

VOICE 2 Charter School implements the above measures with consideration to parents of children with special needs and English Language Learners. Neighborhoods and institutions with high ELL and special education populations are targeted. These outreach efforts are documented.

VOICE 2 Charter School strives to ensure that its school culture is one in which families of ELLs feel welcome ensuring their retention in the school community. VOICE 2 Charter School ensures effective communication with families whose first language is not English by continuing to have all correspondence to parents available in their home language and translators available for all meetings involving parents, including but not limited to parent-teacher conferences, parent association meetings, school-wide assemblies, among others.

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.

VOICE 2 Charter School Application

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.

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.

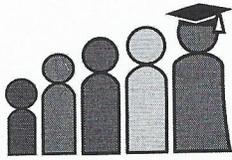
An admission preference to VOICE 2 Charter School is granted to applicants in the following manner: First, to applicants who are siblings of (a) students already attending VOICE or (b) applicants to VOICE who have already been accepted to VOICE through the lottery; second, in respect of applicants for kindergarten, only, to applicants who will have attained the age of five (5) on or before December 31st of the School Year for which such applicant is applying; third, to a specified number of applicants, as determined by the board, (a) who reside in District 30 and (b) who are eligible to receive Free Lunch or reduced Lunch; fourth, to applicants residing in District 30; and, fifth, to applicants residing outside District 30.

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.

**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



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



Dear Assemblywoman Catherine Nolan,

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, Ann, on Monday, March 9th and informed them of our plans to open a new school.

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Best regards,

Franklin Headley
Principal
VOICE Charter School



March 12th, 2015

Dear Representative Katz Melinda,

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 scheduler, Donna Cataldo, on Monday, March 9th and informed them of our plans to open a new school.

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Best regards,

Franklin Headley
Principal
VOICE Charter School



March 12th, 2015

Dear Senator Michael Gianaris,

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, Nela, on Monday, March 9th and informed them of our plans to open a new school.

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Best regards,

Franklin Headley
Principal
VOICE Charter School

March 12th, 2015

37-15 13th Street • Long Island City, New York 11101
Phone Number: 718.786.6213 • Fax Number: 646.537.1703
Email: info@voicecharterschool.org • Webpage: www.voicecharterschool.org



March 12th, 2015

Dear U.S. House Representative Carolyn Maloney,

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, Trisha, on Monday, March 9th and informed them of our plans to open a new school.

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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



March 12th, 2015

Dear Chairman Vinicio Donato,

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, Lucille, on Monday, March 9th and informed them of our plans to open a new school.

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Best regards,

Franklin Headley
Principal
VOICE Charter School

VOICE 2 Charter School
Application

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

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing	All Sing	All Sing	All Sing	All Sing
8:10-8:18	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.
8:18-9:03 Period 1	Reader's Workshop	Reader's Workshop	Music	Reading Workshop	Reading Workshop
9:06-9:51 Period 2	Writer's Workshop	Writer's Workshop	Reading Workshop	Science	Writer's Workshop
9:54-10:42 Period 3	Music	Music	Writer's Workshop/ Snack	Music	Music
10:45- 11:30 Period 4	Read Aloud/ Snack/ Shared Writing	Snack/ Social Studies	Fundations	Writer's Workshop	Read Aloud/ Fundations
11:35- 12:23 Period 5	Music	Science	Music	Fundations/ Snack	Shared Reading/ Shared Writing/ Snack
12:28-1:12 Period 6	Math	Music	Math	Math	Math
1:12-1:35 E1	Math Meeting	Shared Reading	Read Aloud	Math	Math
1:35-2:20 Period 7	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
2:23-3:08 Period 8	Science	Math	Art	Music	Art
3:11-3:56 Period 9	Fundations/ Shared Reading	Fundations/ Shared Writing	Gym	Mind Body Heart	Music
3:59-4:30 E2	Packing Up/ Dismissal	Packing Up/ Dismissal	Packing Up/ Dismissal	Packing Up/ Dismissal	Packing Up/ Dismissal

VOICE 2 Charter School
Application

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

	Monday	Tuesday	Wednesday	Thursday	Friday
7:55-8:10	All Sing	All Sing	All Sing	All Sing	All Sing
8:10-8:18	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.	Unpack/ A.M Mtg.
8:18-9:03 Period 1	Chorus	Reading Workshop	Science	Reading Workshop	Reading/ Writing Workshop
9:06-9:51 Period 2	Reading Workshop	Math	Chorus	Writing Workshop	Math
9:54-10:42 Period 3	Writing Workshop	Writing Workshop	Reading Workshop	Read Aloud/ Fiction Reading/ Snack	Read Aloud/ Fiction Reading/ Snack
10:45-11:30 Period 4	Read Aloud/ Fiction Reading/ Snack	Read Aloud/Fiction Reading/Snack	Writing Workshop	Math	Math Meeting/ Math Games
11:35-12:23 Period 5	Math	Art	Math	General Music	General Music
12:28-1:12 Period 6	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess	Lunch/ Recess
1:12-1:35 E1	Read Aloud	Read Aloud	Read Aloud	Read Aloud	Read Aloud
1:35-2:20 Period 7	Science	Social Emotional Learning	Read Aloud/Fiction Reading	Art	Social Studies
2:23-3:08 Period 8	General Music	Social Studies	Math Meeting/ Class Meeting	Math Meeting/ Class Meeting	Music Elective
3:11-3:56 Period 9	Gym	General Music	General Music	Music Elective	Science
3:59-4:25 E2	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack Up/Dismissal	Pack 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	All Sing	All Sing	All Sing	All Sing
8:18-9:03 Period 1	Prep Choir 2nd Grade	4th Grade Choir	Prep Choir 2nd Grade	PREP	Prep Choir 2nd Grade
9:06-9:51 Period 2	PREP	3rd Grade Choir	PREP	General Music (4th)	PREP
9:54-10:42 Period 3	PREP	PREP	PREP	General Music (4th)	PREP
10:45- 11:30 Period 4	Keyboard (4th)	PREP	Keyboard (4th)	General Music (3rd)	Keyboard (4th)
11:35- 12:23 Period 5	General Music (3rd)	General Music (3rd)	General Music (3rd)	General Music (3rd)	General Music (3rd)
12:28-1:12 Period 6	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:12-1:35 E1	PREP	PREP	PREP	PREP	PREP
1:35-2:20 Period 7	General Music (4th)	General Music (4th)	General Music (3rd)	Keyboard (4th)	General Music (4th)
2:23-3:08 Period 8	General Music (4th)	General Music (4th)	General Music (4th)	Keyboard (4th)	General Music (4th)
3:11-3:56 Period 9	General Music (3rd)	General Music (3rd)	General Music (4th)	PREP	General Music (3rd)
3:59-4:25 E2	PREP	PREP	PREP	PREP	PREP

2016-17 School Calendar

VOICE CHARTER SCHOOL

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Aug 2016	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	1	2	3
Sep 2016	4	5 Labor Day	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	1
Oct 2016	2	3	4	5	6	7	8
	9	10 Columbus Day	11	12	13	14	15
	16	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	31	1	2	3	4	5
Nov 2016	6	7	8 Election Day	9	10	11 Veterans' Day	12
	13	14	15	16	17	18	19
	20	21	22	23	24 Thanksgiving Day	25	26
	27	28	29	30	1	2	3
Dec 2016	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25 Christmas	26	27	28	29	30	31

12
Regular School Day
(full or half day)

Students Present

8
Faculty / Staff Only

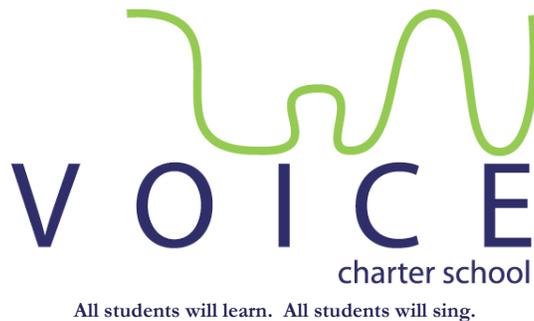
No Students Present

29

School Closed

2016-17 School Calendar

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
Jan 2017	1 <small>New Year's</small>	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16 <small>Martin Luther King Jr. Day</small>	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
Feb 2017	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20 <small>Presidents' Day</small>	21	22	23	24	25
	26	27	28	1	2	3	4
Mar 2017	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	1
Apr 2017	2	3	4	5	6	7	8
	9	10	11	12	13	14 <small>Good Friday</small>	15
	16 <small>Easter</small>	17	18	19	20	21	22
	23	24	25	26	27	28	29
	30	1	2	3	4	5	6
May 2017	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29 <small>Memorial Day</small>	30	31	1	2	3
Jun 2017	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	



STUDENT DISCIPLINARY CODE OF CONDUCT

VOICE Charter School is committed to ensuring that our schools are safe, secure and orderly environments in which teaching and learning take place each day. A safe, supportive school environment depends on a well-developed Disciplinary Code of Conduct, on 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.

STANDARDS OF BEHAVIOR: ACCOUNTABILITY AND SUPPORT

All members of the school community — students, staff and parents — 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. Principal, teachers, school staff, students and parents need to know the disciplinary measures that can be taken when a student misbehaves or interferes with the learning environment or other school-related activities. 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 both consistency and equitable treatment for all students and enable the administration to exercise its 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 on other-than-school property when such behavior may negatively affect the educational process or to endanger the health, safety, morals, or welfare of the school community.

PROMOTING POSITIVE STUDENT BEHAVIOR

VOICE Charter School seeks to promote a positive and supportive school climate and culture in which our students may grow both academically and socially. VOICE 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 caring and concern for others; establishing positive relationships; making responsible decisions; and handling challenging



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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 climate and 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 against 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; 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 which 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 and/or a written communication. As role models, parents and school staff 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 timely informing parents about their child's behavior and for nurturing the skills students need to succeed in school and in society. Parents are encouraged to discuss with their child's teacher and other school staff issues that may affect student behavior. It is important that there be maximum 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



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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 themselves 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 should review cases of truancy and should involve teachers and other school staff in facilitating a resolution 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 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 the grade or of failing a course; 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 Charter School Students are responsible for:

1. Attending school regularly and punctually and make 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;

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4. Helping 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 refrain 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 students, teachers and other school staff;
11. Promoting good human relations and build bridges of understanding among the members of the school community;
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. refrain 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 respect 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 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

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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 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.

Dignity Act Coordinator (DAC):

VOICE 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 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.



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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 recognizes that it may become necessary to discipline a student for the student's conduct and behavior, and that such discipline may result in suspension, (in some extreme cases) 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 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 functions whether on or off school grounds. Students may be subjected to discipline for engaging in prohibited conduct even if it takes place off school grounds if it may endanger the health or safety of pupils within the school or adversely affect 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, assault 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
- 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 violate 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 permission express authorization.
- Entering or remaining on school property without express authorization.

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- 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.
- 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.



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The enumerated infractions above are not all-inclusive. 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 the 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 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 conference will be to modify the behavior, avoid further infractions, and 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 Suspensions (5 Days or Less)

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



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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 Suspensions (More than 5 Days)

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.



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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.

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 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

An appeal from written decision imposing a short-term suspension, long-term suspension or expulsion may be made, in writing, to the VOICE 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



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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).

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

The school's disciplinary policy, as regards any student with a disability, will be consistent with the Individuals with Disabilities Act ("IDEA"), and its implementing regulations including (34 CFR, Part 300 *et seq.*) as well as applicable New York State law respecting students with disabilities. The school will cooperate with the Committee on Special Education ("CSE") of the student's school district of residence as necessary to ensure compliance with applicable law and regulation.

Generally, a student with a disability may be disciplined in the same manner as his/her non-disabled peers as set forth above. However, when a student is suspended for more than 10 days, or on multiple occasions that, in the aggregate, amount to more than 10 days in a school year, additional safeguards are in place to ensure that the student's behavior was not tied to, or was a "manifestation" of his/her disability. An exclusion from school for a period greater than 10 days, as described in this paragraph, is considered a change in placement.

Specifically, when a change of placement of greater than 10 days is proposed, a manifestation team consisting of: (a) someone from the CSE who is knowledgeable about the student and can interpret information about the student's behavior generally; (b) the parent/guardian; and (c) relevant members of the student's CSE IEP team (as determined by the parent and CSE) shall convene immediately if possible, but in no event later than 10 days after the decision to change placement, to determine whether the conduct was a manifestation of the student's disability.

A student whose IEP includes specific disciplinary guidelines will be disciplined in accordance with those guidelines. If the disciplinary guidelines appear not to be effective or if there is concern for the health and safety of the student or others if those guidelines are followed with respect to a specific infraction, the CSE may consider a change in the guidelines.

In the event of a proposed short-term or long-term suspension, or expulsion of a student with disabilities, the school will follow the notice procedures described above for students without disabilities. The notice to the parent/guardian will advise that the CSE has been notified. The notice will state the purpose of the CSE meeting and the names of the expected attendees, and indicate the parent/guardian's right to have relevant CSE members attend.

The manifestation team must review the student's IEP together with all relevant information within the student's file and any information provided by the parent/guardian.



Manifestation Hearing

If the manifestation team concludes that the child's behavior resulted from his disability, the manifestation team must conduct a functional behavioral assessment ("FBA") and implement a behavioral intervention plan ("BIP") to address the behaviors giving rise to the conduct, unless an FBA or BIP was made prior to the student's violation of school rules giving rise to the suspension, in which case each should be reviewed and revised, if necessary, to address the behavior.

Moreover, the student must also be returned to his or her original placement (i.e., the placement from which he/she was removed), unless: (a) the parent and district agree to another placement as part of the newly created or revised BIP, or (b) in cases where the child:

- (i) carries or possesses a weapon to or at school, on school premises, or to or at a function under the jurisdiction of the State or local educational agency;
- (ii) knowingly possesses or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency; or
- (iii) has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the State or local educational agency;

the Committee on Special Education shall determine an appropriate Interim Alternative Educational Setting ("IAES"), which shall not exceed 45 days.

Suspensions of More Than 5 Days

Hearings regarding suspensions of more than 5 days must be bifurcated into a guilt phase and a penalty phase. If the student is found to be guilty, the hearing officer shall make a threshold determination whether a suspension or removal of greater than 10 days is warranted. If the answer is "no", the hearing may proceed to the guilt phase; provided, however, that the student will be entitled to special education services necessary to ensure a free and appropriate public education ("FAPE") during the removal period. If, however, the hearing officer intends to remove the student for more than 10 days, a manifestation meeting must be commenced before the student is removed, except when the student is guilty of behavior relating to serious bodily injury, drugs and alcohol, or weapons as set forth above under the section entitled "Manifestation Hearings". If the behavior is determined to be a manifestation of the student's disability, the hearing shall be dismissed, unless the behavior involved serious bodily injury, drugs and alcohol, or weapons. If the behavior is determined not to be tied to the student's disability, the hearing may proceed to the penalty phase.



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If a student is found guilty of conduct involving serious bodily injury, drugs and alcohol, or weapons, he/she may be removed to an IAES for up to 45 days, regardless of whether the behavior was a manifestation of his/her disability. Those circumstances are the only circumstances when a student with a disability may be disciplined regardless of whether the conduct is related to the student's disability.

Alternative Instruction

If the suspension is upheld, the student, at the school's sole discretion, he/she may be placed in alternative instruction, or be required to remain at home during the pendency of the suspension, but not for a period of time greater than the amount of time a non-disabled student would be subject to suspension for the same behavior.

A suspended elementary school student will be assigned to alternative instruction for direct instruction for a minimum of one hour per day and a secondary school student will be assigned for a minimum of two hours of direct instruction per day. The school will assign staff to develop alternative instruction that will enable the student to complete required coursework and make sure that the student progresses toward his/her IEP goals. If the school believes it is unable to accommodate the provisions of the student's IEP, it will immediately contact the CSE to convene a meeting to remedy the situation. The school will coordinate with the student's general education teachers to ensure that the coursework and homework is gathered and provided to the student. During alternative instruction, the school will insure all assignments are taught, reviewed, and submitted to the general education teacher in a timely fashion. In addition, when appropriate, the student may be assigned a project designed to address the behavior that gave rise to the suspension.

APPEALS

The appeal process for students with disabilities is the same as for students in general education. Please see the section on Appeals above.

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Franklin Headley	ffjh333@yahoo.com	Principal, VOICE Charter School
Michael Karp	mkarp2006@gmail.com	Retired
Richard Grasse	Richard.Grassy@UBS.com	Wealth Management Group, UBS Financial Services
Marc Cohen	msc2ny@aol.com	MSC Trading
Robert de Luna	bobdeluna@gmail.com	United Hospital Fund
Kevin Bean	beankd@gmail.com	Priest-in-Charge, St. Philip's Episcopal Church
Lorraine Cecere	lac166@nyc.rr.com	Retired Educator
Randolph Ford	randolphford@yahoo.com	Principal, P.S. 131
Casey Lamb	clamb@schoolsthatcan.org	National Director of Growth, Schools That Can
Hillary Anderson	hilljill@hotmail.com	Development Manager at Northwest Center

TABLE 1: APPLICANT GROUP INFORMATION***Minimum of 5 members must be designated as Trustees**

RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Lead Applicant: leadership, education	Proposed leader of VOICE 2	N/A	N/A	N/A
Management, Nonprofits	Trustee	Trustee	3 years	YES
Finance	Trustee	Trustee	3 years	YES
Finance	Trustee	Trustee	3 years	YES
Communications	Trustee	Trustee	3 years	YES
Community Leadership	Trustee	Trustee	3 years	YES
Education	Trustee	Trustee	3 years	YES
Education	Trustee	Proposed Board Chair	3 years	YES
Education, Nonprofits	Trustee	Trustee	3 years	YES
Development, Nonprofits	Trustee	Trustee	3 years	YES



VOICE CHARTER SCHOOL OF NEW YORK, INC.
BY-LAWS

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. 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. Section 3.1 Number. The minimum number of members of the board of trustees shall be seven and the maximum shall be fifteen.

Section 3.2. Powers. The business, affairs and property of the Corporation shall be managed and controlled by the Board of Trustees, and all corporate powers shall be vested in and exercised by the Board, except, as otherwise provided by law, the charter filed to create the Corporation, or these By-Laws.

Section 3.3. 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 and enforcement of, School policies in respect of
 - i) admissions,
 - ii) curriculum, teaching and learning,
 - iii) employment and other personnel matters,
 - iv) student discipline,
 - v) Special Education,
 - vi) English language education for English language learners,
 - vii) the Code of Ethics and policies governing self-dealing of Trustees, officers and employees,
 - viii) dress code,
 - ix) transportation,
 - x) student food services,
 - xi) student health services,
 - xii) communication with students' families,
 - xiii) communication with governmental and regulatory agencies,
 - xiv) public relations and outreach, and
 - xv) hearing complaints as required by Section 2855(4) of the New York Charter Schools Act.

Section 3.4. Performance of Duties. Each trustee shall perform all duties of a Trustee, 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.

Section 3.5. Terms. No Elected Trustee shall serve on the Board for more than any partial term to which he may be elected plus two additional full terms of three years each. Persons whose eligibility to serve as an Elected Trustee expires may, after a period of one year, be reelected to the Board as an Elected Trustee and may then serve a maximum of two full terms plus any partial term before again becoming ineligible. Anything hereinabove to the contrary notwithstanding, an Elected Trustee who shall be serving as President, Vice President, Treasurer, or Secretary, upon the termination of the term at the conclusion of which the eligibility of such person to serve as an Elected Trustee would, pursuant to the prior provisions of this Section, otherwise expire shall nonetheless be eligible for reelection as an Elected Trustee for one additional 3 year term.

Section 3.6. Types of Trustees and Classes. There shall be two types of Trustees: (a) Ex Officio Trustees, and (b) Elected Trustees. The Ex Officio Trustee shall be the person from time to time holding the position of the Principal of the School. All other Trustees shall be Elected Trustees. The Elected Trustees shall be divided into three classes, each class consisting, as nearly as may be, of the same number of persons so that, to the extent possible, the terms of office of one-third

of the Elected 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 Elected Trustees to fill the vacancies created by the expiration of the terms of those Elected Trustees whose terms shall expire at such meeting. Subject to the foregoing, the term of an Elected Trustee elected to fill a vacancy arising from any other cause shall expire at that annual meeting specified by the Board at the time of the election of such Trustee, except that if one of the Trustees so elected shall, pursuant to Section 3 of this Article, Each Elected Trustee shall hold office until the expiration of the term of such Elected Trustee and until a successor shall have been elected and shall have qualified or until the death of such Elected Trustee or until the resignation of such Elected Trustee shall have become effective or until such Elected Trustee shall have been removed from office, whichever event shall earliest occur.

Section 3.7. 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 previous notice of the proposed action shall have been given to the accused and to each trustee.

Section 3.8. Resignation. Any Trustee may resign at anytime by delivering written notice of his or her resignation to the Secretary or President of the Corporation. Such resignation shall become effective upon receipt thereof by the Secretary or the President but the acceptance of such resignation shall not be necessary to make it effective.

Section 3.9. Vacancies. Any newly created Trusteeships and any vacancies on the Board of Trustees, arising, at any time and from any cause, may be filled at any meeting of the Board by a majority of the Trustees regardless of their number. Trustees so elected shall serve for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized. 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, shall be deemed to have resigned, and the vacancy shall be filled.

Section 3.10. Meetings. Meetings of the Board of Trustees shall be subject to requirements of the New York Open Meetings Law, as applicable and as 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 Chairman, Trustees and Officers and for the transaction of such business as may properly come before the meeting. 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 12 times per year as required by the regulations of the authority which has issued the charter for the Corporation. Unless otherwise determined by the Board, regular meetings of the Board shall be held on the first Wednesday of each month that is not a holiday on which New York City government offices are closed for business. Special meetings may be called at any time by a Trustee. A majority of the Trustees present, whether or not, a quorum is present, may adjourn any meeting to another time and place.

Section 3.11. 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 72 hours 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 him or her 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 3.12. 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 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, and (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. At an Executive Session, the Board of Trustees shall take no action by formal vote to appropriate public moneys.

Section 3.13. 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. Trustees who attend a Board meeting by telephone may not be counted for purposes of establishing a quorum. Once a quorum is present, Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another and there is no objection from any Trustee or any person in the public audience. Trustees other than in-person and live video-conferencing shall not vote (i.e., Trustees who attend a Board meeting by telephone). (See Chapter 289 of the Laws of 2000; Gen. Const. Law Sections 102, 103, 104.)

Section 3.14. 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 By-Laws, 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 By-Laws: A Trustee who is also an employee of the Corporation shall not be able to vote in his or her capacity as a Trustee during the pendency of his or her employment.

Section 3.15. Minutes. The minutes taken at all open meetings of the Corporation shall consist of a record or summary of all motions, proposals, resolutions, and any other matter formally voted upon and the vote thereon. The minutes taken at executive sessions shall include any action that is taken by formal vote and provide a record or summary of the final determination of such action, and the date and vote thereon; provided, however that such summary need not include any matter which is not required to be made public by the New York Freedom of Information Law, N.Y. Public Officers Law Section 85. The minutes of open meetings shall be available to the public

within 2 weeks from the date of such meetings. The minutes of Executive Sessions shall be available to the public within one week from the date of the Executive Session.

Section 3.16. Committees. The Board of Trustees may designate from among its members an executive committee, consisting of at least five members. Other committees must each consist of at least three Trustees. The Principal of the school shall be a member, ex-officio, of all committees. The Board shall at all times maintain an Executive Committee, a Finance Committee and an Education and Accountability Committee; provided the Board may elect to maintain separate Education and Accountability Committees instead of one committee for both purposes. 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. Any one or more members of a committee: may participate in a meeting of the committee by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can hear each other, provided such meeting and notice thereof comply with applicable requirements of the New York State Open Meeting Law. From time to time a committee may empanel one or more standing or other subcommittees. Committee members shall maintain minutes of each meeting and shall file copies of the minutes with the corporate records. No committee shall have the power (a) to change the membership of, or to fill vacancies in the Board or any committee of the Board, (b) to fix the compensation of Trustees for serving on the Board or any committee of the Board, (c) to amend or repeal these By-Laws or adopt any new By-Laws, (d) to amend or repeal any resolution of the Board which by its terms shall not be so amendable to repealable, or (e) to exercise other powers specifically denied the committee by resolution of the Board of Trustees or by law. Each committee and each member of each committee shall serve at the pleasure of the Board of Trustees. A majority of a committee shall constitute a quorum for the transaction of business or of any specified item of business. Except as otherwise provided by these By-Laws, 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.

Section 3.17. Compensation. 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 this Section shall not preclude any Trustee or committee member from receiving reasonable compensation for personal services rendered beyond the scope of his duties as Trustee or committee member. A Trustee or committee member shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

Section 3.18. Right of Inspection. Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the Corporation; provided such inspection is conducted at a reasonable time; and further provided that such right of inspection and copying is subject to restrictions imposed by applicable law on the use or dissemination thereof.

ARTICLE IV OFFICERS

Section 4.1. Number. 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.

Section 4.2. Election and Term. All officers shall be elected by the Trustees at their annual meeting and shall hold office for the term of one year. Each officer shall continue in office until his or her term as a Trustee has expired. Officers are eligible for a third three-year term.

Section 4.3. Resignation or Removal. An officer may resign by giving written notice of his or 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 4.4. Employees and Other Agents. The Board of Trustees may from time to time appoint such employees and other agents as it shall deem necessary, each of whom shall hold office during the pleasure of the Board, and shall have such authority; perform such duties and receive such reasonable compensation, if any, as the Board of Trustees may from time to time determine.

Section 4.5. President. The President of the Corporation shall be appointed from among the Trustees then comprising the Board. 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 also shall be the Chairman of the Board of Trustees and preside at Board meetings in such capacity. 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 4.6. 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 4.7. 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 and subcommittees 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 4.8. Compensation. Persons serving as Officers shall not receive any salary or compensation for services as Officers; provided, however this Section shall not preclude any Officer from receiving reasonable compensation for personal services rendered beyond the scope of his duties as an Officer. An Officer shall be entitled to reimbursement for reasonable expenses incurred by him or her in carrying out his or her duties as such.

ARTICLE V SELF-DEALING TRANSACTIONS

Section 5. 1 . Purpose. The purpose of the procedures prescribed in this Article V is to protect the Corporation's best interests when entering into a transaction or arrangement that also might

benefit the private interest of a Trustee; Officer or employee of the Corporation or a blood or marital relation of a Trustee, Officer or employee.

Section 5.2. Board's Authority. The Board shall not authorize corporate action, and no committee shall recommend corporate action; except in accordance with procedures set forth in this Article V.

Section 5.3. Procedures. 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 as 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 or 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,

(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 by or is 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.

ARTICLE VI MISCELLANEOUS

Section 6.1. Interpretation of Charter. In the event of a conflict between these By-Laws and the Charter, the provisions of the Charter shall control. To the extent of any conflict between any provision of these by-laws and the Open Meetings Law, the Open Meetings Law will control.

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 or 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,

(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 by or is 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.

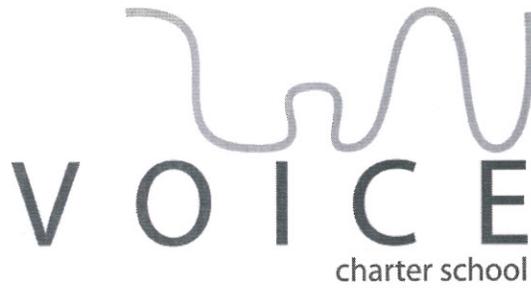
Provision 6. A Trustee, Officer or employee will abstain from voting on matters in which he or she may have a financial, organizational, or personal interest.

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.



All students will learn. All students will sing.

The Regents of the University of the State of New York
Charter School Office
89 Washington Avenue
Albany, New York 12234

March 17, 2015

To Whom It May Concern:

VOICE Charter School ("VOICE") is a New York City Department of Education-authorized charter school serving students in grades K-8 in Long Island City, Queens. VOICE received a five-year renewal in 2012.

VOICE is leading efforts to open VOICE 2 to serve students in Community School District 30. If granted a charter for VOICE 2, VOICE will serve as a partner to provide VOICE 2 with:

- A shared back office
- Curriculum
- Shared professional development opportunities
- Experienced teachers 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.

Best regards,

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

Randolph Ford
Board Chair
VOICE Charter School Board of Trustees

VOICE 2 Charter School
Application
Attachment 8a.

INTRODUCTION

In accordance with Article 56 Section 2854(3)(a-1) of New York State Education Law, all teachers, regardless of the number of students taught or hours per week employed, are certified in accordance with the requirements applicable to other public schools; provided, however, that the school may employ as teachers, with the exception of special education staff, (i) uncertified teachers with at least three years of elementary, middle or secondary classroom teaching experience; (ii) tenured or tenure track college faculty; (iii) individuals with two years of satisfactory experience through the Teach for America program; and (iv) individuals who possess exceptional business, professional, artistic, athletic, or military experience, provided, however, that such teachers described in clauses (i), (ii), (iii) and (iv) of this paragraph shall not in total comprise more than thirty per centum of the teaching staff of a charter school, or five teachers, whichever is less. Furthermore, classroom teachers, teaching assistants and paraprofessionals are Highly Qualified as defined by the No Child Left Behind Act of 2001(NCLB) and the Individuals with Disabilities Education Act (IDEA). Special education teachers are New York State certified in special education and are Highly Qualified as defined by NCLB and IDEA. (Reference Page 42). All individuals who provide instruction directly to students are counted as teachers for purposes of the statute's teacher certification requirements. It is our goal, however, through aggressive recruiting, to hire only certified teachers.

The school ensures that instructional staff meet certification requirements by recruiting through graduate schools of education and teachers who have completed alternative certification programs. VOICE Charter School requires that all teacher candidates submit proof of their certification from TEACH or provide their actual certification. Each year, VOICE Charter School reports certification rates of our teachers to the New York State Education Department (SED). And VOICE Charter School works with the New York Center for Charter School Excellence to ensure that teachers are aware of the process and timeline to become fully certified.

The principal is responsible for all hiring. Members of the working group participated in the selection of the first staff. Administration and faculty members have participated since. All participants function in an advisory capacity to principal, who makes the final decision. The committee evaluates teachers and all staff according to standards taken from the New Teacher Project: Critical Thinking, Achievement, Personal Responsibility, Commitment, Communication Skills, Constant Learning, and Response to Environment.

VOICE 2 Charter School
Application

In addition, candidates are evaluated based on how their experiences and stated beliefs are aligned the mission and vision of the school.

The hiring process involves 5 steps:

Step 1: Initial application requires filling out the application form, a résumé, letter of intent and an essay

Step 2: Phone Interview: Candidates who meet the initial selection criteria will be invited for a phone interview.

Step 3: Candidates who meet the preliminary selection criteria will be invited for an in person interview. Candidates are asked to bring transcripts from all schools attended (after high school) and copies of all certifications. This interview consists of activities such as teaching sample, an interview by Committee, and a writing sample.

Step 4: Some candidates will be asked to provide follow up documentation or will be asked to second interview.

Step 5: All candidates will be notified via email about the final decision.

A. JOB CLASSIFICATIONS AND SKILLS

Leadership

a. Executive Director

Responsibilities - The Executive Director is organizational leader for all VOICE Charter School locations along with the shared back office support positions. The Executive Director will set the direction and be the primary external face of the organization. As the highest ranking employee of the organization, the Executive Director will be the final decision making authority on all matters educational, operational, financial and human resource-wise and will work with the respective directors to run the school. The Executive Director is accountable to the Board of Trustees who provide direction and oversight to the organization as well as evaluating the performance of the Executive Director.

Skills and Qualifications – The Executive Director should be able to multi-task and set priorities among conflicting demands and have a deep understanding of all aspects that go into running a small school district. This person should have excellent interpersonal and communication skills and be able communicate with all constituencies of the organization (board, employees, parents, authorizers or the public). The Executive Director should have more than 10 years of educational experience with at least 5 years spent in a managerial role. The ideal candidate will have a Masters degree in Educational Management or related degree.

b. Principal

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Responsibilities - The Principal is the instructional leader at each school and ensures that the school provides students with the skills, knowledge, and experience necessary to succeed academically and socially. This includes decision-making around and the management of curriculum and assessments; intervention; student discipline, safety and culture; and faculty supervision and development. This person will:

- Oversees all aspects of curriculum design and planning
- Oversees curriculum delivery, observing faculty, providing feedback to faculty, and maintaining faculty evaluation tools and processes
- Designs, implements, and oversees student assessments and ensures follow-up on assessment results
- Oversees academic interventions
- Ensure a safe, supportive and productive environment for students, staff and families.
- Oversees student behavior for students, reviewing and following up on student incidents and coordinating discipline supports
- Oversees communications with parents and families

Skills and Qualifications - The Principal should be able to multi-task and set priorities among conflicting demands, manage shifting deadlines, and work independently when needed. Have excellent interpersonal and customer service skills and strong integrity and ability to handle and maintain sensitive and confidential employment information with discretion. The Principal shall have strong judgment and decision-making skills gained from at five years classroom experience demonstrating improved student achievement, preferably from an urban school setting. He or she shall have demonstrated leadership capabilities, including management and team-building skills and experience with supervising, evaluating and professionally developing teachers

c. HR Director

Responsibilities - The Director of HR and Talent Support is responsible for VOICE's people strategy and developing a diverse team of talented individuals who contribute to a healthy work culture. Reporting directly to Principal, the Director of HR and Talent Support will play a key role in driving recruitment, hiring, talent development and talent management systems. This position will deploy best practices that will be integral in building individual and team performance, measuring success against organizational goals and supporting effective and efficient internal communications. In addition, this position will envision, develop, and maintain effective human resources and compliance systems while administering outstanding customer service to school staff. This position partners with school directors, staff, and key stakeholders to coordinate high yield initiatives and systems that continue to strengthen VOICE's culture, values, and ongoing talent development needs.

VOICE 2 Charter School
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Skills and Qualifications - The ideal candidate for this role is a strong strategic thinker with a proven track record of driving organizational development initiatives and of attracting, retaining, and growing great people; a people-person with experience in process-building, planning and execution; has a professional background in operations, employee engagement, talent development, recruitment, leadership and development, Human Resources, and/or organizational development; exercises exceptional judgment and professionalism and an ability to work with individuals at all levels of the organization; holds a Bachelor's Degree and has 5+ years of related experience within the school or nonprofit environment

d. Finance Director

Responsibilities - The Finance Director is responsible for all financial and fiscal responsibilities of the school. This includes, but not limited to, the annual audit, day to day accounting and bookkeeping, contracts, creating monthly financials for Board review, record keeping, grant compliance, revenue recognition, tax (VOICE-2 IRS 990), fillings, creation of the yearly annual and revised budgets, attends & reports at monthly finance committee meetings, physical inventory, leaseholder expenditures and management of the finance team.

Skills and Qualifications - The ideal candidate for this role will have a strong working knowledge of finance systems and will be able to utilize this in thinking strategically about the finance systems and policies we currently have in place, in determining how to increase effectiveness, and in leading the revision and development processes of the finance team when change is needed. Bachelor's degree from an accredited college or university; advanced degree in finance (CPA would be ideal), business, management, or related field preferred and 3 or more years experience working in finance.

e. Operations Director

Responsibilities - The Operations Director is responsible for providing leadership and direction to the support services aspects across the VOICE organization which include key functions such as:

- Campus Management and support staffing
- Scheduling and Programming
- Data and Technology Management
- Student Records
- Compliance
- Communication

The Operations Director will work with and evaluate the performance of the managers and staff in those major functional areas.

Skills and Qualifications - The ideal candidate for this role will have a wide range of administrative experiences, ideally gained within the educational sector. The operations director should have previous managerial experience and a master's degree in educational, public or business administration.

VOICE 2 Charter School
Application

Management

a. Data Manager

Responsibilities - Serves as the primary architect, administrator, developer, and manager for digital data systems and technology support at VOICE. Manages all IT-related services and staff including external vendors and contractors. Interfaces with various clients as VOICE's lead technology officer.

Skills and Qualifications- Broad base of technology and programming experienced gained from a career in data and technology field. Candidate should have programming and IT training and at least a bachelors in Computer Science and one or more technological certifications.

b. Facility and Compliance Manager

Responsibilities - The Facilities and Compliance department will create a safe and efficiently run physical space that complies with requirements set by our authorizer and other governmental entities. The manager will be both reactive and proactive in nature; responsive in emergencies while assisting in the efficient allocation of resources to accommodate future growth in the organization. The manager will create a safe and welcoming physical space to operate in while remaining in compliance with the regulatory framework in which we operate, so that VOICE faculty can focus on the education of our students

Skills and Qualifications- The Facility and Compliance manager should have at least a bachelors degree in a managerial related field and previous experience managing construction projects, cleaning crews, compliance tasks and paperwork management. This person should be able to read and interpret rules and regulations and develop a plan of action that is responsive to them.

c. Campus Manager

Responsibilities – The Operations Manager works closely with the Principal and Assistant Principals to supervise all non-instructional aspects of campus management by ensuring that the non-academic support functions of the school run smoothly. S/he manages front desk operations, parent interaction, daily busing functions, office activities, inter-campus organization, event logistics and execution, scheduling, physical inventory, resource allocation and related legal communication. The operations manager also ensures the safety of students and staff.

Skills and Qualifications - The ideal candidate for this role will have 3+ years of experience with increasing responsibility working in a school setting, ideally in a New York City charter school. Bachelor's degree from an accredited college or university required; advanced degree in business, management, public administration, or related field preferred.

d. HR Manager

VOICE 2 Charter School
Application

Responsibilities - The Human Resources Manager is responsible for ensuring that the school is in good standing and complete compliance with all state and federal regulations regarding staff employment and personnel policies at all times. Working closely with the Principal, Assistant Principal, and Finance Manager, the Human Resources Manager develops, maintains, and supports effective human resources and compliance systems while administering outstanding customer service to school staff. S/he also serves as the primary liaison between the school and its attorney for all staff-, student-, and family-related legal matters

Skills and Qualifications - The ideal candidate for this role will have a strong working knowledge of human resource systems and will be able to utilize this in thinking strategically about the human resource systems and policies we currently have in place, in determining how to increase effectiveness, and in leading the revision and development processes when change is needed. Bachelor's degree from an accredited college or university; advanced degree in human resources, business, management, public administration, or related field preferred and 1-3 years experience working in human resources

VOICE 2 Charter School
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Pedagogical

a. Teacher

Requirements

- Collaborate with colleagues in developing purposeful, rigorous, and engaging daily and long term plans aligned to standards and in regularly revising these materials.
- Create, administer, and analyze meaningful and frequent assessments from which re-teaching is planned
- Maintain a productive, safe, and disciplined learning environment in which teaching points, process charts, and student work are clearly displayed
- Uphold all school policies within the classroom and infuse VOICE values, rigor, and joy into lessons
- Integrate feedback and goal-setting into lesson delivery
- Provide the differentiation and accommodations needed for the growth and success of all students
- Model strong written and verbal skills
- Go above and beyond to ensure that all students are meeting appropriate standards
- Review and comply with guidelines of students' IEPs, follow IDEA reporting requirements, and provide information about student performance and services received
- Fully embrace VOICE's mission and values and promote them to students, parents, and
- Colleagues.
- Collaborate as part of an interdisciplinary team coordinating all instructional activities with grade-level teachers, coaches, and other teachers
- Proactively seek assistance or advice when faced with challenging teaching situations
- Maintain positive relationships with and support the learning of all staff members appropriately give and receive feedback to/from students, parents, faculty, staff, and administration
- Keep parents well-informed of student performance and progress
- Deep belief in VOICE's mission, vision, and values
- Unwavering commitment to the high academic achievement of all students

Skills and Qualifications

- Flexibility, exemplary written and verbal communication, and outstanding critical thinking skills
- Willingness to give and receive feedback to facilitate the growth of both students and faculty
- Unwavering humility, perseverance, and kindness
- Bachelor's degree from an accredited college or university
- New York State teaching certification
- Achievement of NCLB "Highly Qualified" status for New York State
- Experience with and interest in working with high needs students

VOICE 2 Charter School
Application

- Relevant subject matter experience

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C. RECRUITMENT AND VERIFICATION

The School will make every effort to ensure that both the letter and spirit of the law prohibiting discrimination are fully implemented in all of its working relationships. The School actively seeks diversity in its faculty, staff and administration and is an equal employment opportunity employer. VOICE will take all appropriate steps to verify the information provided on an employment application. These steps may take place before or after commencement of employment. Any misrepresentation, falsification or omission of any information or date on an employment application may result in a candidate's exclusion from further consideration for employment and/or termination of employment. Like all charter schools, VOICE is required to fingerprint prospective employees for purposes of determining whether or not the prospective employee has a criminal history.

Franklin James Headley
Post Office Box 4332
New York, NY 10163-4332
(917) 817-5276
fjh333@yahoo.com

Education

M.S. Educational Administration and Supervision, **Baruch College**, New York, N.Y., June 2004
M.S. Education, **City College of New York**, New York, N.Y., 2002
M.Phil. History, **Columbia University**, New York, N.Y., 1994
M.A. Victorian Art and Architecture, Distinction, **University of London**, London, U.K., 1994
M.A. History, **Columbia University**, New York, N.Y., 1991
A.B. History, **Harvard College**, *Magna cum Laude*, Cambridge, Mass., 1988

Certifications

New York State School District Administrator Certification (SDA)
New York State School Administrator and Supervisor Certification (SAS)
New York State Permanent Certification in Elementary Education

Leadership Training

New Leaders for New Schools Foundations and Residency, 2003-2004
KIPP Leadership Institute, 2006

Current Employment

Founding Principal, VOICE Charter School of NY, 2008-present

- Supervise three major areas of school leadership: pedagogy and culture, operations, and finance. Founded, develop, and supervise the institutionalization of the core competencies of a charter school with a focus on music. Developed integrated arts-curriculum, hiring practices, financial reporting models, and internal professional development paths for staff. Supervise department, administrative, coaching, and operational staff on two campuses. Wrote and managed multiple successful applications including initial charter application (2007), renewal application (2012), CSP grant (2008), Maverick Foundation Grant (2009), SSF grant (2012), and SSFF II grant (2013).

Previous Leadership Positions

Emerging Leaders Fellowship Mentor, New York City Charter Center, 2012-present

- Supervise and support projects by teachers who are transitioning to school leadership roles.

Principal Mentor, New Leaders for New Schools 2005-2008

- Supported Principal Interns and supervise their leadership projects focused on raising student achievement.

Principal in Residence, New Leaders for New Schools, P.S. 131, Jamaica, N.Y., 2003- 2004

- Taught and coached Teacher's College Reading and Writing Workshop Model and led a team in data driven analysis of student performance in literacy and mathematics
- Implemented new discipline code, raised parent participation in academic workshops by 200%, established and facilitated weekly cabinet meetings, and scheduled common planning periods and created a new professional development program in literacy, as part of building a professional learning community in the school

Adjunct Professor of Education, Mercy College, Bronx, N.Y., 2004-2006

- Taught courses that analyze education policy and theories on the education of culturally, linguistically, and ability diverse students

Lead Selector, New York City Teaching Fellows, The New Teacher Project, New York, N.Y., 2002-2006

- Evaluated model lessons, resumes, and writing samples of teacher candidates
- Reviewed decisions of other selectors

Chairman, New York City Teaching Fellows Advisory Board, New York, N.Y., 2000-2003

- Facilitated meetings with Chancellor, presented and analyzed data for State, City and District officials
- Improved cooperation of partners involved in hiring and training of teachers

Mentor, P.S. 65, New York City Dept. of Education, Bronx, N.Y., 2001-2003

- Taught demonstration lessons and provided feedback for first year teaching interns

- All three mentored interns remain teachers in New York City
- Grade Leader, P.S. 65, New York City Dept. of Education, Bronx, N.Y., 2001-2003*
- Led 5 teachers in the adaptation of scripted and open-ended curriculum to needs of individual students
 - Raised student performance an average of 12% per year in literacy and 10% in math
- Teacher Representative, School Leadership Team, P.S. 65, Bronx, N.Y., 2000-2003*
- Ensured school compliance in curriculum planning with state requirements
 - Wrote narrative and performed data analysis for school CEP
 - Raised student performance schoolwide by 8% per year in literacy and 7% in math
- Fellows Advisor, New York City Teaching Fellows, The New Teacher Project, New York, N.Y., Summers 2002-3*
- Trained and supervised 40 new teachers

Previous Education Experience

Project Manager, Choral Music School, 2005-2008

Assistant Principal, P.S. 131, Jamaica, N.Y., 2004-2008

- Managed \$5,000,000 budget and scheduling and staffing for over 100 faculty and support staff
 - Taught and coached Teacher's College Reading and Writing Workshop Model
 - Led a team to develop and implement data-driven analysis of student performance in literacy and mathematics
 - On grades supervised, raised test scores in math, literacy, social studies, and science by an average of over 5% per year to an average 88% for the past year
 - Wrote and was awarded numerous grants from The Fulbright Memorial Fund, NASA, Beaumont Foundation, New York City ESL Arts Program, and NYU totaling over \$100,000
 - Implemented resident-artist program for literacy integrated with dance, music, and storytelling with L.E.A.P. and the Paul Taylor Dance Company
- Teacher, Fourth Grade, P.S. 65, New York City Dept. of Education, Bronx, N.Y., 2000-2003*
- Designed classroom instruction, tutoring sessions, after-school and Saturday programs and individualized instructional plans
 - Raised the percentage of fourth-grade students performing at or above grade level 10% each year
- Instructor, Contemporary Civilization Faculty, Columbia College, New York, N.Y., 1995-1999*
- Taught great books such as the Bible and the Koran and works by Plato, Marx, and Freud
 - Consistently earned top reviews by students

Business Experience

Vice-President, Arcadia American Real Estate Corporation, New York, N.Y., 1992-2000

- Managed investor relations and marketed Manhattan properties
 - Earned average rate of return of 45% on investments
- Consultant, Brown and Associates, Kansas City, Mo., and New York, N.Y., 1991-1999*
- Wrote grant proposals and publications for several major hospitals and coordinated research for major corporations such as Sprint and Yellow Freight
 - Awarded every grant for which proposal was written

Honors

- Fulbright Memorial Fund Master Teacher, 2002, 2005
- New Leaders for New Schools Fellow, 2003-2004
- Jacob K. Javits Fellow in the Humanities, 1992-1996
- President's Fellow, Columbia University, 1991
- Roothbert Fellow, 1990-91
- *Summa Cum Laude*, Thesis, Harvard College, 1988
- TC Reading Workshop Scholarship, 2004
- Fulbright Memorial Fund Scholar, 2002
- Rotary International Scholar, 1993-1994
- Hoftstadter Fellow, Columbia University, 1990
- Harvard College Scholar, 1984-88

Presentations

- "Schools That Can (STC) NYC Panel Discussion: Empowering Teachers and Cultivating Talent," *Presenter*, New York, N.Y., February 5, 2015
- "Building Capacity and Driving Rigor," *Presenter*, Albany, N.Y., March 6, 2013.
- "New School Study Tours: Supporting Teacher Growth and Development," *Presenter*, NYC Collaborates,

Long Island City, N.Y., February 6, 2013.

"Serving Our ELL Students: Panel Discussion," *Panelist*, New York City Charter Center, New York, N.Y., December 10, 2012.

"Building a Strong School Culture," *Presenter*, NYC Charter School Center Leadership Series, New York, N.Y., May 11, 2011.

"Introduction to Leadership: What does it mean to be a Charter School Leader?" *Panelist*, New York City Charter School Center Leadership Series, New York, N.Y., December 15, 2010.

"Charter School Lottery Process – Best Practices," *Presenter*, NYC Charter School Center, New York, N.Y., March 24, 2009.

"Family Involvement and Cultural Competence," *Panelist*, New Leaders for New Schools, Memphis, TN, February 8, 2006.

Reviews

"Charter Schools Program Grant Review," *Reviewer*, U.S. Department of Education, New York, N.Y., May 2010.

"Charter Application Review," *Reviewer*, NYC Doe Authorizer, Summer 2009.

Papers

"The Social Impact of the Subways in the History of the City of New York: A Thematic Social Studies Unit for Upper Elementary Students in New York City." **Gotham Institute**, CUNY Graduate Center, New York, N.Y., April 28, 2001.

"The Mantellian Museum: Education, Civic Culture and Display in Nineteenth-Century Brighton," Victorian and Edwardian Studies Group, **New York University**, New York, N.Y., February 21, 1998.

"Patronage, Power, and Regional Identity in the Urban Museum," *Art Museums Past, Present, and Future: National and International Perspectives*, **Royal Academy of Arts**, London, March 28, 1998.

New York State Education Department

Request for Proposals to Establish Charter Schools

Authorized by the Board of Regents

New Application Budget(s) & Cash Flow(s) Templates

VOICE Charter School - 2

Contact Name:	Franklin Headley
Contact Email:	franklinheadley@voicecharterschool.org
Contact Phone:	718-361-1694
District of Location	30

Pre-Opening Period	Jan 1, 2016 to June 30, 2016
Operational Year ONE	July 1, 2016 to June 23, 2017

CERTIFICATION AND ASSURANCES STATEMENT

Proposed Charter School Name VOICE 2 Charter School

Proposed School Location (District) CSD 30

Name of Existing Education Corporation (for replication) _____

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.”¹²

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

¹² 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;¹³

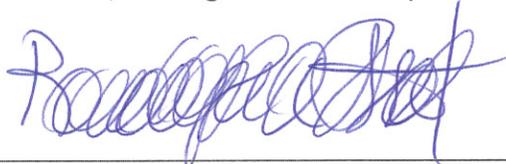
- An assurance that the charter school will cooperate with the Secretary of the U.S. Department of Education and the State Education Department in evaluating the program assisted under this subpart;¹⁴ and
- That the charter school will provide such other information and assurances as the Secretary of the U.S. Department of Education and the State Education Department may require.¹⁵

Existing Education Corporation (if seeking to replicate): I hereby certify that for the above named model school (upon which the new school will be replicated) meets each of the following eligibility requirements.

- Has been in operation for a minimum of five years and is currently open;
- Has received a full 5 year renewal from its charter entity;
- Has provided a program of instruction for the same grade levels intended to be served in the replicated school;
- Has exceeded district averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded State averages in the aggregate on the State ELA and Math assessments for all grades tested;
- Has met or exceeded the 4- and 5-year State average graduation rate in the aggregate (if applicable);
- Has met or exceeded the State cohort graduation rate of 80% (if applicable);
- Has achieved a State Accountability Designation of at least a school in "Good Standing" for each year of its charter term; and
- Has been in compliance with local, state, and federal laws and its charter contract.

I, Randolph Ford , 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:



Date:

¹³ ESEA § 5203(b)(3)(J)

¹⁴ ESEA § 5203(b)(3)(K)

¹⁵ ESEA § 5203(b)(3)(N)

NAME OF APPLICANT GROUP MEMBER	EMAIL ADDRESS	CURRENT EMPLOYMENT
Franklin Headley	ffjh333@yahoo.com	Principal, VOICE Charter School
Michael Karp	mkarp2006@gmail.com	Retired
Richard Grasse	Richard.Grassy@UBS.com	Wealth Management Group, UBS Financial Services
Marc Cohen	msc2ny@aol.com	MSC Trading
Robert de Luna	bobdeluna@gmail.com	United Hospital Fund
Kevin Bean	beankd@gmail.com	Priest-in-Charge, St. Philip's Episcopal Church
Lorraine Cecere	lac166@nyc.rr.com	Retired Educator
Randolph Ford	randolphford@yahoo.com	Principal, P.S. 131
Casey Lamb	clamb@schoolsthatcan.org	National Director of Growth, Schools That Can

TABLE 1: APPLICANT GROUP INFORMATION***Minimum of 5 members must be designated as Trustees**

RELEVANT EXPERIENCE, SKILLS, AND ROLE ON APPLICANT GROUP (Key Words)	PROPOSED ROLE (if any) (Trustee, Employee, Consultant, or None Continuing Role)	PROPOSED POSITION ON THE BOARD (e.g., officer, trustee, or constituent representative)	LENGTH OF INITIAL TERM	VOTING MEMBER (YES OR NO)
Lead Applicant: leadership, education	Proposed leader of VOICE 2	N/A	N/A	N/A
Management, Nonprofits	Trustee	Trustee	3 years	YES
Finance	Trustee	Trustee	3 years	YES
Finance	Trustee	Trustee	3 years	YES
Communications	Trustee	Trustee	3 years	YES
Community Leadership	Trustee	Trustee	3 years	YES
Education	Trustee	Trustee	3 years	YES
Education	Trustee	Proposed Board Chair	3 years	YES
Education, Nonprofits	Trustee	Trustee	3 years	YES

