

Application: South Bronx Classical Charter School II

Lester Long - [REDACTED]
Annual Reports

Summary

ID: 0000000330
Status: Liaison Review
Last submitted: Nov 6 020 05:36 AM (EST)
Labels: Board of Regents

Entry 1 School Info and Cover Page

Completed Aug 1 2020

Instructions

Required of ALL Charter Schools

Each Annual Report begins with a completed School Information and Cover Page. The information is collected in a survey format within Annual Report portal. When entering information in the portal, some of the following items may not appear, depending on your authorizer and/or your responses to related items.

Entry 1 School Information and Cover Page

(New schools that were not open for instruction for the 2019-20 school year are not required to complete or submit an annual report this year).

Please be advised that you will need to complete this cover page (including signatures) before all of the other tasks assigned to you by your school's authorizer are visible on your task page. While completing this cover page task, please ensure that you select the correct authorizer **(as of June 30, 2020)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. SCHOOL NAME

(Select name from the drop down menu)

SOUTH BRONX CLASSICAL CHARTER SCHOOL II 320700861035

a1. Popular School Name

SBC II

b. CHARTER AUTHORIZER (As of June 30th, 2020)

Please select the correct authorizer as of June 30, 2020 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. DISTRICT / CSD OF LOCATION

CSD # 7 - BRONX

d. DATE OF INITIAL CHARTER

12/2007

e. DATE FIRST OPENED FOR INSTRUCTION

8/2013

f. APPROVED SCHOOL MISSION (Regents, NYCDOE, and Buffalo BOE authorized schools only)

MISSION STATEMENT

Classical Charter Schools prepares K-8 grade scholars in the South Bronx to excel in college preparatory high schools. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character who achieve proficiency in and advanced mastery of New York State’s Performance Standards.

g. KEY DESIGN ELEMENTS (Regents, NYCDOE, and Buffalo BOE authorized schools only)

KEY DESIGN ELEMENTS (Briefly describe each Key Design Elements (KDE) as presented in the schools approved charter. KDEs are those general aspects of the school that are innovative or unique to the school’s mission and goals, are core to the school’s overall design, and are critical to its success.

KDE 1	<p>Classical Framework: We strongly believe that our school model best meets the needs of all students in our target population. The key components of a classical education in the early years focus on a core curriculum, the development of strong literacy and numeracy skills, knowledge, and understanding of elementary facts, with less emphasis on “higher level” thinking, until later grades. In all grades, our scholars develop core knowledge in the basic subjects of reading, writing, math, science, and history. Subjects are taught directly and sequentially, as clearly elucidated in the Common Core State Standards, so scholars can master skills and content each step of the way. Within this classical framework, BCCS 2 provides an educational program firmly based on two principles:</p> <p>All children can achieve academic success when given a rigorous and organized curriculum, effective teaching, and a structured environment. Development of respectful, compassionate, productive citizens is a fundamental aim of</p>
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	education
KDE 2	<p>Rigorous and Organized Curriculum: We believe that an organized, clear, and sequential curriculum, fully aligned with the Common Core and New York State Learning standards, focused on ensuring strong literacy skills in all students, will best serve the educational needs of our target population.</p> <p>Our mission endeavors to prepare its scholars to “achieve proficiency in and advanced mastery of New York State performance standards.” SBCCS has a rigorous, sequential and modular standards-based curriculum, where the standards are embedded in the unit plans, lesson plans, assessments, and even assessment data. Our curricular philosophy is to create and constantly improve upon standard-based scopes and sequences, cohesive and interrelated unit plans, and detailed and flexible lesson plans, all in an organized format for all subjects and grades. New York State Learning standards dictate what we must teach and what the scholars must master to be promoted to the next grade, and the alignment across the curriculum gives us clear and measurable data from which we can measure scholar achievement.</p>
KDE 3	<p>Effective Teaching: The recruitment, development, and retention of effective teachers is critical to high scholar achievement. Effective teachers manage their classroom, know their content, develop skills sequentially over time, use data strategically to inform their instruction, and do whatever it takes to maximize impact. There is no single “recruiting season”, and developing successful connections to specific candidates requires a continuous effort and targeted approach. SBCCS recruits teachers from a variety of sources, including utilizing its own ClassiCorps Fellowship, critical networking with such organizations as TeachforAmerica, New Leaders for New Schools, strategic website postings, professional job fairs, and out reach to selective businesses and industries. Similarly, teacher</p>

	<p>development is also a continuous process. Through summer orientation, weekly grade meetings, monthly school wide meetings, and ongoing individual sessions, teachers benefit from over 100 hours of Professional Development annually. To attract and retain the strongest teachers, salaries will be 5% to 10% higher than those of teachers in New York City's Extended Time schools.</p>
KDE 4	<p>Structured Environment: Within a disciplined environment, teachers can teach, and all scholars can learn. BCCS fosters positive student behavior through modeling, explicit behavioral instruction, and a transparent set of expectations shared with families at orientations and throughout the year. These rules, detailed in the Code of Conduct, include recognition of the school's core values and clear consequences for infractions.</p>
KDE 5	<p>Development of Respectful, Compassionate, and Productive Citizens: We believe that the development of respectful, compassionate, and productive citizens is a fundamental purpose of education. This is fully consistent with the ideals of classical education. All scholars receive one hour of weekly character education per week. As scholars acclimate to our culture of positive behavior and character, less direct instruction and teacher intervention will be required. All scholars will perform age-appropriate community service based on themes such as the environment and care of senior citizens.</p>
KDE 6	<p>Family Engagement: We value our scholars and our families, which are so critical to our scholars' success. For young children to succeed academically, the school and parents must develop positive and communicative relationships. All families receive regular communication regarding their scholars' academic and behavioral progress, using grades and test scores as benchmarks for discussion. We have a Family Advisory Council (FAC), which serves as a liaison between our parents and administration.</p>

KDE 7	(No response)
KDE 8	(No response)
KDE 9	(No response)
KDE 10	(No response)

Need additional space for variables

No

h. SCHOOL WEB ADDRESS (URL)

classicalcharterschools.org

i. TOTAL MAX APPROVED ENROLLMENT FOR THE 2019-2020 SCHOOL YEAR (exclude Pre-K program enrollment)

470

j. TOTAL STUDENT ENROLLMENT ON JUNE 30, 2020 (exclude Pre-K program enrollment)

279

k. GRADES SERVED IN SCHOOL YEAR 2019-2020 (exclude Pre-K program students)

Check all that apply

Grades Served	K, 1, 2, 3, 4, 5, 6, 7
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I1. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

No

FACILITIES INFORMATION

m. FACILITIES

Will the school maintain or operate multiple sites in 2020-2021?

No, just one site.

School Site 1 (Primary)

m1. SCHOOL SITES

Please provide information on Site 1 for the upcoming school year.

	Physical Address	Phone Number	District/CSD	Grades to be Served at Site for coming year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	333 E 135 th Street Bronx New York, 10454		NYC CSD 7	K-8	Yes

m1a. Please provide the contact information for Site 1.

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Lester Long			
Operational Leader	Ariel Amaya			
Compliance Contact	Lester Long			
Complaint Contact	Ariel Amaya			
DA A Coordinator	Leah Epstein			
Phone Contact for After Hours Emergencies	Lester Long			

m1b. Is site 1 in public (co-located) space or in private space?

Co-located Space

m1c. Please list the terms of your current co-location.

	Date school will leave current co-location	Is school working with NYCDOE to expand into current space?	If so, list year expansion will occur.	Is school working with NYCDOE to move to separate space?	If so, list the proposed space and year planned for move	School at Full Capacity at Site
Site 1	August 202	No		No	757 Concourse Village West, Bronx NY 10454	No

IF LOCATED IN PRIVATE SPACE IN NYC OR IN DISTRICTS OUTSIDE NYC

m1d. Upload a current Certificate of Occupancy (COO) and the annual Fire Inspection Report for school site 1 if located in private space in NYC or located outside of NYC .

Certificate of Occupancy and Fire Inspection. Provide a copy of a current and non-expired certificate of occupancy (if outside NYC or in private space in NYC). For schools that are not in district space (NYC co-locations), provide a copy of a current and non-expired certificate of occupancy, and a copy of the current annual fire inspection results, which should be dated on or after July 1, 2020.

Site 1 Certificate of Occupancy (COO)

Site 1 Fire Inspection Report

CHARTER REVISIONS DURING THE 2019-2020 SCHOOL YEAR

n1. Were there any revisions to the school's charter during the 2019-2020 school year? (Please include approved or pending material and non-material charter revisions).

No

PLEASE NOTE CHARTER SCHOOLS WILL NO LONGER SUBMIT FINANCIAL STATEMENTS, ANNUAL BUDGETS, AND RELATED FISCAL DATA VIA THE ANNUAL REPORT. HOWEVER, NYSED BOARD OF REGENTS WOULD LIKE TO KNOW IF YOUR SCHOOL'S BOARD OF TRUSTEES HAS APPROVED A BUDGET FOR THE 2020-2021 FISCAL YEAR.

o. Has your school's Board of Trustee's approved a budget for the 2020-2021 FY?

No

ATTESTATION

p. Individual Primarily Responsible for Submitting the Annual Report.

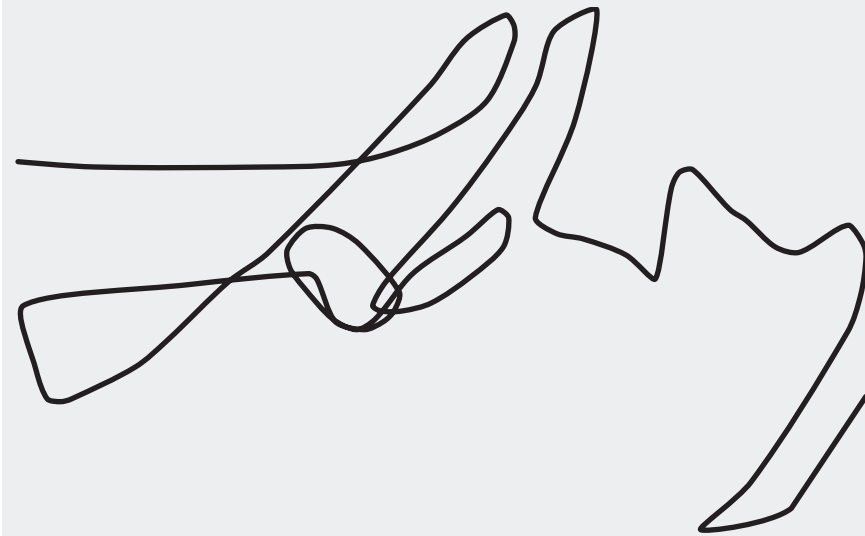
Name	Lester Long
Position	Executive Director
Phone/Extension	
Email	

p. Our signatures (Executive Director/School Leader/Head of School and Board President) below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES if you agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).**

Responses Selected:

Yes

Signature, Head of Charter School



Signature, President of the Board of Trustees

Date

Aug 1 2020

Thank you.



Entry 2 NYS School Report Card

Incomplete Hidden from applicant

Instructions

SUNY-authorized charter schools only

Provide a direct web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>) . This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State statute (8 NYCRR 119.3).

Entry 2 NYS School Report Card Link

NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided.)

(No response)

Entry 3 Progress Toward Goals

Completed Nov 6 2020

Instructions

Regents, NYCDOE, and Buffalo BOE-authorized charter schools

For the 2019-2020 school year, any academic organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as "N/A".

Entry 3 Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents-authorized and NYCDOE-authorized charter schools only.

Complete the tables provided. List each goal and measure as contained in the school's currently approved charter, and indicate whether the school has met or not met the goal. Please provide information for all goals no later than November 2, 2020.

1. ACADEMIC STUDENT PERFORMANCE GOALS

For the 2019-2020 school year, any academic goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-20 Progress Toward Attainment of Academic Goals

	Academic Student Performance Goal	Measure Used to Evaluate Progress Toward Attainment of Goal	Goal - Met, Not Met or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Academic Goal 1	Scholars will demonstrate proficiency in reading.	(a) 80% or more will score at Level 3 or higher on the State English Language Arts Test (ELA) (b) the average score on the NYS ELA exam will exceed the average score of its home district and of the City as a whole, for each grade.	Unable to Assess	N/A
		(a) 80% or more will score at Level 3 or higher on the State Mathematics Test (Math)		

Academic Goal 2	Scholars will demonstrate proficiency in mathematics.	(b) the average score on the NYS Math exam will exceed the average score of its home district and of the City as a whole, for each grade.	Unable to Assess	N/A
Academic Goal 3	Scholars will demonstrate proficiency in science.	(a) 60% of all fourth grade scholars will score at Level 3 or higher on the state Science Test (b) 60% of all eighth grade scholars will score at Level 3 or higher on the state Science Test	Unable to Assess	N/A
Academic Goal 4				
Academic Goal 5				
Academic Goal 6				
Academic Goal 7				
Academic Goal 8				
Academic Goal 9				
Academic Goal 10				

2. Do have more academic goals to add?

No

3. Do have more academic goals to add?

No

4. ORGANIZATION GOALS

For the 2019-2020 school year, any organization goals that cannot be evaluated due to school closure resulting in a lack of data and changes in testing, surveying, and other usual practices should be reported as “N/A”.

2019-2020 Progress Toward Attainment of Organization Goals

	Organizational Goal	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Unable to Assess	If not met, describe efforts the school will take to meet goal. If unable to assess goal, type N/A for Not Applicable
Org Goal 1	The school will demonstrate strong annual attendance and enrollment.	(a) The average daily attendance rate will meet or exceed 95% each year (b) the waiting list will exceed 1.5 applications per available seat (c) The school will retain its scholars at an annual rate of 90% or more over the charter term	Met	<p>Our average daily attendance was 96% in 2019-2020.</p> <p>Our waitlist goal was met, as we received 889 Kindergarten student applications for 60 available seats, which far exceeds the 1.5 target ratio.</p> <p>We retained 90% of its scholars in 2018-2019. We do not yet have retention data for 2019-2020.</p>

Org Goal 2	The school will provide scholars with a safe learning environment with strong communication on scholar achievement between home and school.	(a) 85% of parents through the NYC Department of Education's Learning Environment Survey will consider the school to be a "safe" school (b) 85% of parents through the NYC Department of Education's Learning Environment Survey will indicate strong communication between school and home regarding scholar achievement.	Met	Goals were met according to the 2018-2019 NYC DOE Family Survey which is the latest.
Org Goal 3				
Org Goal 4				
Org Goal 5				
Org Goal 6				
Org Goal 7				
Org Goal 8				
Org Goal 9				
Org Goal 10				
Org Goal 11				
Org Goal 12				
Org Goal 13				
Org Goal 14				

Org Goal 15				
Org Goal 16				
Org Goal 17				
Org Goal 18				
Org Goal 19				
Org Goal 20				

5. Do have more organizational goals to add?

No

6. FINANCIAL GOALS

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 1	The school will demonstrate fiduciary responsibility in managing public and private resources.	(a) The school will use Generally Accepted Accounting Practices (GAAP) independently verified through an annual external audit. (b) The school will produce financial reports demonstrating fiscal transparency and sound financial standing.	Met	Classical operates in accordance with its Financial Policies and Procedures which is approved by the Board of Trustees and overseen by an independent auditing firm. The 2019-2020 financial audit was 'clean' and demonstrated a cash surplus.
Financial Goal 2				
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

(No response)

2019-2020 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	Goal - Met, Not Met, or Partially Met	If not met, describe efforts the school will take to meet goal.
Financial Goal 6				
Financial Goal 7				
Financial Goal 8				
Financial Goal 9				
Financial Goal 10				

Thank you.

Entry 3 Accountability Plan Progress Reports

Incomplete Hidden from applicant

Instructions

SUNY-Authorized Charter Schools ONLY

SUNY-authorized charter schools must download an [Accountability Plan Progress Report template](#). After completing, schools must upload the document into the by September 15, 2020.

Entry 7 Disclosure of Financial Interest Form

Completed Sep 2020

Instructions - Multiple Uploads Permitted

Required of ALL Charter Schools by August 3

Each member of the charter school's Board of Trustees who served on a charter school education corporation governing one or more charter schools for any period during the 2019-2020 school year must complete a signed:

- **Regents, NYCDOE, and Buffalo BOE Authorized Schools: [Disclosure of Financial Interest Form](#)**

- **SUNY- Authorized Charter Schools:** [Trustee Financial Disclosure Form](#)

All completed forms must be collected and uploaded in .PDF format for each individual member. If a trustee is not able to complete the form by the deadline, the education corporation is responsible for doing so on behalf of the trustee. (Forms completed from past years will not be accepted).

Trustees serving on an education corporation that governs more than one school are not required to complete a separate disclosure for each school governed by the education corporation. In the Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

[combinepdf](#)

Filename: combinepdf rOzIogy.pdf **Size:** 4.2 MB

Entry 8 BOT Membership Table

Completed Sep 020

Instructions

Required of All charter schools

ALL charter schools and education corporations governing multiple schools must complete the Board of Trustees Membership Table within the online portal. Please be sure to include and identify parents who are members of the Board of Trustees and indicate whether parents are voting non-voting members.

Entry 8 BOT Table

1. SUNY-AUTHORIZED charter schools are required to provide information for VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools are required to provide information for all --VOTING and NON-VOTING-- trustees.

SOUTH BRONX CLASSICAL CHARTER SCHOOL II 320700861035

1. 2019-2020 Board Member Information (Enter info for each BOT member)

Trustee Name	Position on the	Committee	Voting Member	Number of Terms	Start Date of	End Date of	Board Meetings

	and Email Address	Board	Affiliation s	Per By- Laws (Y/N)	Served	Current Term (MM/DD/ YYYY)	Current Term (MM/DD/ YYYY)	Attended During 2019- 2020
1	Stephen Baldwin, [REDACTED]	Trustee/M ember	Publ c Affa rs	Yes	7	07/01/20 20	06/30/20 22	12
2	Kathryn Heleniak, [REDACTED]	Trustee/M ember	Educatio n	Yes	6	07/01/20 19	06/30/20 21	12
3	Ke n Murphy, [REDACTED]	Trustee/M ember	Educatio n	Yes	7	07/01/20 20	6/30/202 2	11
4	William Higgins, [REDACTED]	Trustee/M ember	Educatio n	Yes	7	07/01/20 20	6/30/202 2	12
5	Larry Hirsch, [REDACTED]	Trustee/M ember	Publ c Affa rs	Yes	7	07/01/20 19	6/30/202 2	10
6	James R. Maher Jr., [REDACTED]	Vice Chair	Executive	Yes	6	07/01/20 20	06/30/20 21	12
7	Ingrid Bateman, [REDACTED]	Chair	Executive	Yes	4	07/01/20 20	06/30/20 21	12

8	Ben Arabia, [REDACTED]	Treasurer	Finance, Executive	Yes	2	07/01/2020	6/29/2021	12
9	James W. Hart, [REDACTED]	Trustee/Member	Development, Finance	Yes	1	07/01/2020	06/30/2022	12

1a. Are there more than members of the Board of Trustees?

Yes

1b. Current Board Member Information

	Trustee Name and Email Address	Pos t on on the Board	Committ ee Affiliation s	Vot ng Member Per By-Laws (Y/N)	Number of Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2019-2020
10	Raquel Zaki, [REDACTED]	Trustee/Member	Develop ment	Yes	1	07/01/2019	06/30/2021	12
[REDACTED]	Veena Malpani, [REDACTED]	Secretary	Executive , Develop ment	Yes	1	07/01/2019	06/30/2021	12
12	Bob Torres, [REDACTED]	Trustee/Member	Publ c Affa rs	Yes	1	07/01/2019	06/30/2021	7
13	Adr an Tonge, [REDACTED]	Trustee/Member	Develop ment, Publ c Affairs	Yes	1	07/01/2020	06/30/2022	6
[REDACTED]	Jake Elghanayan, [REDACTED]	Trustee/Member	Develop ment	Yes	1	07/01/2020	06/30/2022	5 or less
15								

1c. Are there more than 15 members of the Board of Trustees?

No

2. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

1. SUNY-AUTHORIZED charter schools provide response relative to VOTING Trustees only.
2. REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED charter schools provide a response relative to all trustees.

a. Total Number of BOT Members on June 30, 2020	14
b.Total Number of Members Added During 2019-2020	2
c. Total Number of Members who Departed during 2019-2020	0
d.Total Number of members, as set in Bylaws, Resolution or Minutes	14

3. Number of Board meetings held during 2019-2020

12

4. Number of Board meetings scheduled for 2020-2021

12

Thank you.

Entry 9 Board Meeting Minutes

Completed Aug 1 2020

[Instructions](#)

Schools must upload a complete set of monthly board meeting minutes (July 2019-June 2020), which should match the number of meetings held during the 2019-2020 school year, as indicated in the above table. The minutes provided must be the final version approved by the school's Board of Trustees and may be uploaded individually or as one single combined file. Board meeting minutes must be submitted by August 3, 2020.

CCS Minutes 051920

Filename: CCS Minutes 051920 nKt2oDL.pdf **Size:** 185.8 kB

CCS Minutes 111219

Filename: CCS Minutes 111219 uXuf3Wv.pdf **Size:** 180.6 kB

CCS Minutes 060920

Filename: CCS Minutes 060920 CqnCO65.pdf **Size:** 153.0 kB

CCS Minutes 033120

Filename: CCS Minutes 033120 WC1lqgZ.pdf **Size:** 176.5 kB

CCS Minutes 021120

Filename: CCS Minutes 021120 F1KY6t6.pdf **Size:** 188.8 kB

CCS Minutes 042120

Filename: CCS Minutes 042120 XDtkBRs.pdf **Size:** 208.8 kB

CCS Minutes 121019

Filename: CCS Minutes 121019 CTh3dpD.pdf **Size:** 148.8 kB

CCS Minutes 102219

Filename: CCS Minutes 102219 4QVBP1T.pdf **Size:** 197.8 kB

CCS Minutes 091719

Filename: CCS Minutes 091719 6waLVKp.pdf **Size:** 205.9 kB

CCS Minutes 082719

Filename: CCS Minutes 082719 XnC2EpO.pdf **Size:** 381.6 kB

CCS Minutes 011420

Filename: CCS Minutes 011420 vlyX7Wy.pdf **Size:** 169.5 kB

Entry 10 Enrollment & Retention

Completed Aug 2020

Instructions for submitting Enrollment and Retention Efforts

ALL charter schools must complete this section. Describe the efforts the charter school has made toward meeting targets in 2018-2019 to attract and retain enrollment of Students with Disabilities (SWDs), English Language Learners/Multilingual Learners (ELLs/MLLs), and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2019-2020.

Entry 10 Enrollment and Retention of Special Populations

Instructions for Reporting Enrollment and Retention Strategies

Describe the efforts the charter school has made in 2019-2020 toward meeting targets to attract and retain enrollment of students with disabilities, English language learners/Multilingual learners, and students who are economically disadvantaged. In addition, describe the school’s plans for meeting or making progress toward meeting its enrollment and retention targets in 2020-2021.

SOUTH BRONX CLASSICAL CHARTER SCHOOL II 320700861035

Recruitment/Attraction Efforts Toward Meeting Targets

	Describe Recruitment Efforts in 2019-2020	Describe Recruitment Plans in 2020-2021
	We know that the retention of our At-Risk population (Economically Disadvantaged, English Language Learners, and Students With Disabilities) is important. At SBCCS, we are committed to supporting all of our scholars to meet the high expectations of our rigorous academic program. Over the past two years, we have taken a more targeted approach to support our scholars with language and learning differences. Beginning in Kindergarten, or when a scholar is identified as a	

Economically Disadvantaged

student with a disability or an English Language Learner, we establish a close relationship with the family. This includes regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their scholars. During this contact, we communicate their scholar's progress, areas of growth and areas of concern. We regularly evaluate changes in service depending on scholar progress, and service providers maintain at least monthly contact with parents. We frequently send home enrichment activities for scholars in areas we have identified for growth. Parents are provided with staff members' contact information and an open door policy is strongly communicated. When a scholar is struggling, we invite parents in to observe and work as a team to determine how to better support the scholar. We also see it as our role to educate parents about their scholar's needs. For scholars with disabilities, we work with the CSE and the parent to determine the appropriate setting. If we do not have a setting that is identified as appropriate for the scholar, we supplement our current services to ensure the scholar continues to make progress, and we also accompany parents when looking at alternate placements, if they wish to move to a different setting. In our communication with parents, we emphasize a commitment to

SBCCS consistently attracts scholars from its home district (12), with little recruitment effort. SBCCS consistently enjoys a long student waitlist and has had continued to serve a population that is at least 90% economically disadvantaged.

	<p>each scholar's growth through whatever resources we have available. In 2016-2017, we began looking into expanding our current services to include more restrictive settings, special education focused parent groups, bilingual resources to support academics, and ongoing teacher development to support this population of students. We have found great success with these initiatives in the past 3 years.</p>	
<p>English Language Learners/Multilingual Learners</p>	<p>Beginning in 2016-2017, BCCS began to improve its identification of English Language Learners. Rather than administering the Home Language Questionnaire (HLQ) to parents as part of the student enrollment packet, BCCS began to administer the survey one-on-one to parents, in person. In previous years, parent error in filling out the HLQ has led to under reporting of scholars who don't speak English fluently, or don't speak exclusively English at home, either due to not understanding the form or fear of 'labeling' their child. During new student enrollment in 2016 - 2017 (for new students starting in 2016-2017), a series of questions were asked to ensure that parents have completed the form completely and accurately. Spanish-speaking staff clarified the purpose of this form to Spanish speaking parents. We ensured that HLQs were administered in the parent's preferred language.</p>	<p>See above.</p>

Students with Disabilities

To recruit students with disabilities, BCCS engages in an aggressive student recruitment plan, which includes:

1. All materials in our mass mailings of school information and student applications to nursery schools, Head Starts, and community organizations have Spanish translations and information about the special services we provide.
2. All BCCS information sessions are held with a Spanish speaking translator.
3. We have attended several student recruitment fairs. At both fairs, a bilingual staff member was present for its entirety. Information about SBCCS Special Services was also distributed at both fairs.
4. We distributed flyers at locations all over the South Bronx. All flyers were in both Spanish and English.
5. All paper applications are in both English and Spanish.
6. We gave presentations to local community organizations that serve ELL populations, including Mott Haven Community Partnership Program and South Bronx Churches.
7. We contacted and distributed information about SBCCS, in both English and Spanish, to seven local NYCHA housing developments.
8. We run Facebook advertisement translated into English, Spanish, and French.
9. We mailed information pamphlets and student applications, in both English and

In addition to the 19-20 efforts, Classical is making a strong effort to increase its WD% in the 2020-2021. Please see our Corrective Action Plan for more details.

Spanish to 12,000 South Bronx residents.

Retention Efforts Toward Meeting Targets

	Describe Retention Efforts in 2019-2020	Describe Retention Plans in 2020-2021
	<p>We know that the retention of our At-Risk population (Economically Disadvantaged, English Language Learners, and Students With Disabilities) is important. At SBCCS, we are committed to supporting all of our scholars to meet the high expectations of our rigorous academic program. Over the past two years, we have taken a more targeted approach to support our scholars with language and learning differences.</p> <p>Beginning in Kindergarten, or when a scholar is identified as a student with a disability or an English Language Learner, we establish a close relationship with the family. This includes regular communication home via home-school logs and phone calls, as well as meetings with the team of educators who work with their scholars. During this contact, we communicate their scholar's progress, areas of growth and areas of concern. We regularly evaluate changes in service depending on scholar progress, and service providers maintain at least monthly contact with parents. We frequently send home enrichment activities for scholars</p>	

Economically Disadvantaged	<p>in areas we have identified for growth. Parents are provided with staff members' contact information and an open door policy is strongly communicated. When a scholar is struggling, we invite parents in to observe and work as a team to determine how to better support the scholar. We also see it as our role to educate parents about their scholar's needs. For scholars with disabilities, we work with the CSE and the parent to determine the appropriate setting. If we do not have a setting that is identified as appropriate for the scholar, we supplement our current services to ensure the scholar continues to make progress, and we also accompany parents when looking at alternate placements, if they wish to move to a different setting. In our communication with parents, we emphasize a commitment to each scholar's growth through whatever resources we have available. In 2016-2017, we began looking into expanding our current services to include more restrictive settings, special education focused parent groups, bilingual resources to support academics, and ongoing teacher development to support this population of students. We have found great success with these initiatives in the past 3 years.</p>	We continue to retain students with this label at high levels.
English Language Learners/Multilingual Learners	<p>SBCCS' enrollment of English Language Learners grew from 13% in 2015-2016 to 18% in 2016-2017 to 23% in 2019-2020 and so we will continue to</p>	We continue to retain students with this label at high levels.

	implement successful strategies to recruit and retain this population of scholars.	
Students with Disabilities	<p>SBCCS will continue to reflect upon its support of its At-Risk population, including their families, and improve upon its practices. In 2017-2018, SBCCS hired a Director of Special Services, and an expanded Special Services team, which we believe will better support the needs of our scholars. In 2020-2021, we are working to improve our instructional coaching of our special education teachers as well as the efficacy of our special education (SETSS) curriculum.</p>	Classical is making a strong effort to increase its WD% in the 2020-2021. Please see our Corrective Action Plan for more details.

Entry 12 Percent of Uncertified Teachers

Completed Aug 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

The table below reflects the information collected through the online portal for compliance with New York State Education Law 854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education.

Entry 12 Uncertified Teachers

School Name: SOUTH BRONX CLASSICAL CHARTER SCHOOL II 320700861035

Instructions for Reporting Percent of Uncertified Teachers

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools

The table below reflects the information collected through the online portal for compliance with New York State Education Law 2854(3)(a-1) for teaching staff qualifications. Uncertified teachers are those not certified pursuant to the State Certification Requirements established by the NYSED Commissioner of Education. Enter the relevant full-time equivalent (FTE) count of teachers in each column. For example, a school with 20 full-time teachers and 5 half-time teachers would have an FTE count of 22.5.

If more than one line applies to a teacher, please include in only one FTE uncertified category. Please do not include paraprofessionals, such as teacher aides.

CATEGORY A. 30% OR 5 UNCERTIFIED TEACHERS WHICHEVER IS LESS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	4
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	3
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category A: 5 or 30% whichever is less	7.0

CATEGORY B. PLUS FIVE UNCERTIFIED TEACHERS IN MATHEMATICS, SCIENCE, COMPUTER SCIENCE, TECHNOLOGY OR CAREER AND TECHNICAL EDUCATION.

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	1
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	1
. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as June 30, 2020)	0
Total Category B: not to exceed 5	2.0

CATEGORY C: PLUS 5 ADDITIONAL UNCERTIFIED TEACHERS

	FTE Count
i. FTE count of uncertified teacher with at least three years of elementary, middle or secondary classroom teaching experience (as of June 30, 2020)	0
ii. FTE count of uncertified teachers who are tenured or tenure track college faculty (as of June 30, 2020)	0
iii. FTE count of uncertified teachers with two years of Teach for America experience (as of June 30, 2020)	0
iv. FTE count of uncertified teachers with exceptional business, professional, artistic, athletic, or military experience (as of June 30, 2020)	0
Total Category C: not to exceed 5	0.0

CATEGORY D: TOTAL FTE COUNT OF UNCATEGORIZED, UNCERTIFIED TEACHERS

(Include teachers who do not fit in one of these categories or if did fit would exceed the numerical limits for that category)

	FTE Count
Total Category D	0

CATEGORY E: TOTAL FTE COUNT OF CERTIFIED TEACHERS

	FTE Count
Total Category E	35

CATEGORY F: TOTAL FTE COUNT OF ALL TEACHERS

Please do not include paraprofessionals, such as teacher aides.

	FTE Count
Total Category F	43



Thank you.

Entry 13 Organization Chart

Completed Aug 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

Upload the 2019-2020 **Organization Chart**. The organization chart should include position titles and reporting relationships. Employee names should not appear in the chart.

Bronx

Filename: Bronx.Classical.Org.Chart HvKIZSJ.pdf **Size:** 82.9 kB

Entry 14 School Calendar

Completed Aug 2020

Instructions for submitting School Calendar

Required of ALL Charter Schools

Given these uncertain and changing times, charter schools may may not have a school calendar ready to upload by the submission deadline this year of August 3, 2020. If the charter school has a tentative calendar based on available information and guidance at the time, please submit with the August 3rd submission. Charter schools will be able to upload an updated school calendar into the portal at any time but no later than **September 15, 2020**.

School calendars must meet the [minimum instructional requirements](#) adopted by the Board of Regents in 2018.

Board of Regents-authorized charter schools are required to submit school calendars that clearly indicate the start and end date of the instructional year AND the number of instructional hours and/or instructional days for each month.

Annual Calendar 2020-2021

Filename: Annual Calendar 2020 2021 z4jW7vC.pdf **Size:** 179.2 kB

Entry 15 Links to Critical Documents on School Website

Completed Aug 2020

Instructions

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

1. Most recently filed Annual Report (i.e., 2018-19 Annual Report);
2. Most recent board meeting notice, documents to be discussed at the meeting (if any), and webcast of Board meetings (if held virtually per Governor's Executive Order);
3. Link to New York State School Report Card;
4. Lottery Notice announcing date of lottery;
5. Authorizer-approved DASA Policy;
6. District-wide safety plan and Authorizer-approved Discipline Policy (as per August 9, 2019 [Emergency Response Plan Memo](#));
7. Authorizer-approved FOIL Policy; and
8. Subject matter list of FOIL records.
9. Link to School Reopening Plan

Form for Entry 15 Links to Critical Documents on School Website

School Name: South Bronx Classical Charter School II

Required of Regents, NYCDOE, and Buffalo BOE Authorized Charter Schools ONLY

By law, each charter school is required to maintain certain notices and policies listed on its website. Please insert the link from the school's website for each of the items:

	Link to Documents
1. Most Recent Annual Report (i.e., 2018-19)	http://www.p12.nysed.gov/psc/csdirectory/SouthBronxClassicalCharterSchool/home.html
2. Most Recent Board Meeting Notice and Related Agenda Item Documents	https://classicalcharterschools.org/wp-content/uploads/2020/03/2019-2020-Board-Meeting-Schedule_3.18.20.pdf
2a. Webcast of Board Meetings (per Governor's Executive Order)	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
3. Link to NYS School Report Card	http://www.p12.nysed.gov/psc/csdirectory/SouthBronxClassicalIII/home.html

4. Most Recent Lottery Notice Announcing Lottery	https://www.facebook.com/ClassicalCharterSchools/photos/a.395165897204388/941279152593057
5. Authorizer-Approved DA A Policy	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
6. District-wide Safety Plan	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
6a. Authorizer-Approved Discipline Policy (as per August 29, 2019 Emergency Response Plan Memo)	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
7. Authorizer-Approved FOIL Policy	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
8. Subject matter list of FOIL records	https://classicalcharterschools.org/wp-content/uploads/2019/12/Family-Handbook-2018-19.pdf
9. Link to School Reopening Plan	https://classicalcharterschools.org/wp-content/uploads/2020/07/Re-Opening-Plan-7.31.-Website.pdf

Thank you.



Entry 16 COVID 19 Related Information

Completed Aug 2020

Instructions

Required of ALL charter schools

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Entry 16 COVID 19 Related Information

TABLE 1: 2019-2020 Enrollment, Attendance and Participation Between March-June 2020

Please provide the number of students attending instruction on the last day instruction was provided within physical school facilities and the number of students participating in virtual programming on the last day such programming was offered for the 2019-2020 school year.

	Number of students enrolled in school on the last day instruction was provided within physical school facilities	Number of students attending instruction on the last day instruction was provided within physical school facilities	Number of students participating in virtual programming on the last day such programming was offered for the 2019-20 school year
	257	243	257

Table 2: 2019-2020 Assessments and Grade Participation

If applicable, please provide the name and publisher of all end of year assessments provided by grade level as well as the number of participating students. Board of Regents-authorized charter schools are encouraged to refer to Appendix B of the [Remote Monitoring and Oversight Plan Spring 2020](#) remote for best practices regarding end of year assessments in a remote learning environment.

Assessment Title	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12	Number of Participating Students

		x	x	x	x	x	x	x	x	x	x	x	x	x	
Total															0
I															

Entry 17 Staff Roster - NEW TASK For Regents Schools Only

Completed Aug 2020

[INSTRUCTIONS - NEW TASK FOR REGENTS-AUTHORIZED CHARTER SCHOOLS](#)

Please provide the full name of **ANY and ALL instructional and non-instructional employees** and their respective positions/titles, and employment start dates in the charter school by clicking on the MS Excel file link to the [Staff Roster](#).

[SBC II Staff_Roster_as_of_8-3-2020](#)

Filename: SBC II Staff Roster as f 8 3 2020.xlsx **Size:** 19.3 kB

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

_____ **VEENA MALPANI** _____

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

- _____
1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Secretary

2. Are you an employee of any school operated by the education corporation?
____ **Yes** __X__ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? **No**

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? **No**

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes** ☒ **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>None</i>				

Veena Malpani
Signature

8/3/2020
Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 06/8/2020

Disclosure of Financial Interest by a Candidate or Proposed Director of
Trenton Board of Education

Name:

C. Stephen Baldwin

Name of Charter School Education Corporation (The Charter School Name)
is the charter school is the only school operated by the education
corporation:

Classical Charter Schools

1. List all positions held on the education corporation Board of Directors
(Please list all positions held on the corporation Board of Directors)

Board Member; Board Chair (past)

2. Are you currently employed by any school operated by the education corporation?
Yes ☒ No

If Yes, do you currently possess custody or guardianship of the children of any
person who is currently employed by the school and your staff?

3. Are you related by blood or marriage to any person employed by the school?
If Yes, please describe the nature of your relationship and how this person
would benefit from a charter school operation.

No

4. Are you related by blood, marriage, or legal adoption/guardianship to any
person who is currently employed by the school?
If Yes, please describe the nature of your relationship and how this person
would benefit from a charter school operation.

No

5. Are you related, by blood or marriage, to any person that could otherwise
benefit from your participation as a board member of the school?

If Yes, please describe the nature of your relationship and how this person could benefit from your position. <https://www.rockwellcharter.org>

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, or an entity that provides comprehensive management services (CMO), whether for-profit or not-for-profit, which contracts or may contract with the charter school or education corporation, or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts or does business with, or plans to contract or do business with, the charter school, education corporation, or a CMO, whether for-profit or not-for-profit, including but not limited to the lease of real or personal property to the said entities?

Yes ☒ No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary, and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter schools operated by the education corporation during the time you have served on the Board, and in the six month period prior to such service. If there has been no such interest or transaction, write None. Please note that if you answered Yes to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
---------	--	---	--

Please write None if applicable. Do not leave this space blank.

None

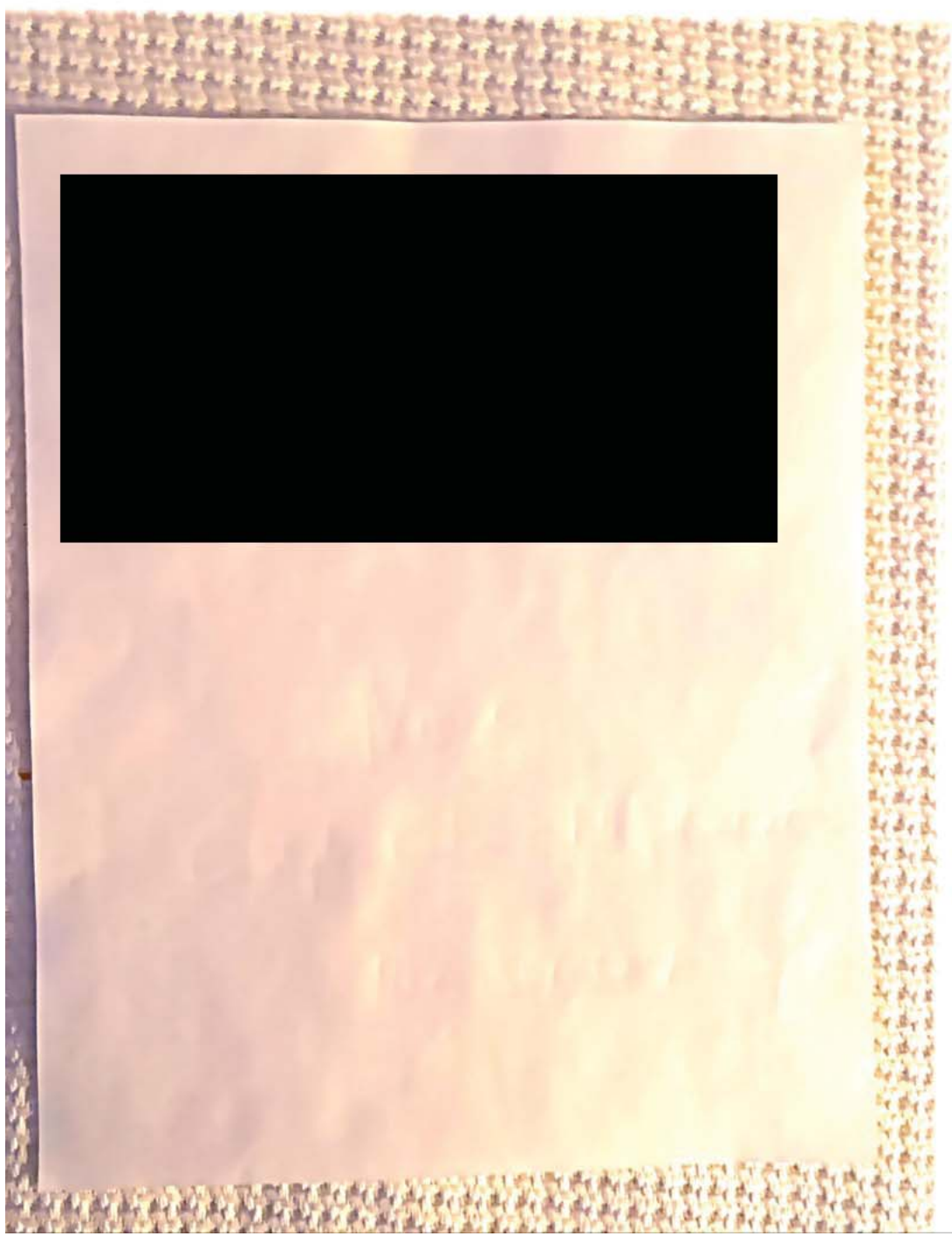
8. Identify each individual, business, corporation, union, association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None".

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
			None	

Signature: C. Stephen Balch Date: 1 August 2020

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the





**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member**

Name:

J. Kevin Murphy

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?

Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

No

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___ Yes ☒ No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
Please write "None" if applicable. Do not leave this space blank. <i>None</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i> Shareholder of J.P. Morgan Chase through (401)K and Trust.				

J. Kevin Murphy
 Signature

August 3, 2020
 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Jacob Elghanayan

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

_Classical Charter Schools _

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation?
____ **Yes** __X__ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___Yes __X__No

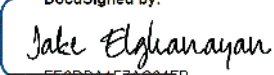
If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>None</i>			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>None</i>				

DocuSigned by:

FE8DBA1F7AC04FB...

Signature

8/3/2020

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member

Name: Ingrid Bateman

Name of Charter School Education Corporation (the Charter School Name,
if the charter school is the only school operated by the education
corporation):

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees
("Board") (e.g. president, treasurer, parent representative).

Board Chair

2. Are you an employee of any school operated by the education corporation?
Yes ☒ No

If **Yes**, for each school, please provide a description of the position(s) you
hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person
could benefit from your participation.

no

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any
student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person
could benefit from your participation.

no

5. Are you related, by blood or marriage, to any person that could otherwise
benefit from your participation as a board member of this school?

no

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes ☐ No ☒

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered Yes to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
8/13/11			
Please write "None" if applicable. Do not leave this space blank. none			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

Please write "None" if applicable. Do not leave this space blank.

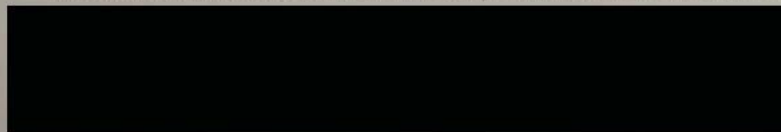
[Handwritten Signature]

Signature

8/4/20

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

James Hart

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Trustee

2. Are you an employee of any school operated by the education corporation?

No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None			

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None.**"

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None				

James Hart

8/12/2020

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 06/8/2020

**Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member**

Name:

Kathryn Moore Heleniak

**Name of Charter School Education Corporation (the Charter School Name,
if the charter school is the only school operated by the education
corporation):**

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board Member

2. Are you an employee of any school operated by the education corporation?
____ **Yes** ____ **X** ____ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If Yes, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you

	NONE		
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8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

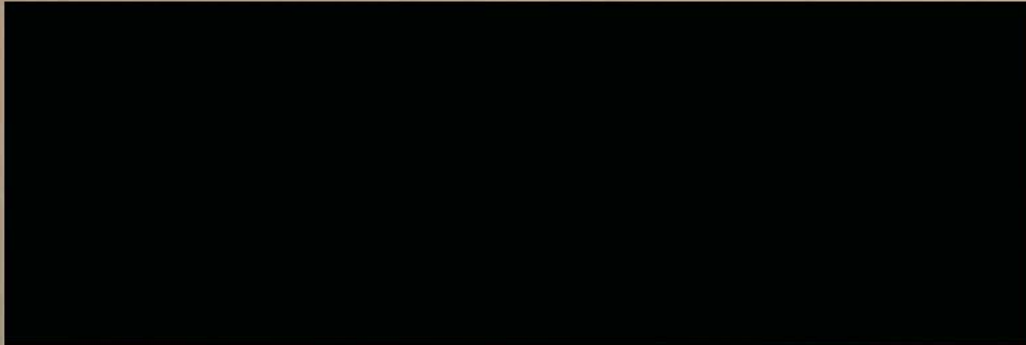
Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				
	NONE			

Signature *Kathryn M. Heleniak*

Date July 4, 2020

Kathryn M Heleniak

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: James R. Maher Jr.

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Classical Charter Schools

1. List all positions held by the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Vice Chairman

2. Are you an employee of any school operated by the education corporation?
____ **Yes** ____ **x** ____ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or have a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you held, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose against your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
NONE.			

8. Identify each individual, business, corporation, union, association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your household had a financial interest or other relationship. If you are a member, director, officer or employee of a organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trust and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest



 Signature

8/3/2020

 Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.

NONE.



last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of
Trustees Member

Name:

BENJAMIN ARABIA

Name of Charter School Education Corporation (the Charter School Name,
if the charter school is the only school operated by the education
corporation):

Classical Charter Schools (CCS)

1. List all positions held on the education corporation Board of Trustees
("Board") (e.g. president, treasurer, parent representative).

Treasurer, Finance Committee,

2. Are you an employee of any school operated by the education corporation?
☐ Yes ☒ No

If Yes, for each school, please provide a description of the position(s) you
hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school? NO

If Yes, please describe the nature of your relationship and how this person
could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any
student currently enrolled in the school? NO

If Yes, please describe the nature of your relationship and how this person
could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise
benefit from your participation as a board member of this school? NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
	None		

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation and in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "None."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
	None			



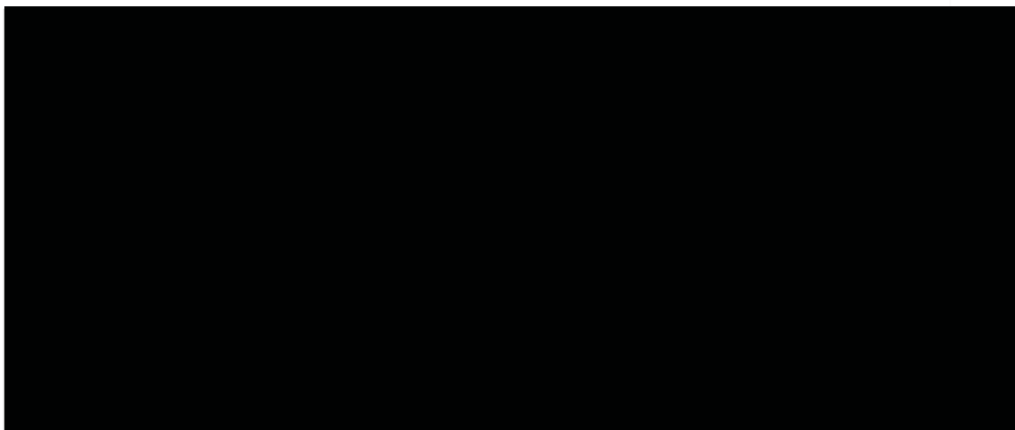
Signature

8/12/20

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

Laurence G. Hirsch

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Current Board Member, past Vice President.

2. Are you an employee of any school operated by the education corporation?
____ **Yes** __X__ **No**

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school? NO

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? NO

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

___Yes __X__No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>	NONE		

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
NONE				
<i>Please write “None” if applicable. Do not leave this space blank.</i>				

Laurence G. Hirsch

8/24/20

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Raquel Zaki

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

Board

2. Are you an employee of any school operated by the education corporation?

Yes X No

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

If **Yes**, please describe the nature of your relationship and how this person could benefit from your participation.

No

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

If Yes, please describe the nature of your relationship and how this person could benefit from your participation.

No

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

Yes X **No**

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>Please write "None" if applicable. Do not leave this space blank.</i>			
NONE	NONE	NONE	NONE

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write “None.”

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write “None” if applicable. Do not leave this space blank.</i> NONE	NONE	NONE	NONE	NONE



Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name:

___Rober E. or es___

Name of Charter School Education Corporation (the Charter School name if the charter school is the only school operated by the education corporation):

___Sout Bronx Classical Charter Schools___

1. List all positions held on the education corporation Board of Trustees ("Board") e.g. president, treasurer, parent representative).

2. Are you an employee of any school operated by the education corporation
___Yes ___X___N

If **Yes**, for each school, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

3. Are you related, by blood or marriage, to any person employed by the school?
o

If **Yes**, please describe the nature of your relationship and how this person would benefit from your participation.

4. Are you related, by blood marriage or legal adoption/guardianship, to any student currently enrolled in the school? o

If **Yes**, please describe the nature of your relationship and how this person would benefit from your participation.

5. Are you related by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school? No

If yes, please describe the nature of your relationship and how his person could benefit from our participation.

6. Are you a past, current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("MO") whether for-profit or not-for-profit, which contracts or may contract with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own and control or intend to, a business or entity that contracts or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit including, but not limited to, the lease of real or personal property to the said entities?

☐ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the board and in the six-month period prior to such service. If there has been no such interest or transaction write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
None	None	None	None

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
None	None	None	None	None

R. E. Jones

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





last revised 06/8/2020

Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Adrian Tonge

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

NONE.

2. Are you an employee of any school operated by the education corporation?
____ **Yes** **X** **No**

3. Are you related, by blood or marriage, to any person employed by the school?

NO.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation,

and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

____ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE</i>			NONE

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Adrian Tonge

September 1, 2020

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.



Disclosure of Financial Interest by a Current or Proposed Board of Trustees Member

Name: Bill Higgins

Name of Charter School Education Corporation (the Charter School Name, if the charter school is the only school operated by the education corporation):

Classical Charter Schools

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g. president, treasurer, parent representative).

NONE.

2. Are you an employee of any school operated by the education corporation?
____ **Yes** **X** **No**

3. Are you related, by blood or marriage, to any person employed by the school?

NO.

4. Are you related, by blood, marriage, or legal adoption/guardianship, to any student currently enrolled in the school?

NO.

5. Are you related, by blood or marriage, to any person that could otherwise benefit from your participation as a board member of this school?

No.

6. Are you a past, current, or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management services ("CMO"), whether for-profit or not-for-profit, which contracts, or may contract, with the charter school or education corporation; or do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation,

and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

____ Yes ☒ No

If **Yes**, please provide a description of the position(s) you hold, your responsibilities, your salary and your start date.

7. Identify each interest/transaction (and provide the requested information) that you or any of your immediate family members or any persons who live with you in your house have held or engaged in with the charter school(s) operated by the education corporation during the time you have served on the Board, and in the six-month period prior to such service. If there has been no such interest or transaction, write **None**. Please note that if you answered **Yes** to Questions 2-3 above, you need not disclose again your employment status, salary, etc.

Date(s)	Nature of financial interest/transaction	Steps taken to avoid a conflict of interest, (e.g., did not vote, did not participate in discussion)	Name of person holding interest or engaging in transaction and relationship to you
<i>NONE</i>			NONE

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) living in your house had a financial interest or other relationship. If you are a member, director, officer or employee of an organization formally partnered with the school(s) that is/are doing business with the school(s) through a management or services agreement, please identify only the name of the organization, your position in the organization, and the relationship between such organization and the school(s). If there was no financial interest, write "**None**."

Organization conducting business with the school(s)	Nature of business conducted	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization conducting business with the school(s) and the nature of the interest	Steps taken to avoid conflict of interest
<i>Please write "None" if applicable. Do not leave this space blank.</i>				

Bill Higgins

September 1, 2020

Signature

Date

Please note that this document is considered a public record and, as such, may be made available to members of the public upon request under the Freedom of Information Law. Personal contact information provided below will be redacted.





Board Meeting Minutes

May 19, 2020

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending by Zoom: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. Jake Elghanayan, Mr. James Hart, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Larry Hirsch, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy, Mr. Adrian Tonge, Mrs. Raquel Zaki

Guests by Zoom: Mr. Lester Long, Ms. Catherine Chiaboeuf, Robertson Foundation

I. Call to Order

There being quorum by video connection, the Chairwoman called the meeting to order at 6:00 p.m.

II. Minutes of Prior Meeting

The Trustees:

VOTED to adopt the draft of the 4/21/2020 minutes.

III. Report of the Executive Director

Without outside support from the Federal government, Governor Cuomo is estimating that per pupil school funding may drop by 20% this year due to reduced State and local tax revenues and increased spending due to the shut down because of the Covid 19 emergency. For Classical, this would imply reduction of \$5,000,000 in revenue. In meetings with the other CEO's of Achievement First, KIPP, Success Academy, Public Prep, Ascend and Uncommon Schools to evaluate the effects of such profound reductions, most schools have frozen all salary increases, with the exception of a few token raises, and expect to lay off 5-10% of their staff. Success Academy has already laid off 130 staff, about 4% of their employees. The actual dimensions of the reductions are as yet unknown and we are hopeful that Classical's fiscal position can withstand the worst aspects of the impending fiscal crisis.

Broadly, we are taking 4 immediate steps to prepare for these reductions:

- 1) Maximizing Enrollment: We expect to enroll about 150 students more than in previous years, i.e. more than our normal Kindergarten intake of 100,
- 2) Reducing Expenses: Each cost center will propose additional cost cutting measures,
- 3) Terminate Staff who may be underperforming: we just will not have the resources bring them up to standard,
- 4) Increase outside Fundraising: Our “Go Fund Me” campaign netted an additional \$25,000 and the Walton Foundation has awarded a grant of \$20,000. We have been able to borrow \$3.3 million under the U.S. government’s PPP program, but we aim to be as chary with the use of the proceeds of the borrowings as possible, even though under certain circumstances the indebtedness may be forgiven.

With regard to the ebb and flow of the parents’ demand, lottery applications dropped to about 9 applications/seat in April, down from 12 applications/seat last year. Recall that the NYSED estimates that a viable school should see about 3 applications/seat. This seems to reflect two trends: not as many parents applying, clearly, but also perhaps a diminution of 5% of the population with school age kids leaving for other areas. However, the ED did not foresee a 10% drop in population in our catchment areas and expects the long-term population trend to be stable.

The DoE’s record keeping system for tracking incoming/departing students has not been recently updated. In order to reconcile the per pupil funding, the state annually determines the scholars/day in the classrooms. So, when a scholar moves out of state or to a private school that data has to be input manually. We track each transfer, especially for our ELL and SPED populations. Our standard assumption for our attrition rate, inherent in our budgeting for revenues, has been 10% per annum and that has broadly reflected our experience since inception. This year’s attrition rate among scholars may reach 13%, especially if families with more than one scholar at Classical determine to move out of state. This is the reason for expanding our intake in the early grades.

Ms. Veena Malpani will be assuming the responsibilities of Secretary of the Board for 2020/2021.

Completion of construction for School IV is scheduled for October 2. Consequently, we have taken an option on temporary space across the street from 3458 Third Avenue to accommodate our scholars. We have, in fact, used this space before while School III was under construction. The landlord for the space is the same as our School III building. The nature of our space requirements depend greatly on the actual timing of the completion of construction of the School IV building and we hope to minimize the inconvenience to our scholars and their parents. As much as possible, we want to avoid shifting scholars from one location to another due to physical constraints or budget limitations.

There is no plan as yet as to what on-site instruction is going to look like under social distancing requirements mandated by the state and we hope to have further clarification by July

or August. Given the space constraints such regime may impose, it seems likely that instruction might have to be some combination of both on-site and remote instruction. Consequently, we are continuing to refine our remote learning capabilities and we expect that our Summer Learning Academy will be delivered remotely. The truth of the matter is that remote learning is very demanding of the children's parents and the connectivity/technology, and we must be flexible to meet the needs of our scholars' families. We may be able to take advantage of couple of "holidays" that the DoE observes, but may not be especially germane to our scholars, in order to augment our instructional time.

At this date, about 25 of our scholars' caregivers and relatives of faculty have passed away from Covid 19. These losses profoundly affect the grieving family members, their living arrangements, and those of their children, our scholars.

IV. Paycheck Protection Program Borrowing Resolution

We have applied for and received lender approval, not from JPM, but from community lender, to borrow \$3,335,430 pursuant to our resolution, submitted herewith in Exhibit I for ratification, under the U.S. Small Business Administration's Paycheck Protection Program. We continue to receive the State's per pupil funding which remains flat. Although there are still unresolved questions about various expenses, the intent is to assist us in meeting our payroll obligations, rent and utilities. As long as the loan proceeds are used for those purposes, we may apply to have the indebtedness forgiven. The interest rate on the borrowing is 1% per annum. Public Prep and other charters have availed themselves of the program as means to bridge short-term expenses. The uncertainty that CCS faces going forward has to do with expected revenues, rather than liquidity in meeting short-term current obligations.

If one assumes reduction in revenues of \$5,000,000, there is some question of whether we should avail ourselves of the PPP because the short-term borrowing would simply defer the adjustments required to operate at the new revenue level. Indeed, draconian revenue reductions of such magnitudes could open the question of the solvency of the operations. On the other hand, were revenues to remain flat year on year, we might be able to return the entire proceeds of any borrowings under the facility. Revenue projections depend in part on the diminution in the state's income and any exodus of taxpayers and businesses from the state. On balance, the trustees felt that it was important to secure the additional source of short-term liquidity that under favorable conditions may be returned, and under less favorable conditions may be forgiven.

The Trustees:

VOTED to adopt and ratify as of May 19, 2020 the PPP borrowing resolution in the amount of \$3,335,430 at an interest rate of 1% per annum in the form presented and appended as Exhibit I.

V. Finance Committee Report

The Treasurer reviewed the financial statements for the quarter ended March 31, 2020, which incorporated the first weeks of the Covid 19 emergency. For the first 9 months of the fiscal year, the school operated at loss on \$178,000, mainly due to actual revenues of \$20.2 million falling short of budgeted revenue of \$21.8 million, discrepancy of -7%. While

State/City funding were flat from quarter to quarter, they were also below budget projections by \$1,700,000. Federal Funding was down \$140,000 from quarter to quarter and also under budget, which was clearly too high, by \$350,000 for the year to date. Both shortfalls are due to enrollment below expectations, which are being prioritized for the coming year. Offsetting this deficiency were Donations and Contributions that were \$570,000 over budget.

Expenses for the year to date are below budget by \$1,076,000 which is nearly all attributable to savings in personnel and related expenses. Costs for staff for the quarter were up marginally as were total expenses.

The loss will be financed by lower short-term investments.

The Trustees:

VOTED to accept the financial statements for the quarter as presented.

V. Development

In the face of market declines and more urgent needs, foundations and institutions and donors are reconsidering their commitments. While we have already met our goal of raising \$1,000,000 for the year and are well ahead of plan for the quarter, this may not be propitious time for further solicitations given conditions in financial markets.

The “Go Fund Me” initiative should be co-ordinated with our Neon platform so as to track the donors and their contributions.

Our guest, Ms. Chiaboeuf, agreed that foundations have been slow in reacting to the market disruptions caused by the Covid 19 crisis and that endowments, too, had suffered from the market declines. Hopefully conditions would improve over the summer and fall.

VI. Comments about Education Progress

The faculty is fully engaged in remote learning. Although communication is less efficient than it used to be, the staff is connected while working remotely. Having the curriculum on line enables them to focus on its delivery whereas other charters may be struggling with lessons that are less readily available. Reading is rising somewhat comparably, though so much of reading fluency and textual comprehension results from targeted practice.

The chairwoman added that some schools that had stressed co-operative learning through group work were having more difficult time in adapting their instruction.

In the early grades, it's hard to discern the rate of progress because there is no end of year assessment for K-2. The state will not assess the learning progress for grades 3-8.

We are looking for 4 instructional coaches. With retrenchment among the charters, we expect a lot of mobility among candidates.

We may be able to arrange for trustees to observe class on Zoom remotely.

All class trips have been cancelled, but we may try and arrange a virtual graduation through Zoom.

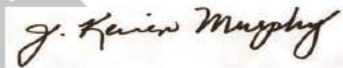
VII. Other Business, Next Meeting, & Adjournment

The next meeting is scheduled for June 9, 2020 at 6:00 pm on Zoom with connection details to be e-mailed.

The Trustees:

VOTED to adjourn until 6:00p.m. on Tuesday June 9, 2020.

Respectfully submitted,

A handwritten signature in cursive script, reading "J. Kevin Murphy", is written in black ink on a light-colored rectangular background.

J. Kevin Murphy, Secretary



Exhibit I

RESOLUTIONS OF THE
BOARD OF TRUSTEES

PAYCHECK PROTECTION PROGRAM LOAN

May 19, 2020

The Board of Trustees (the “Board”) of Classical Charter Schools (the “Education Corporation”) which oversees and is comprised of South Bronx Classical Charter School, South Bronx Classical Charter School II, South Bronx Classical Charter School III and South Bronx Classical Charter School IV, (the “Schools”) does hereby adopt the following resolutions at duly held and noticed meeting on the date set forth above.

WHEREAS, in response to the Coronavirus (COVID-19) pandemic (the “Pandemic”), businesses and certain not-for-profit organizations are eligible to apply for loan through the U.S. Small Business Administration’s (the “SBA”) Paycheck Protection Program (the “PPP”), which was created by the Coronavirus Aid, Relief, and Economic Security (CARES) Act;

WHEREAS, as result of the Pandemic and the ensuing economic uncertainty including without limitation (a) uncertainty related to the Education Corporation’s FY 21 funding-- the recently- adopted New York State budget has that has yielded flat to slightly-reduced Per Pupil Funding amount for FY 21, with the potential for the New York State Governor to further reduce if State revenues fluctuate as result of the Pandemic; (b) potential shortfalls or variations in enrollment given the timing of the Pandemic; and (c) potential operational, staffing and other changes that will likely result in increased costs when it is from public health perspective safe to resume operations within the Schools’ physical facilities, the Schools may experience financial losses and increased expenses; and

WHEREAS, given the potential for losses and expenses that the Schools may experience as result of the COVID-19 pandemic and consistent with the PPP’s terms, the Education Corporation has applied for and received funding commitment to receive loan in the amount of \$ 3,335,430, at an interest rate of one percent (1%) with repayment term of two (2) years if not forgiven as set forth below (the “Loan”), through Local Initiatives Support Corporation or Affiliates (the “Lender”), which was applied through the Lender’s portal using the data input into the Lender’s portal application substantially similar to the form of SBA application, all attached hereto as Exhibit (the “Borrower Application”); and

WHEREAS, under certain circumstances permitted under PPP, the Loan may be partially or fully forgiven if the funds are used for payroll costs, interest on mortgages, rent, and utilities (the “Forgiveness”) and while the Education Corporation will seek such forgiveness, it nevertheless desires the Loan even in absence of such forgiveness as result of the foregoing;

NOW, THEREFORE, BE IT RESOLVED, that after due deliberation and consideration and having receipt notice from the Lender that the Loan has been approved, the Board believes the Loan to be in the best interest of the Schools and accordingly, hereby authorizes and approves the Education Corporation to receive the proceeds of the Loan to be utilized for the purposes permitted by the PPP, and authorizes Proper Representatives (as defined herein) to execute, deliver and provide on behalf of the Education Corporation such documents and information as may be required to receive proceeds of the Loan and apply for the Forgiveness (the “Loan Documents”) as well as pursue any consents that the Education Corporation may be required to obtain under leases for any of its leased school facilities; and

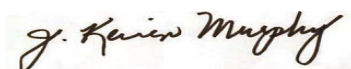
BE IT FURTHER RESOLVED, that the Education Corporation is hereby authorized and directed to execute and deliver the Loan Documents and such further agreements, assignments, pledges, instruments, consents and any other documents ancillary to the Loan s necessary, proper and/or advisable in the determination of any Proper Representative; and

BE IT FURTHER RESOLVED, that any officers of the Education Corporation and Executive Director Lester Long (each, “Proper Representative”), be and hereby is authorized and directed, jointly and severally, and execute and deliver the Loan Documents and any other documents consistent with the Loan described above and such further agreements, assignments, pledges, instruments, consents and documents ancillary to the Loan necessary in the determination of any Proper Representative in the name and on behalf of the Education Corporation, and to pay all such expenses and taxes as in their judgment shall be necessary, proper and advisable in order to fully carry out the intent and accomplish the purposes of the foregoing resolutions; and

BE IT FURTHER RESOLVED, that all actions heretofore taken by any Proper Representative and employee, agent and representative acting at their direction, for and on behalf of the Education Corporation in connection with the Loan, shall be and hereby are ratified and approved, and that the authority given hereunder shall be retroactive and any and all acts hereunder performed prior to the passage of these resolutions re hereby approved.

SECRETARY’S CERTIFICATE

The undersigned does hereby certify that the foregoing resolutions of Classical Charter Schools were duly adopted by the Board of Trustees of Classical Charter Schools on May 19th, 2020.



J. Kevin Murphy, Secretary

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Board Meeting Minutes

November 12, 2019

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Laurence Hirsch, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy, Hon. Robert Torres

Trustees Absent: Mr. James Hart, Mr. Bill Higgins, Mrs. Raquel Zaki

Guests: Mr. Lester Long

I. Call to Order

There being quorum at 6:25 p.m., the Chairwoman called the meeting to order at the Classical Charter School II @ 333 East 135th Street, Bronx, N.Y. after celebration of the school's recognition by the U.S. Department of Education with "Blue Ribbon" award.

II. Minutes of Meeting of 6/11/2019 Passed

The Trustees:

VOTED to adopt the final, corrected draft of the 10/22/2019 minutes as submitted.

III. Report of the Executive Director

A) School IV

Construction on the School IV project remains 6 weeks behind schedule. Even with construction proceeding through the weekends, Civic Builders projects of completion of construction on September 23, 2020, after our school year is scheduled to begin. Before occupancy the Building Department will have to inspect the facility and issue Certificate of Occupancy and School IV will have to relocate from 3458 Third Avenue to 757 Concourse Village West.

B) School III

The Friends of Classical Charter Schools structure is now complete and operational as the real estate intermediary between Schools III & IV and the landlord.

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C) School II

Just prior to the Trustee's Meeting, the Trustees attended presentation of "Blue Ribbon" award and celebratory dinner for the scholars, parents, and faculty of School II. The Director of School II, Mrs. Gyftopoulos, hosted the well-attended event.

The audit of the School II educational corporation, into which the education 1 corporations of the other schools have been merged, produced "clean" opinion and classification as low risk auditee pursuant to the mandated supplementary Uniform Guidance Reports and Schedules. There were no points to be pursued in the Auditor's Management Letter. Submission of the IRS 990 Form for non-profits is due in November.

D) School I

The Maverick Capital Foundation had generously donated \$ 75,000 after rigorous review that posed number of perspicacious questions.

We have received permission to institute "transfer policy" for scholars who may be attending CCS school that is not the nearest to their home. In an effort to save time and streamline transport, from 12/1/19 CCS will perform network wide analysis based on the scholar's address that will ascertain if the scholar resides closer to another CCS school with the relevant grade than the one that scholar currently attends. If so, the scholar will be invited to initiate request to transfer to the nearest school, provided:

- that transferring the student will not cause the enrollment of the total number of scholars to fall below 85% of the projected enrollment for given academic year, nor less than 50 students,
- the scholar's transfer to the receiving school will not cause that school's enrollment to exceed its authorized maximum,
- any transfer will occur at the end of the academic year, and any retention decision at the prior school will apply to the receiving school.

The E.D. attended fundraiser for the Deputy Majority Leader in the N.Y. State Senate and members of the Senate Democratic Conference, with view toward solidifying CCS growth prospects. Success Academy, which has Political Action Committee, organized the fundraiser and the tone of the event was constructive, with the emphasis on serving the needs of their constituents whether through the traditional public school or charter school.

IV. Committee Reports

A. Executive

The Chairwoman attended town hall hosted by the head of the Charter School Office of the NYSED, Mr. David Frank, on the implications of the Every Student Succeeds Act: Financial Transparency Requirements. He began by surveying the state of Charter Schools in New York State, noting that 312 charter schools were operating in the state with an additional 32 approved to open. Although charters in NYC have hit the cap, there remain another 98 charters statewide

left for issuance, for which 23 letters of intent had been submitted. (SUNY has approved 214 charters, the State Education Department-our authorizer-93, the NYC Chancellor, 40, and the Buffalo BoE, 2.) The current 317 charter schools in operation throughout the state serve about 150,000 scholars, or roughly 6% of the state's student population. Among this Charter school population 75% are economically disadvantaged, 15 % are students with disabilities, 6 % English Language Learners, and 90% are African American or Hispanic. Citing CREDO 2017 NYS Charter School Study, Mr. Frank pointed out that charters offer an additional 63 days of Math instruction and 34 days in Reading on average, providing distinct advantage to their scholars. Though NYS charters serve only 6 % of the student population, they have been awarded 21 % of the U. S. DoE "Blue Ribbons" in the state. Moreover, the NY State Education Department received \$95 million Charter School Program grant, one of the largest ever, pursuant to the 6 U.S. DoE programs devised to support and improve several aspects of charter school operations in the state. With the funding comes reporting pursuant to the Every Student Succeeds Act mandating financial transparency. For NYS Charters, beginning 11/1/2020, they will be required to present in their Statement of Activities, revenue and expense information that will be broken out on school by school basis by category of scholar, e.g. ELL, SPED, etc. By matching revenues and expenses on per pupil basis, the reporting will facilitate the comparison of how the funding is being directed and utilized. (For more detail go to: <http://www.p12.nysed.gov/psc/>).

B. Education

With respect to the project to develop a system for outreach to CCS alumni, after meeting with Ms. Okaneme, CCS Placement & Alumni Director, a member of the Education Committee met with the entire Alumni/Development staff at St. Bernard's School, an independent boys elementary school in Manhattan. While both CCS and St. Bernard's are organized as 501 c (3) organizations, it developed that CCS is in a much earlier stage of development and far more oriented toward outreach support, rather than solicitation.

	Org.	Dev. Tgt.	Database Tools	Alumni Outreach	Engagement
St. B's	501 c (3)	Alumni across the age spectrum.	Razor's Edge (by Blackboard)	5 platforms with tiered messages	Social functions by age cohort
CCS	501 c (3)	Institutional Donors. Alumni who are just completing their academic careers.	Neon	TBD	TBD

At St. Bernard's, their Development needs drive the Database, Outreach, and Engagement programs. They only target institutional support for exceptional purposes, and are usually introduced by an alumnus. Otherwise alumni and parents are main donors. Their solicitation universe is family oriented with about 2,800 alumni, 300 parents, several thousand past parents and grandparents.

Internal Data on Razor's Edge software, part of a rather expensive suite of software including Education Edge and Financial Edge by Blackbaud (which is on the school server) has proved invaluable. Data must be "clean and robust", i.e. accurate and consistent down to e-mail, zip codes, birthdates, phone numbers. They supplement voluntarily provided information with Nexis/Lexis. Class "Custos", or agent, serves as the point person for classmates. Their ability to sort the database by item history, e.g. past awards and achievements from school archives, has been helpful in targeting groups with special interests.

They use 5 electronic/social media: internal/ external websites, 2 Facebook pages, one of which is private, Instagram, and Twitter. The content is graded by audience/security/medium for frequency and communication purposes.

They promote ongoing engagement by events catering to a particular age group. One of best-attended events has been "Off to College Party", subsequently followed by "Final Exam" care packages of cookies/coffee. They take an opportunity at each event to update the contact information of each alumnus.

C. Development

Long supporter of public charter schools, the Walton Family Foundation, among their other initiatives, has funded a grant to share best practices among schools surrounding specific issues such as chronic student lateness, for example. Case studies are presented and shared, such as pairing ELL scholars with native speakers in group work. Communicating approaches to less tractable issues can be beneficial, the E.D. observed, but faculty must "buy into" the suggestions to implement them. He pointed out there are a number of places fostering this kind of communication, notably the Robertson Center at Success Academy, which offers workshops for teachers, school consultancies, and leadership residencies (the last two by invitation). The challenge is to cohesively "fit together all the pieces", a difficult endeavor because change in one area necessarily occasions adjustments in others and presumes a unifying set of assumptions. Other classical charter schools, such as the Frederick School in Frederick, Maryland achieve this, but we go a bit further, by aligning our field trips to Washington, Montreal, and Italy to our classical curriculum and preparing our scholars for the SHSAT and TACHS admission tests for high school.

We are about to commence our annual appeal and will verify that the data is accurate and well formatted on Neon for the preparation of our solicitation letters. Additionally, the fundraising "deck" is almost complete with supplementary videos from the new website for electronic distribution. Robust data for the development database and recording the donations are obviously elementary to a successful fundraising effort. Moreover, with the additional facilities costs for Schools III & IV, days of cash on hand has been more than halved accentuating the onus on our development efforts.

V. Public Affairs

The public affairs committee has been surveying the election programs of local elected representatives both with respect to the public events connected to their re-election bids and in

view of a possible trip to Albany. Our publicity coordinator sent invitations to School II's celebration of its blue ribbon award, but some representatives who might have attended either had conflicts in their schedule or were in Puerto Rico. Nevertheless, Senator Sepulveda spoke at the event and Assemblyman Blake sent a representative.

Organizationally, we need to set up a schedule to cover the Community Education Councils. These boards serve as forums for neighborhoods to articulate the educational needs they see in their communities. While previewing events for candidates can be challenging, the meetings of the CECs are better publicized and it would be worthwhile to meet the interested members of their subcommittees. However, the CEC's do tree up to the municipal government, rather than the state representatives who are more likely to influence the "Revive 11" charters initiative. Moreover, we should expect a variety of reactions to our efforts as some local representatives in no way support charter schools.

VII. Next Meeting & Adjournment

The Board will next convene at 6:00 p.m. on Tuesday, December 10th at J.P. Morgan's offices at 390 Madison Avenue New York, N.Y.

The Trustees:

VOTED to adjourn until that time.

Respectfully submitted,



J. Kevin Murphy, Secretary

Draft



Board Meeting Minutes

June 9, 2020

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending by Zoom: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. Jake Elghanayan, Mr. James Hart, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Larry Hirsch, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy, Mr. Adrian Tonge, Mrs. Raquel Zaki

Guests by Zoom: Mr. Lester Long, Ms. Chikaodili Okaneme

I. Call to Order

There being quorum by video connection, the Chairwoman called the meeting to order at 6:00 p.m.

II. Minutes of Prior Meeting

The Trustees:

VOTED to adopt the draft of the 5/19/2020 minutes.

III. Report on Placement of the Graduating Scholars

Our Placement Director, Ms. Chikaodili Okaneme, summarized the results of the placement of this year's graduating class.

- There was a major increase in the number of charter school acceptances.
- There was also an increase in the average number of high school offers for each student.
- The average 4-year graduation rate for the schools that students will be attending has stayed consistently high. In past years this has been above 90%.
- Half of the students are going to public school while the other half are going to either Catholic or charter school (one student is going to private day school).
 - Several students are going to science-focused schools and a few are going to arts-focused schools.

The number of 7th graders accepted to the DREAM program more than doubled this year, plus

few students from 5th and 6th grade were also accepted to other enrichment programs.

IV. Report of the Executive Director

The E. D. reviewed the contingency financing pursuant to the Paycheck Protection Program. Pursuant to that program and in view of the uncertainties affecting the per pupil state and city funding for the coming year, our accountants have recommended that we establish \$1,200,000 contingency fund using fund that may become available under the \$ 3,335,430 facility arranged pursuant to that program. The E.D. concurred with this recommendation as an item in the budget for the coming year as prudent reserve against unforeseeable events due to the Corona virus pandemic's effects on state and local revenues and hence per pupil funding.

The Trustees:

VOTED to establish reserve of \$1,200,000 to hedge against expected declines in the per pupil revenues and to stabilize operations in light of such expectations.

The E.D. reported that the Classical Charter School has been sorely tested over the past several weeks from every perspective: the changes to operations wrought by the pandemic, the challenges to the faculty and staff, the financial uncertainties, have all tested every premise on which the school operates. While maintaining our commitment to provide our scholars with sound foundation for their development, we also aim to develop welcoming and inclusive school culture. While our stakeholders demand many of the changes, those alterations are also conditioned on circumstances in the larger community that will importantly affect our resources going forward. Foremost among these are the revenues are from the City and the State, both of which must balance their budgets by law, despite drastic shortfalls in their tax collections. The governor projects 20% reduction in per pupil subventions. Unless these revenues can be made up elsewhere, we will face some very difficult operating decisions.

The construction of the new building at 757 Bronx Concourse West has moved ahead and completion is scheduled for September 18, 2020. During the course of the summer, our Summer Learning Academy will be delivered remotely to our scholars, and likely the 2020/21 school year will at least be kicked off remotely. Our SPED scholars, however, will have in person instruction over the course of the summer. Our remote learning, at which we continue to work, has been well attended in comparison to the larger community in which only 30-40% of students have participated. This participation has continued despite the Bronx experiencing Covid 19 related mortality rates that place it in the top 20 deadliest counties in the country, and affected 35 of our scholars' families.

At the board level, we continue to try and improve on local representation and the level of diversity so that the representation among the trustees reflects the scholars and community we serve. The proportion of minorities represented on the board is about 23%, as compared to 16% for the Fortune 500, say. Success Academy's representation is about 30% and other charter schools are higher. Historically we have paid great attention to the skills sets trustees were able to bring to the board so as to fill necessary voids in our oversight responsibilities, for example in IT. Commitment and willingness to contribute to and serve the school's mission have also been

important criteria that have provided some stability to board functions. Other charter schools have engaged parents from their student body, but we have created Family Advisory Council to solicit parents' input and engagement.

Rather than increase the board representation to an unwieldy size, the trustees concluded that we should continue to recruit members from the south Bronx community with a goal of attaining a proportion of at least 50% level of racial diversity as current trustees roll off the board. We should note that this goal has already been achieved both with respect to race and to gender on our Executive Committee. This goal will be incorporated as a major item in our strategic plan by recruiting at least 2 additional trustees from the south Bronx over the course of the next year, while maintaining our commitment to the functional skill sets that enable effective oversight and lead to meaningful engagement. Two such additional representatives would move the board from 23% racially diverse to 33%.

IV. Executive Session

The trustees then entered into Executive Session to discuss personnel related matters. The minutes for the Executive Session are recorded separately under the same date.

V. Other Business, Next Meeting, & Adjournment

The next meeting is scheduled for July 16, 2020 at 8:30 am on Zoom with connection details to be e-mailed.

The Trustees:

VOTED to adjourn until 8:30 a.m. on Tuesday July 16, 2020.

Respectfully submitted,



J. Kevin Murphy, Secretary

Draft



Board Meeting Minutes

March 31, 2020

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending by Zoom: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. James Hart, Prof. Kathryn Heleniak, Mr. Larry Hirsch, Ms. Veena Malpani, Mr. Adrian Tonge, Mrs. Raquel Zaki

Trustees Calling In: Mr. James Maher, Mr. J. Kevin Murphy

Trustees Absent: Mr. Bill Higgins, Hon. Robert Torres

Guests by Zoom: Mr. Lester Long

I. Call to Order

There being quorum by video connection, the Chairwoman called the meeting to order at 6:00 p.m.

II. Minutes of Prior Meeting

The Trustees:

VOTED to adopt the draft of the 2/11/2020 as edited.

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III. Report of the E. . on On-Line Education

The transition to an on-line, remote learning delivery of the curriculum began with phone call Sunday evening two weeks ago. The goal of the transition was to begin at the foundational level by ascertaining student safety and family support. This led to contacting immediately over 1,000 families to assess how they were faring and what their connectivity needs were. We then began using Zoom and building the “rooms” so that our scholars would still receive an educational experience as close to what they would have received in school as possible. The school day has been abbreviated somewhat now beginning at 9:00 a.m. and continuing until 3:30 p.m. with breaks for about 2 hours during that time. For students at risk or with special needs we arranged specialized sessions in the morning before 9:00 a.m. We have

been able to maintain our art, music, and fitness instruction, alongside the essential ELA, Math, and Science curriculums

Despite the tech issues, our initial attendance started out at 82% and has improved to 93%, levels generally above other local schools. To be sure, computers are needed and connectivity problems remain. To address them, we have just completed a second round of outreach to the parents to define more precisely the nature of those issues. Too, the disruption caused by the shutdown has had far more profound effects, with job losses among breadwinners, for example, necessitating alternate childcare arrangements. The delivery of instruction by Zoom for the lower grades is not a panacea, especially in K, but by the second grade, most of the scholars are able to cope with the technology.

The Zoom application has required us to re-organize the delivery of our classes. In school I, for example, all of the third grade classes have been combined into one electronic “room”, staffed by the teachers and Dean. During the first 10 minutes of the period the strongest teacher will demonstrate the “I do” or direct instruction. The scholars then break up into smaller “rooms” of about 15 scholars per “room” for more intimate instruction. While we are ceding some instructional benefits in the interest of remote learning, we are nevertheless making gains in small group instruction.

The technology has also affected the pedagogy. Whereas teachers would normally have been working from 7:00 a.m. through 5:00 p.m., working from home and saving the commute has shortened their hours from 8:00 a.m. to 4:00 p.m. That said, our faculty is young and the challenge is daunting because it adds another dimension to the teaching skills they have to master. The demands they face on balance just about average out, but whereas we normally expect 110% effort from our faculty, we are now seeing roughly 85%, but without extraneous demands such as a daily commute.

We, too, are learning about how to use the technology. The software facilitates one-on-one interplay with a scholar and we have worked out hand signals for the “Agree/Disagree” questions that lead to explanations and discussion. Zoom “rooms” are set up so that the teacher has a lot of control over who is speaking. (Our scholars are also learning about the technology with one group of 8th graders trying to substitute photos of themselves in front of the computer camera.) The E.D. is comfortable with the choice of Zoom. The DoE is using Microsoft Teams and Google Classroom among other tools. We have been forced to give up Latin and Debate, and parents have to deal not only with a somewhat shorter day, but also possibly having several children at home at the same time with consequent access issues to the technology.

Working from home can complicate the demands on our faculty with children. To accommodate the 4 or 5 teachers with youngsters at home to the extent possible we have changed their assignments, so that they are working on curriculum, for example, rather than on camera.

We also have amended the lesson plans by shortening the direct instruction, the “I do” and “We do” sections of a lesson and that has left more time for the “You do”, or independent practice. To that end we have distributed photocopies of the worksheets that we have

customized. If the emergency goes beyond April 20, we will have to distribute additional copies of our materials to our scholars. While we are now not permitted access to Schools I and II, we can use the photocopiers at the School III & IV building to reproduce the materials.

Apart from foregoing Latin and Debate, we have tried to avoid other instructional holes. Another way of thinking about the issue is considering what proportions “Zoom” Classical is in relation to what the program was before the Covid shutdown. A figure of 90% may be acceptable, but 40% would not be. We have reminded our faculty that our scholars should not be recipients of the stress they may be feeling.

Several of our parents have been exposed to Covid-19 in March as well as 4 staff. The staff was immediately sent home to self-quarantine. All have tested negative for the virus.

The annual state assessments have been cancelled, although the high school Regents’ tests in June have not yet been. Consequently, we will use our internal assessments from August through March for promotional decisions. We are still doing internal assessments and have set up screens that we can monitor in order to present the testing materials.

We will continue our 7-day spring break as planned. We will supply additional materials to help structure the scholars’ time and if teachers want to volunteer to work during what would have been used as the test prep time, they may. We are working on the system for data collection. Some schools without an on-line curriculum are really having problems delivering their instruction and assessing performance. We don’t have data for the “new” normal yet to compare it with “old” normal, but we will.

With respect to scholars’ access to computers, which may cause our scholars to fall behind, the needs of our scholars’ families vary greatly. Of our 1,300 scholars, about 900 already had computers, but some were using Mom’s iPhone 4, other families had poor connectivity, or parents may have more than one child classical. We have purchased 200 Kindles to distribute to those scholars who need them, and a teacher set up a “Go Fund Me” page to help acquire others. To prevent scholars from falling behind, we videotape lessons and scholars who miss class can go on-line to view it by the following day, but they must access it the next day. Attendance is now taken during each class for each of the 5 classes to track participation.

The bigger issue is Internet connectivity and the quality of that connection. More parents actually did not have Wi-Fi than a computer. We have worked with Spectrum and Charter Communications to establish links, but one of the rules they impose is that the customer cannot have an outstanding account balance due. So, a debt due Spectrum by a now unemployed family breadwinner may impede the Internet link required for instructional delivery. Consequently, we have been buying “hot spots” for delivery of instruction. Bridging this connectivity gap is difficult and has been a long simmering issue brought to the fore by the Covid crisis. Finally, many families don’t have chargers for their devices, especially important when they are being employed for such extended periods during the day. We continue to actively survey our families to learn what their technological needs are so that we can address them as effectively as possible.

. On Friday afternoons we have scheduled leadership conference calls: to share the issues our scholars and their families are facing. Oftentimes, they would simply like and affordable 2 or 3 bedroom apartment for the family.

In response to question about our 4th grade's relative weak academic growth, the E.D. noted that behavior has actually been pretty good. The Zoom technology means they don't interact with each other as much and middle school scholars seem to be getting the hang of it. One even figured out how to draw on the Zoom board.

With regard to the effect the Zoom technology is having on our special needs scholars, the E.D. began by noting that they really fall into 3 buckets: scholars who need to hear the lesson again in a smaller setting, those scholars with speech or learning differences who require accommodation, and scholars who may require counseling to help manage their emotions. We are doing our best to make sure that each scholar is receiving the mandated help they require. In fact, any scholar who is at risk will receive instruction in a smaller group setting in any event. For those requiring counseling, our Deans check in with each scholar student every day to help provide the structure that is necessary for them.

The Chairwoman noted that part of her concern about spring break was indeed a hiatus of 7 days with unstructured time. She welcomed any work or program that would help fill the 7 day spring break period, in response to which the ED said that the Fitness teacher would provide something, in addition to which the school would call parents weekly.

In response to concerns about the closing of schools and loss of nutrition, the ED noted that Schools I and II had been "Grab and Go" sites, but lost that designation as they were being converted to other purposes. CCS applied for and received the "Grab and Go" designation for schools III and IV to provide lunches. Nearer to School I, P.S. 150 is also a "Grab and Go" site while School I has been converted to regional center for the children of parents with essential jobs. There are 60 such "Grab and Go" sites providing food for students in the Bronx.

CCS had a lottery for the coming year scheduled for April 1, and it will take place as scheduled. The E.D. noted that the number of applicants/seat had declined from a recent high of 15 applications/seat to 10 applications/seat. The Charter School Office generally regards 3-4 applications/seat as strong, nevertheless the decline is a concern. CCS will accept students on theory School IV will be completed for the fall, although we may have to operate remotely if it is not finished on time. If we do have to operate remotely with "Zoom" Classical, we should have sense of the program's effectiveness by then.

Mr. Maher commented on the update from the call just before the meeting with Civic Builders as to the progress of the construction. In fact, the previous two months had been a favorable stretch during which they had made good progress, but due to the Governor's order, all construction ceased. They have petitioned the Governor's office for an exception to get re-started. While the safety of the workers must be safeguarded, they do not anticipate labor shortage or disruptions in the supply chain. Work on the elevator may not be complete by the opening. The building is not yet fully enclosed. They await the Governor's approval of their petition and their outlook is hopeful.

In fact, applications to charter schools in NYC are down year over year. The Corona virus pandemic seems to be part of it, as does the fact that charter schools have doubled over the past 8 years. Even Success Academy only received 20,000 applications for its 40 schools, whereas CCS received 8,000 for 4 schools. So, the myth that there is unlimited demand for charter schools is untrue and the won't undercut the demand for traditional public schools.

CCS student attrition had run about 13% previously, but it is now trending down to about 10%. When the ED was designing the school in 2004, he estimated that attrition would track at about that figure and over the longer run it has.

We are fully hired faculty wise, but several more Instructional Coaches are needed and we will be interviewing them remotely. Candidates will go into our Zoom "rooms" either to teach or observe. The new talent manager and his team is one of the best-aligned teams on staff.

Since we expect to re-start operations immanently, we don't anticipate any personnel layoffs in the short-term. The ED has advised the bus attendants that they will be retained through end of the school year. With regard to the staff making up the essence of the "machine"-the Deans, Business, Talent, and Data teams- have all been told to work from home so as to not jeopardize their well-being. These functions are critical.

Meanwhile, the graduate education program provided by Relay moved on-line about month and half ago. Forty-five of our faculty are in various stages of certification by NYS as pedagogues, and their progress towards that status continues.

IV. Fundraising

The Board contributed more than it has historically last year: about \$190 K thanks to an important pledge by an acquaintance of the Vice Chairman. A prominent news anchor even contributed \$20 K to the "Go Fund Me" page, which was created by one of our teachers on her own initiative as she was unaware of the board's Neon database. Obviously, there's a need to capture the donor information on the "Go Fund Me" page on the Neon database if we are to expand our donor base. In order to run our own social media fundraising campaign using Neon, we'll need to have Neon update our web template to match our new website's look and feel, and train someone on staff to run such a campaign.

The May 5 fundraiser scheduled to be held at Mr. Higgins's apartment has obviously been cancelled.

The question was mooted as to whether a charter school would qualify for the new loans from the SBA, which transform into grants as long as staff is retained. The program is so new that no one, even the banks, has any clear idea of the government's lending criteria.

With the economic picture growing bleaker as millions lose their livelihoods, the general sense was that foundations have re-ordered their priorities to donate funds to those in the direst need. Charter school needs are seen as less urgent because the needs of entities crushed by the wrenching economic dislocation have skyrocketed. While we temporarily need to redirect our

spending to put technology into the hands of our scholars to carry out our mission, as long as our per pupil funding continues; charters will be seen as OK for now in the current crisis. While we wish to incur no unnecessary expenses, we have 70 days cash on hand for the moment.

V. Public Affairs

The State budget appears to be on track for approval with some Senate support although the uncertainty of the larger economic picture may greatly affect its assumptions and projections.

VI. Other Business, Next Meeting, & Adjournment

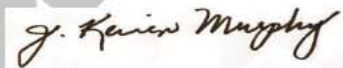
Our Secretary has advised that he would like to step down as Secretary and Education Committee chair. Please consider your availability for either of those responsibilities between now and June.

The April meeting is confirmed for April 21, 2020 on Zoom. Details will be e-mailed. The May meeting has been rescheduled from May 12 to May 19.

The Trustees:

VOTED to adjourn until 6:00p.m. on April 21st

Respectfully submitted,



J. Kevin Murphy, Secretary

Draft



Board Meeting Minutes

February 11, 2020

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy, Mr. Adrian Tonge, Mrs. Raquel Zaki

Trustees Calling In: Mr. James Hart

Trustees Absent: Hon. Robert Torres, Mr. Laurence Hirsch, and Mr. James Maher

Guests: Mr. Lester Long

I. Call to Order

There being quorum, the Chairwoman called the meeting to order at 6:05 p.m. at 767 Fifth Avenue, New York, N.Y.

II. Minutes of Prior Meeting

The Trustees:

VOTED to adopt the draft of the 1/14/2020 as submitted.

III. Report of the E. D.

Because of the difficulty gaining access to the construction site for School IV, the Civic Builders' construction schedule projects completion on 9/18/2020 at the earliest. While the structure is progressing and the floors are poured, there is essentially no way to finish the building by the projected date school opens in August. The upshot is that a plan is needed to bridge the gap in facilities between the beginning of the school year and moving into the facility. One option is to forgo the annual matriculation of kindergarteners, but that also means missing out on the associated revenue. While our finances are acceptable, we may need to increase our reserves in this event.

The new website is up, in addition to which we may add a blog.

Assessments of student performance are pretty much on par with last year, but the assessment data being reported are not great. The 4th grade particularly is weak.

In School I, we have had teacher leave unexpectedly in mid-year and the replacement was weak. In these circumstances, we normally try to remove any vestiges of the departing pedagogue and completely refresh the classroom environment, just as if the scholars were beginning new school year. The parents have been somewhat non-plussed, on one hand surprised at the abrupt departure, and on the other uncertain of what may be next.

On the legislative front, there are indications that State Senators may be able to accommodate the re-issuance of the 11 “zombie” charters and some representatives in the Assembly may consider the initiative in the interests of their constituents. The question of amending the cap on Charter Schools, however, will not be considered.

IV. Finance

The Treasurer reviewed the financial position described in the accompanying financial statements. We have begun seeing some attrition among scholars, but it does not yet appear to be structural problem. We normally plan for attrition of 10%, but we are at 11% already and are likely to reach 13-14%. This means that matriculation would be about 30 scholars less than what was projected, with the consequent effect on revenues. About 35% of the scholars who leave do so because they are moving out of state to various destinations. We still maintain waiting list from past lotteries upon which we may draw. Another remedy is to over-enroll our intake classes in K accepting about 110%, which would imply admission of say 85 scholars for 75 places, or about 25 scholars per class.

It's hard to enroll new students mid-year because most parents have made their choices and it means re-organizing transportation schedules and new routines. Backfilling scholars can help maintain enrollment, but these too usually take place at year-end. The lottery will take place in April and we should then be able to better estimate where we will be in June going forward. Schools I and II do have a few extra scholars to help offset weakness in Schools III and IV. Parents are still very satisfied with the schools, but weaker revenues, which are driven by the number of scholars, could squeeze the operating margins due to higher fixed occupancy costs that are not driven by volume, but rather by our leasehold obligations.

The Trustees:

VOTED to approve the financial statements as submitted.

V. DOE Resolution regarding Trustee

With the completion of documentation of Mr. James Hart, the Secretary submitted the following motion:

“Motion # 2: The Classical Charter School Board of trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by the NYSED, and having discovered no State or Federal criminal history, or having provided information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted to select Mr. James Hart as a

member of the Board of Trustees, with a term expiring June 30, 2021 pending approval by the NYSED. The resolution approving Mr. James Hart is adopted upon NYSED's approval."

The trustees:

VOTED unanimously in favor of Motion # 2.

VI. Asana Collaboration Update, Development

The Asana application for trustees is now available and on its own server. Since our minutes and financials are matters of public record, they too can be stored on the site that is secure. It is a dual password site, so trustees using it should be sure to choose strong ones. A link to the Neon site with information on the donor records, solicitations and commitments will be added.

The 5 year Financial Model is being developed with testing for various development scenarios using private or possible public accommodations. The assumptions underlying longer term planning are always open to question and, although those assumptions could be refined a bit more, the model is nearly to a point where it can be circulated to the Finance and Executive committees for further examination and comment.

We are still looking for another Bronx-based trustee with close ties to the community who would be able to represent and advocate for us in the south Bronx. While we have entertained suggestions of recruiting the leader of the Family Advisory Council as an ex officio member, any such leader would by definition have a scholar at the school and in some circumstance that may put them in an awkward situation. Our long-serving dean has very good relations with the parent body and we are looking for someone to complement her work. While elected officials may not serve as trustees, there would be no objection to a member of Community Board, for example, which is charged with articulating the educational needs of the community to the municipality.

The spring event has been tentatively scheduled for May 5, hosted by Mr. Higgins and his wife. Please consider carefully those to whom we should reach out. Our goal is to raise \$400-\$500 K consistently. Success Academy, by comparison, raises \$2 M/ School and they have 45 schools! Beyond our personal contributions, there is a fundraising component to the board. We would like to expand our solicitation of foundations and other institutional donors. Generally, the ED will write the grant proposals. Although there are some uniform grant applications, most are one off applications and some donors may require considerable data in support of the submission, both prior to approval and to demonstrate the effect of the donation on scholar achievement.

We are continuing to investigate all avenues of expansion in serving the needs of the South Bronx. Besides the "Revive 11" campaign, if there were enough scholars graduating to support a high school, it would raise the possibility of adding grades 9-12. Even with the placement advice that we have made available, about 10-20% of our scholars make poor choices in their selection of secondary programs. If in 5 years we were to graduate 3 cohorts of 80 eighth graders, it may make sense to provide them with a Classical secondary option.

The ED spent some time at the Robertson Center for Professional Development that the Robertson Foundation has sponsored with Success Academy. Located in Hudson Yards, it's \$40 million, state of the art center with an open curriculum employing all kinds of technology to teach Math, English as a second language, classroom management skills, close reading analysis,

and promote the intellectual engagement and well-being of the teachers as well as scholars. There are even recording studios to produce digital shows. The Charter School Center would like to distill from program what is most productive and what we may be able to recreate in the Bronx.

VII. Public Affairs

There was a conference call of the “Revive 11” in which a couple of the board members participated, including Mr. Hirsch. In short, the budget submitted by the Governor to the legislature is favorable. While there is no provision to amend the charter school cap in the state, there will be one to re-issue charters that have been granted, but not actualized. There are about 2 pages of notes from the call that will be posted on Asana. Approval of the Governor’s budget is scheduled for March 31. The per pupil subvention for charter schools will go from \$17,049 to \$17,231, an increase of just over 1%, but more than previous increases for public schools particularly in light of the demographic changes in New York State which is expected to lose a seat in Congress. At the time of the call, many of the legislators were out of town attending meetings to line up support for their re-election campaigns.

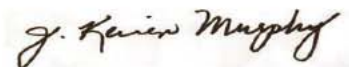
VIII. Next Meeting & Adjournment

The Board will next convene at 6:00 p.m. on Tuesday, March 31 at School I, 977 Fox Street, Bronx, N.Y, N.Y. The April meeting is confirmed for April 21, 2020 at the offices of J.P. Morgan Chase at 390 Madison Avenue, and the May meeting has been rescheduled from May 12 to May 19 at 767 Fifth Avenue.

The Trustees:

VOTED to adjourn until March 31st

Respectfully submitted,



J. Kevin Murphy, Secretary

Draft



Board Meeting Minutes

April 21, 2020

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending by Zoom: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. James Hart, Prof. Kathryn Heleniak, Mr. Larry Hirsch, Ms. Veena Malpani, Mr. Adrian Tonge, Mrs. Raquel Zaki

Trustees Calling In: Mr. James Maher, Mr. J. Kevin Murphy

Trustees Absent: Mr. Bill Higgins

Guests by Zoom: Mr. Lester Long, Mr. Matthew J. Pejkovic, J. P. Morgan Chase

I. Call to Order

There being quorum by video connection, the Chairwoman called the meeting to order at 6:00 p.m.

II. Minutes of Prior Meeting

The Trustees:

VOTED to adopt the draft of the 3/31/2020 as edited.

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III. Mr. Pejkovic's Presentation

Mr. Pejkovic reviewed the CCS's position with J. P. Morgan Chase in light of the extraordinary volatility in the financial markets caused by the Covid 19 epidemic, and the U.S.'s fiscal and monetary interventions. As the dimensions of the pandemic gradually became known, both equity and fixed income markets sold off, affecting the short-term investments. With the stabilization measures enacted by the Congress in the PPP program with respect to helping small businesses and an aggressive response in providing liquidity and reducing interest rates by the Federal Reserve, a good measure of stability has returned to financial markets. JPMC has been active in processing loans pursuant to the PPP program, but at this point the fiscal stimulus

intended to help businesses bridge the effects of the shutdown have been exhausted. At meeting about charter schools that he attended with our auditors, per pupil funding for charters is expected to continue as planned. In the short term, he does not foresee any immediate consequences, although some schools may be impacted in the longer run, especially if there are state and city budget adjustments due to an altered outlook for funding due to falling tax revenues.

Our liquidity of about \$5 million is invested in 2 tranches, one for operating liquidity and another for donations. They are invested in funds with laddered maturities, with an average of 2 years for the operating cash and 2.5 years for the donated capital. These securities backstop line of credit and generate income of about \$200,000 per annum after fees and depending on interest rates for the relevant investment period. The managers sold some Expedia obligations in light of effects of the pandemic on travel, but short-term bonds prices have recouped with the actions of the Federal Reserve to cut interest rates. Since these short-term bonds are intended to be held to maturity, the daily fluctuations in their prices that may result in unrecognized gains and losses is of less import than their yield to maturity. He was confident in both the quality of the portfolios and the investment strategy, even in these exceptional economic conditions.

IV. Report of the E. D.

There have only been 7 school days since the last board meeting due to the spring break. Despite the intermission, the on-line learning seems to be going well.

The initiative to “Revive 11” of the issued, but defunct “zombie” charters was unsuccessful: the provision was expunged from the budget on the last day of consideration on the grounds that the charter school operations would have represented an unnecessary additional expense while there was great need to close yawning budget deficit. The group is now exploring the possibility of approaching the existing charter holders with view toward merging their charters into our educational corporations. Indeed, school seeking to merge with us by 2022 has approached us. The school is middle school, 5-8 that was established in 2018 in private space in District 8, but has not performed well. There is considerable pressure on these approved charters to open within 2 years of the charter being granted. If the NYSED retrieves the charter, it no longer exists, but still counts against the cap. The E.D. submitted timeline to its Board Chair for evaluation, and the next step would be to build deck formalizing potential options after discussions with Mr. O’Neill, our attorney.

The board will need to enlist new Secretary to replace Mr. Murphy at the June meeting. Reporting the minutes of our meetings are critical monthly task that is required by the NYSED. Separately, Mr. Torres has had to withdraw due to time pressures; so we are also in need of additional trustees from the Bronx community. There are several candidates who may be stepping down from their more active positions who may be available.

Civic Builders, aided by board member, was successful in their appeal to resume construction on School IV, so they have only lost about 7 days of their schedule. Still, the corona virus has increased the risks of further delays. Fortunately, our current landlord at School III who controls available space across the street may be able to rent us that space which we had once occupied at the inception of School IV. This means that we would not have to alter the projected number of incoming scholars at School IV with the space serving as bridge until the opening of the new facility. Or, we may have to continue with the remote learning until the School IV building is ready for occupancy.

With respect to remote learning, we are checking in with every parent, every week. Some are still short of devices, but we are acquiring Kindles and “hot spots” for connectivity. We are gathering data about how effective the programs are, especially with the shorter day and the digital divide problems. In addition to the core ELA, Math, and Science curriculum, the scholars also receiving art, music, and fitness instruction. Though we have been forced to curtail Debate and Latin, 11 of our scholars were recognized for their achievement on the national Latin exam.

The social context in which the children are operating is very difficult indeed. While some parents are able to work from home, others may be workers in essential occupations. Their childcare arrangements may have shifted because they were furloughed, possibly losing their health insurance, and, in 12 families, those who were caregivers have passed away. Some of our faculty or staff have tested positive, in which case they are immediately asked to self-quarantine. Fifteen have lost relatives. Problems with unemployment compensation, housing, and bereavement are overwhelming families; making the tech/connectivity problems seem relatively insignificant. Perhaps allocating \$50,000 simply to outright grants at \$300 / family might be the most expeditious way of helping.

The lottery went smoothly and we hope to be fully enrolled next year, assuming that construction will be completed. We expect to over enroll scholars to obtain matriculation up to the permitted targets, which should help offset the coming freeze on per pupil funding. For schools 1-4, that means 500, 360, 400, and 210 scholars. Demand for the programs has notably abated, with applications running at 9 per seat, down from 12 per seat last year.

The faculty initiated “Go Fund Me” page has generated \$20,200 to help with implementation of the technology for our scholars. In addition, the Calder Foundation has bestowed grant of \$25,000. Further, our application for similar \$30,000 grant from the NYC Charter Center has made it to the second round of consideration.

With respect to our 2019/20 goals, here’s how we stand:

Department	Process Goals	Product Goals
Governance	<ul style="list-style-type: none"> Review survey data and build plan Build goals at new Trustee Meetings with Board Chair and Executive Director Work with the board to create a joint plan for political engagement 	<ul style="list-style-type: none"> Improve board diversity Ensure 100% completion of questionnaires
Business	<ul style="list-style-type: none"> Complete onboarding, offboarding, and transfer workflow automation Complete FOCCS structure 	<ul style="list-style-type: none"> Complete School 4 construction by 8/1/2020
Leadership	<ul style="list-style-type: none"> Publish 12 LinkedIn articles (12 done) Onboard High School Placement Advisor Build out and organize Classical Growth Strategy 	<ul style="list-style-type: none"> Replace School 1 and School 2 directors Raise \$1,000,000 Create School Transfer Policy
Curriculum & Instruction	<ul style="list-style-type: none"> Prepare one Instructional Coach for Curriculum Manager role in 2020-2021 	<ul style="list-style-type: none"> Complete revision of Latin curriculum Revise our History curriculum for the US History Regents in June 2021 Convert all curriculum from Common Core to Next Generation Learning Standards
Data & Research	<ul style="list-style-type: none"> Bring on Research Associate 	<ul style="list-style-type: none"> Complete Data Project
Operations	<ul style="list-style-type: none"> Bring on Operations Team Leader 	<ul style="list-style-type: none"> Complete workflow automation project

	<ul style="list-style-type: none"> • Build new website (December 1) • Replace WAPs at school 2 	<ul style="list-style-type: none"> • Upgrade all computers to Windows 10 • Ensure all devices are less than 5 years old • Give laptops to coaches, deans, directors, and GTLs • Test Promethean Board in war room
Talent		<ul style="list-style-type: none"> • Increase flow of great people to all titles

The schools will be closed through at least May 15 and probably for the remainder of the school year. Summer Learning Academy is in jeopardy and some universities are re-considering on what terms they may re-open in September, considering many students may not be willing to travel to attend classes, especially if it means traveling to or from pandemic 'hot spots'.

Our high school placement for the eighth grade cohort is in process. All the materials were submitted in March. We normally begin getting results from charter and private schools in late April, but this may be attenuated due to the Covid 19 emergency.

We have applied for the 2020 National Blue Ribbon Award for School I, which had been recognized with the award in 2014.

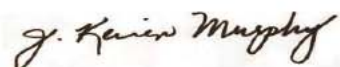
V. Other Business, Next Meeting, & Adjournment

The May meeting is scheduled for May 19 at 6:00 pm on Zoom with connection details to be e-mailed.

The Trustees:

VOTED to adjourn until 6:00p.m. on May 19, 2020.

Respectfully submitted,



J. Kevin Murphy, Secretary

Draft



Board Meeting Minutes

December 10, 2019

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. Laurence Hirsch, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy,

Trustees Calling In: Mr. James Hart, Mrs. Raquel Zaki

Trustees Absent: Hon. Robert Torres

Guests: Mr. Lester Long

I. Call to Order

There being quorum at 6:10 p.m. the Chairwoman called the meeting to order at J.P. Morgan's offices at 390 Madison Avenue New York, N.Y.

II. Minutes of Prior Meeting

The Trustees:

VOTED to adopt the draft of the 11/12/2019 minutes as submitted.

III. Report of the Executive Director

Completion of construction of the School IV project is expected on September 20, 2020 at best. In the event of any further construction delays, the little scope remaining for an earlier completion will diminish. These expectations mean that we will have to bridge the time between the beginning of the school year in August and the anticipated occupancy date about 8 weeks later.

On other infrastructure issues, the new website which is on schedule should be completed by December 15, although we replaced the IT consultant who had been somewhat dilatory.

With respect to faculty and staff, 5 teachers have left in mid-year, something that can be distressing for their classes, though they have been promptly replaced by learning specialists for the grade. The preponderance of the departures occurred at School I, with one at School II and one at School IV. The causes for the departures, some in spite of raises, vary. In two instances,

the teachers left at the weekend without any notice, evidencing poor engagement and lack of professionalism. The learning specialists familiar with the scholars, the classes, and the grades have stepped in, and the classrooms have been entirely refreshed, even down to rewriting the charts on the walls, in essence making a clean break. Connections with the parents have to be re-established, although they seem to have adapted well, and there are the consequent changes in the data systems as well.

We have three candidates for the school leadership spots and Mrs. Gyftopoulos and Mr. Long will be stepping back from the day-to-day responsibilities, opening up paths in due course for these new school leaders.

The scholars' internal test scores and reading progress are generally on par with last year with some marginal increases and decreases in results. As we ramp up in January in anticipation of the spring assessments, we'll also evaluate the progress of the scholars most at risk.

The E.D. has been reviewing student behavior with a view to reducing the rate of recidivism for some of the unproductive behaviors. Our basic approach has been that of stoplight: green for go, yellow for caution, and red for stop. The point is for the scholar to know where they stand while acting out, but before the situation escalates to one in which the Dean is going to contact the parents or caregivers. Some behavior is attributable to specific circumstances not easily addressed, as in the case of an autistic 7th grader grieving over a recently deceased mother who died of cancer. In this case, an abbreviated plan was put together for some grief counseling. In another instance we suspected child abuse in a foster home, for which we are "mandated reporters", and the child was removed and replaced with the biological mother, angering the foster parents. In this case, the teacher met with the school psychologist and Dean who communicated with the parent, while the CS advised the foster parents. Dean Jackson has been very able in her handling of the situation.

The Family Advisory Council has put together a series of potluck dinners that have been very well attended. These social occasions give parents the opportunity to get to know one another, and also promote a sense of cohesion among our parent body.

The "actionable" report card project, which is standards based, is proving a useful tool of feedback for parents. The report cards include every score on every test and a percentile ranking, so the parent or caregiver knows where the scholar stands with regard to the standards being tested and in relation to other scholars with regard to that standard. Resources and next steps are suggested as a means of remediating a scholar's weak points. As well, the specific feedback helps the school track a scholar's progress. Whereas the preparation of the feedback used to be fairly time-consuming, it is more efficient now. While not patentable; it is valuable.

The E.D. had mooted a transfer policy in which the school would survey the home addresses of our scholars and, if there was a Classical School closer to the scholar's home than the one she or he was attending, the scholar will be invited to initiate a request to transfer to the nearest school, provided:

- that transferring the student will not cause the enrollment of the total number of scholars to fall below 85% of the projected enrollment for a given academic year, nor less than 50 students,
- the scholar's transfer to the receiving school will not cause that school's enrollment to exceed its authorized maximum,

- any transfer will occur at the end of the academic year, and any retention decision at the prior school will apply to the receiving school.

The E.D. estimates that this may affect 20-30 scholars, or about 2% of the Classical's scholars. Parents are to be notified after the survey in January.

The Trustees:

VOTED to approve the transfer policy as submitted, the full description of which is in Classical's policy manual.

IV. Committee Reports

A. Public Affairs

committee member attended meeting for the "zombie charter" group at which the 10 member group put together 7 point agenda to put before elected representatives from the communities they hope to serve. Briefly, the group is composed of applicants for SED-issued charters petitioning for the re-issuance of 11 provisional charters, out of 15 possible in the City, that had been awarded, but for which schools had never begun operating for various reasons. Their purpose is to persuade the elected representatives in the legislature to include in the State's annual budget an omnibus provision that would permit the reallocation of the charters, although its not yet clear that even if the legislators agreed to such proposal, such charters would be re-allocated through the SED, rather than SUNY. January 14 is to be day to lobby the legislators. Dean Jackson will take the lead and will co-ordinate with our representatives' chief of staff. We expect such provision in the budget to face stiff opposition from many legislators.

B. Development

The annual solicitation letter is ready for distribution both as document for mail solicitations and for electronic distribution, which incorporates link to "you tube" channel, if that is preferred. The data in the Neon software database has been reviewed and corrected, so it is the freshest that we have. However, some past respondents have become separated from the soliciting trustee, so those trustees should ascertain they are paired with their solicitations to make an acknowledgment meaningful. Trustees are also reminded that their own donations should be forwarded before year-end.

C. Finance

The Finance Committee reviewed the first quarter financial statements, which report slight Revenue shortfall and, consequently, lower than projected Net Income. Some of the decline is attributable to the timing of significant grants. Variable expenses have been greatly reduced in line with the Revenue figure, nevertheless there are higher fixed occupancy costs.

The Trustees:

VOTED to approve the financial statements as submitted.

D. Executive

While reserving time for an Executive Session at the end of the meeting, the Chairwoman proposed changing the dates of the March and May meetings from March 10, 2020 to March 31, 2020 and from May 12, 2020 to May 19, 2020 to accommodate prospective trustee. The March meeting will be at School I, while the May meeting remains at the offices of Maverick Capital. The April meeting is now scheduled for JPMC's offices, rather than School II.

With regard to trustee recruitment, we have three referrals of candidates, each of whom brings targeted skill set that adds expertise, and who would add diversity to the board. One candidate is from the Bronx, another, an attorney, is from a family with deep roots in NYC real estate, and the third candidate brings experience managing alumni relations at the university level and can supplement Mr. Hart's IT skills. We likely can meet with 2 of the candidates on January 6.

With the volume of e-mails and communications increasing the Chairwoman wanted to explore digital platforms in the interest of fostering tighter collaboration among the board, for example, identifying "must respond" on an actionable e-mail. Additionally communication with long chains of e-mail addresses for information in e-mails, which must be updated as trustees preferred e-mail addresses change, can be particularly cumbersome. With a view toward expediting the issue, Mr. Hart will examine a program developed by Asana. It was noted that governance calendar, for example, is already on the school's SharePoint site, although most trustees have not arranged access to it. We'll revisit the issue in our January meeting.

At this point the Trustees entered into Executive Session to discuss personnel matters, and those confidential minutes are recorded separately.

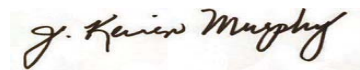
V. Next Meeting & Adjournment

The Board will next convene at 6:00 p.m. on Tuesday, January 14th at 767 Fifth Avenue on the 11th floor New York, N.Y.

The Trustees:

VOTED to adjourn until that time.

Respectfully submitted,



J. Kevin Murphy, Secretary



Board Meeting Minutes

October 22, 2019

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. Ben Arabia, Mrs. Ingrid Bateman, Mr. James Hart, Mr. Bill Higgins, Mr. Laurence Hirsch, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy, Hon. Robert Torres, Mrs. Raquel Zaki

Trustees Absent: Mr. C. Stephen Baldwin, Prof. Kathryn Heleniak

Guests: Mr. Lester Long

I. Call to Order

There being quorum at 6:05 p.m., the Chairwoman called the meeting to order at the offices of Maverick Capital, 767 Fifth Avenue, New York, N.Y.

II. Minutes of Meeting of 6/11/2019 Passed

The Trustees:

VOTED to adopt the draft of the 9/17/2019 minutes as submitted.

III. Report of the Chairwoman

A) School III Charter Renewal Visit

On October 16, the Chair and Messrs. Baldwin and Murphy met with Mr. Paolo Giovine and his colleague at School III for an interim assessment of the school in an anticipation of the renewal of its provisional Charter in 2020. The overall report was very gratifying and in light of the most recent state assessments, School III is one of top performing schools for which they are responsible. Teacher diversity, board diversity, and ELL rates have all improved since their last visit and the feedback from School III's teachers was quite positive. They commented that the rates of our SPED enrollment at the school could be improved, and they recommend hiring teacher with ELL training.

They also presented number of suggestions, questions, and ideas. With regard to any expansion, they asked that we carefully consider Buffalo. The city performance on state assessments has been only about 25% proficient, as compared with 45 % in NYC. Charters are

still available under the statewide cap and there is local stakeholder support, but of the 12 applications for charters submitted to the office for consideration by the Regents, only one was judged to be at all viable. All of the charter schools in Buffalo operate in private space, which is available, in contrast to the expense and impediments we have experienced in the Bronx. Moreover, while School III has a long waitlist, some Bronx charter schools are finding their waitlists dwindling, consequently the marginal utility of another charter school is far greater in Buffalo than in the South Bronx. The expert on Buffalo at the SED Charter School office is Susan Gibbons.

They also offered a number of suggestions with regard to the faculty including: 1) fostering more board/staff interaction by encouraging teachers to attend board meetings, 2) checking on the mid-year departure of 2 teachers, 3) subsidizing certification at any program of graduate education, rather than just Relay. (MESA found this boosted staff retention.)

With respect to our scholars, they suggested that we solicit and listen to their opinions by occasionally joining them for lunch. They also suggested that we offer laptops to our middle school scholars, though a chance meeting with a community officer from the 42nd precinct after the visit raised the issue of securing the machines.

Administratively, they noted that we should make sure that our overhead costs and burden rates are properly apportioned. Indeed, a charter school in Staten Island was audited on this point. If we would like to consult the Charter School office on the issue, Ms. Valerie Kobalski is the expert. Too, they would appreciate our minutes having a section for each school to show that each school's affairs have been reviewed at our board meetings.

There are really two aspects to our outreach efforts, one with respect to the community, and the other to the Regents. The best outreach they have observed has been offered by the Bronx for Children Charter School, which has 4 social workers on staff and provides legal and health care services, particularly to ELL families. Some 300 families from the community attended the renewal visit. Since the review for the renewal of our charter is imminent, Mr. Giovine also suggested that we be sure to invite Chairwoman Rosa to visit. Even if she is unable to visit, she will know that we have extended an invitation. (Post-meeting note: Mr. Long invited Ms. Rosa by e-mail last May and again in September. Our Chairwoman has followed-up with further invitation for a visit.)

IV. Report of Auditors to the Board

After a brief delay in connecting Mr. Gus Saliba of P.K.F. O'Connor Davies, our auditors, to the meeting; he was patched in to review the audit, its findings, and the financial position of CCS as of 6/30/19 as presented in the financial statements. While the audit is now complete, the IRS 990 form for non-profit institutions is due on November 22, 2019 and may require filing for an extension. The audit itself included a Change in Accounting Principles reorganizing the presentation of donations into 2 categories, those with donor restrictions and those without. This required a restatement of the 2018 Financial Statements, also presented, into a similar format. In addition to the Financial Statements and accompanying explanatory notes prepared according to Generally Accepted Accounting Principles, the audit also included the preparation of Supplementary Information for Expenditures of Federal Awards prepared in accordance with Government Auditing Standards setting out the expenditure of funding from both the Departments of Education and Agriculture, including an expression of the Auditor's opinion on internal controls for the expenditures. In their letter of communication to the board,

the auditors stated “In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of the School as of June 30, 2019 and 2018, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.” – “clean” opinion. Further, with respect to the Supplementary Information, they stated “In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as whole.” Finally, the letter of opinion noted that the report on internal controls in accordance with Government Auditing Standards was an integral part of the audit.

Mr. Saliba then went through the financial statements highlighting changes in the presentations from previous years and noting those that will occur next year. Beginning with the Statement of Financial Position, or Balance Sheet, he noted the shift in Cash and Investments pursuant to the change of our banking relationship that occasioned a shift in short-term investments from U.S. Treasury Bills into Corporate Bonds, as set out in Note 6 to the Financial Statements. Both are classified as Level 1 assets with “inputs that have the highest reliability and are related to assets with unadjusted quoted prices in active markets”. By assuming marginally more credit and interest rate risk under JPM’s management, CCS’s has increased its annual income from investments from \$30,804 to \$222,918. Current Assets declined slightly by \$140,467 as prepaid expenses ran off by about double that amount. The ratio of Current Assets to Current Liabilities is about 4.38 x, comfortably above a 2 to 1 ratio. Fixed assets increased by \$1,714,942 which was mainly attributable to an increase in Property, Plant, and Equipment (See Note 7), and the Security deposit advanced in the new construction for School IV. (See Notes 5 & 12, which explain the Friends of Classical Charter School and the interim and long-term leasehold obligations.) As a result, Total Assets as of 6/30/19 increased by \$1,574,475 from \$9,477,051 to \$11,051,526. Current Liabilities also increased by \$250,185 as we have added staff.

In reviewing the Statement of Activities, or Income Statement, Mr. Saliba noted that the increase from \$18,095,631 to \$20,696,902 in state and local funding was in part driven by an increase of \$780 in per pupil funding and 95 additional scholars to student body. With the occupancy of the new facility at 3458 Third Avenue by Schools III & IV, state and local reimbursement of the leasehold expenses increased from \$624,000 to \$2,077,352. Federal grants, including E-Rate and IDEA grants increased, by \$425,948, offsetting a decline of \$266,012 in state and local grants and \$81,970 in contributions and grants from institutional and private donors. Investment income was up, as discussed, and other income remained flat. Expenses for total program services for both regular and special education increased by \$5,258,231 from \$15,364,799 in the prior year to \$20,623,030 for the period ending 6/30/19. While our costs of supporting services remained flat, Mr. Saliba commented that our proportions of expenses for programs at 77%, and overhead at 23%, were still high compared with other charters where expenses for programs averaged 82% and those for overhead 18%. The change in net assets, essentially Net Income, for the year was \$1,324,290, down \$886,551 from \$2,210,841 in the previous year.

The Statement of Cash Flows reconciles the change in Net Assets of \$1,324,290 with the changes in specific accounts from both Operating Activities and from Investing Activities. With respect to funds from operations, the major sources were Grants and contracts receivable expected to be collected within the year, \$491,965, a non-cash expense of Depreciation and amortization, \$390,944, a decline in Prepaid expenses and other current assets, \$276,202, and accrued, but not yet paid, Payroll and payroll taxes, \$159,008. By far the biggest use of funds in

operating activities was in the increase of \$798,562 of funds applied to Security deposits. Indeed, the Funds from Operating activities were more than sufficient in themselves to finance the uses of funds in Operating activities. With regard to the Cash Flows from investing activities, the increase in Investments of \$ 4,205,389 and the Purchases of Property and Equipment of \$1,241,302 constituted nearly all of the uses of cash and were financed in large part by maturing investments of \$2,340,446, \$1,856,062 in Cash Flow from Operations, and \$1,306,205 of Cash, which had balance of \$2,055,672 at the beginning of the year and \$749,467 at year end. Note 8 on page 14 of the financial statement summarizes the Liquidity and Availability of Financial Assets, including Cash, Grants and contracts receivable, Investments and receivable from an affiliate totaling \$6,260,010, less an amount of \$300,000 reserved by the Board of Trustees.

Mr. Saliba then turned to the Supplementary Information as of 6/30/2019 that is required by the authorizer and the Federal Government to account for the Title I funding and other capital advanced during the course of the year on school-by-school basis and which provide further breakdown to the accounting in the financial statements. Funds advanced to the schools from the U.S. Department of Education amounted to \$1,411,468 broken out by program and an additional \$395,203 from the U.S. Department of Agriculture for various nutrition programs. The schedules are prepared pursuant to Federal Regulations and the Uniform Guidance on an accrual basis. Two letters to the Board of Trustees of Classical Charter Schools reported on 1) Internal Control and Reporting and Other Matters based on an Audit of Financial Statements in accordance with Government Auditing Standards, and 2) Report on Compliance for Each Major Federal Program and Report on Compliance required by the Uniform Guidance. Subject to certain limitations inherent in the audit, the first letter “disclosed no instances of non-compliance or other matters that are required to be reported under Government Auditing Standards”, and in the second auditors “did not identify any deficiencies in internal control over compliance that they consider to be material weaknesses.” The auditors’ findings were summarized on Schedule of Findings and Questioned Costs on page 24 in which CCS qualified as low-risk auditee.

IV. Report of the Executive Director

A) School IV

Civic Builders confirmed in the October 10th meeting that construction of the new facilities for School IV at 757 Concourse Village West is behind schedule and that their best estimate for completion is September 23, even working on Saturdays. The Department of Buildings will still have to review the work and issue certificate of occupancy. While late, the gap is not unbridgeable, and we’ll work at developing an interim plan by moving some scholars to the subleased Public Prep space on 151st and Grand Concourse. Still, the delays occasioned by the reluctance of our neighbors to grant an easement are going to further inconvenience our School IV scholars and parents.

B) School III

The Chairwoman summarized the visit of representatives from the NYS Charter School Office to School III in her opening comments.

C) School II

The U.S. Department of Education recognized School II with “Blue Ribbon” award during its first year of eligibility. The award is one of 362 bestowed on schools across the country recognizing excellence and progress toward “closing the gap” in educational achievement. Ceremony marking the event and congratulating the leadership, faculty, and staff will be held at 5:00 p.m. at School II, 333 East 135th Street, Bronx on November 12.

D) School I

Staff-wise Talent Associate has been promoted to Talent Manager, and we are shifting the Special Projects Manager to help manage recruiting part time. Mr. Macapagal, who prepared most of the submissions to our auditors, has been promoted to Comptroller.

- Classical’s large 2019-2020 Goals are:

Department	Process Goals	Product Goals
Governance	<ul style="list-style-type: none"> Review survey data and build plan Build goals at Trustee Meetings with Board Chair and Executive Director Work with the board to create joint plan for political engagement 	<ul style="list-style-type: none"> Improve board diversity Ensure 100% completion of questionnaires
Business	<ul style="list-style-type: none"> Complete onboarding, offboarding, and transfer workflow automation Complete FOCCS structure 	<ul style="list-style-type: none"> Complete School 4 construction by 8/1/2020
Leadership	<ul style="list-style-type: none"> Publish 12 LinkedIn articles (3 done) Onboard High School Placement Advisor Build out and organize Classical Growth Strategy 	<ul style="list-style-type: none"> Replace School 1 and School 2 Directors Raise \$1,000,000 Create School Transfer Policy
Curriculum & Instruction	<ul style="list-style-type: none"> Prepare one Instructional Coach for Curriculum Manager Role in 2020-2021 	<ul style="list-style-type: none"> Complete revision of Latin curriculum Revise our History curriculum for the US History Regents in June 2021 Convert all curriculum from Common Core to Next Generation Learning Standards
Data & Research	<ul style="list-style-type: none"> Bring on Research Associate 	<ul style="list-style-type: none"> Complete Data Project
Operations	<ul style="list-style-type: none"> Bring on Operations Team Leader Build new website (December 1) Replace WAPs at school 2 	<ul style="list-style-type: none"> Complete workflow automation project Upgrade all computers to Windows 10 Ensure all devices are less than 5 years old Give laptops to coaches, deans, directors, and GTLs Test Promethean Board in war room
Talent		<ul style="list-style-type: none"> Increase flow of great people to all titles

- E) With respect to our Governance goals, we have begun working with a group called “Revive 11” which is seeking the amendment of 11 of the 15 “zombie charters” which were granted, but not taken up, by various applicants to the NYS Charter School office, and which may still, then, be

available under the NYS/NYC charter school cap. The group of 10 applicants, which is being co-ordinated by Vince Marrone formerly of the Charter School Center, seeks to lobby representatives from their districts in the Assembly and Senate so as to furnish the Regents with the authorization to re-designate the parties to whom the “zombie charter” was issued. If the re-designation of “zombie” charters is approved, CCS would be able to use two of these charters to open our already approved Schools V and VI. Other charter applicants are in Brooklyn and Queens. None of the other group members are CMOs and it is likely that the proposal may encounter considerable resistance if they were. We have met with State Senator Sepulveda, who himself sponsors spelling bee and who has indicated that he may be open to the proposal. The legislative session for the Legislature will begin on January 14, 2020.

Invitations to our representatives for the “Blue Ribbon” event on November 12 are clearly one opportunity to present our scholars and their achievements to our Assemblymen and State Senators. Moreover, while we cannot use any school resources to contribute financially to candidate’s campaign using, we may make individual contributions or, in the larger scheme of things, create Political Action Committee as Success Academy has done. Finally, marshalling the support of our parents on such issues is probably the most effective way to advance our interest. As we begin to think through our efforts, Ms. Jackson, who has worked with us as Dean of Students at school I for 14 years, will have responsibility for co-ordinating them.

V. Finance

Our Treasurer began the report with a review of the Budget that included \$1 million projected donations from eleemosynary institutions applied to discretionary expenses. The figures project \$27,830,000 in Revenues and \$26,450,000 in Expenses, leaving a margin of \$1,380,000.

The Trustees:

VOTED to approve the amended budget as submitted.

He noted that this was the final year for some of the pledged institutional support, and that such generous donations would be falling off absent new initiatives. Moreover, replacing such significant contributions will be no small task and it will require us to expand our reach beyond our traditional donors. The second “Blue Ribbon” award happily distinguishes our case from that of other charter schools, but we will still have to enlist donors who may have commitments beyond the Bronx. We already have a lead from one institution, but the job will require more formal organization of the tasks to be shared among the board. Toward this end, the Vice-Chairman and another trustee volunteered to update the short-presentation we make to prospective donors to present the rationale for an institution’s support of CCS.

V. Education

With respect to developing our alumni relations, a member of the Education Committee will meet with the Directors of Alumni Relations, Data Management, and Development of St. Bernard’s, an independent boys’ school in Manhattan, to learn how they have organized the function. For an independent school, effectiveness in organizing these functions is crucial to their

continued viability, so there may be some lessons that may help support our placement director. Besides the traditional avenues of outreach, St. Bernard's created a private Facebook page for their alumni a dozen years ago, and is now on Instagram, separating the private alumni communications from the public outreach.

The information used to prep the trustees for the renewal visit at school III was submitted to the team working on the dashboard as an example of the type of data that should be at the trustees' fingertips in order to be prepared to officially represent CCS.

VI. Dashboard Project

The Ad Hoc committee working on the "dashboard project" presented a synopsis of the functions that the dashboard will serve for the board, and therefore the information that it will summarize. The dashboard will serve as a central place to all committee information, i.e. mission, members, projects and timelines, thus providing a central place in which to co-ordinate tasks and progress as well as present key governance data, such as assessment data, staff and faculty turnover and the like. The data will incorporate the agendas of the 6 standing committees, that is: Executive, Finance, Fundraising, Education, Public Affairs, and Real Estate, as well as unassigned projects monitoring charter expansion and the performance of the other relevant charter schools. Information on metrics will be organized by important sub-groups, i.e. scholars, faculty, alumni. The dashboard will also summarize information about the board's activities.

The committee identified three software packages and identified their pros and cons, as well as setting out some unresolved questions. CCS already utilizes Microsoft SharePoint on which past minutes and other information is stored and it developed that all trustees did not have access to the site through passwords, which will be remedied.

One of our goals as a board continues to be to recruit additional members, with a view toward augmenting the representation from the South Bronx community. One member has a couple of possible candidates to suggest.


VII. Next Meeting & Adjournment

The Board will next convene at 6:00 p.m. on Tuesday, November 12th at School II at 333 East 135 Street, Bronx, N.Y. Prior to that meeting at 5:00 p.m., there will be a ceremony for the U.S. DoE's "Blue Ribbon" award which we expect several public officials to attend.

The Trustees:

VOTED to adjourn until that time.

Respectfully submitted,



J. Kevin Murphy, Secretary

Draft

Draft



Board Meeting Minutes

September 17, 2019

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Laurence Hirsch, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy, Mrs. Raquel Zaki

Trustees Absent: Mr. James Hart, Mr. Bill Higgins, and Hon. Robert Torres

Guests: Mr. Lester Long

I. Call to Order

There being quorum at 6:00p.m, the Chairwoman called the Meeting to order at the offices of Maverick Capital, 767 Fifth Avenue, New York, N.Y.

II. Minutes of Meeting of 6/11/2019 Passed

After number of corrections to the original draft of the 8/27/2019 minutes, the Trustees VOTED to adopt them in their final version.

III. Consideration of 2019-20 Budget

While the budget for the current school year had been previously tabled, the Finance Committee had not yet submitted its recommendation to the full board for the Budget's approval because the projections depended on forecasting and allocating the proceeds of material institution 1 grants. In the discussion, it was generally agreed that the budget should incorporate 7 figure, unrestricted amount to be allocated across the budget for planning purposes.

Moreover, with the implementation of the Friends of Classical Charter Schools structure and re-stated leasehold for the building at 3458 Third Avenue, certain categories of expenses, including property taxes and other ancillary costs related to facilities, will be subsumed by FoCCS and replaced on the Income Statement by an all-inclusive rent payment to FoCCS as an intermediary to the landlord. While the only material increase in occupancy expenses beyond what had previously been forecast will include property taxes, the accounting for occupancy expenses will be re-structured. The auditors have reviewed the FoCCS arrangement and CCS has submitted copies of the re-stated leasehold agreement to both the NYC DoE, which advances the

stipends covering our occupancy expenses, and the landlord's lenders. Consequently, the Treasurer recommended that the Budget incorporating these changes be submitted together with the Finance Committee's recommendation at the October 22 meeting.

Pursuant to the solicitation of institutional grants, the Vice Chair recommended that we up-date our presentation deck of 10-15 slides with the scholars' performance on the most recent state assessments and the outcome of the U.S. DoE Blue Ribbon award for School II, should it be awarded. Along these same lines the Chairwoman was prepare brief summary sheet for her meeting with N.Y. State Senator Sepulveda. Finally, updating the Neon database and board training on it is pending.

IV. Report of the Executive Director

There will be meeting with Civic Builders on October 10 that will re-evaluate the construction schedule after the delays caused by reluctance of the neighbors to the north of the site to permit access through their driveway. By our next meeting, the 22 remaining pilings for the foundation must have been poured in order to proceed quickly with the erection of the steel superstructure. The object of the re-ssessment will be to decide whether, with additional overtime that may incur \$200,000 to \$300,000 of additional expense for work on Saturdays, we can realistically expect construction to be completed by August 1, 2020. If it seems unlikely that this deadline can be met, CCS will have to make judgment about when the building may be ready, so as to organize temporary alternative. Civic Builders incurs no penalty for failing to meet the deadline and, in fairness, the obstacles they have encountered have been extraneous to the construction work. If Plan B has to be formulated -and there are no great temporary options-it will need to be put in place by the time of School IV's April lottery, because 3458 Third Avenue will no longer be able to accommodate all scholars for schools III and IV.

Work is in process to replace the CCS website with an updated version which should be completed by November 15. The cost of the new website, our face to the digital world, will be about the same as the 2014 programming which ran about \$300,000. This project too will be amortized over 5 years.

We are undertaking an initiative in which our Instructional Coaches will present academic best practices in monthly sessions to our scholars' parents and caregivers. Together with the feedback making our report cards more operational, we are attempting to more fully engage families in their children's educational development by presenting our educational goals and standards, how we mean to attain them, and their scholar's progress toward mastering them.

By the end of September, the U.S. Department of Education will advise School II whether they have been selected as national "Blue Ribbon" school. (Briefly, the U.S. DoE surveys the country and recognizes about 350 schools for academic excellence and closing the achievement gap among selected student groups. Details about the program can be found at <https://nationalblueribbonschools.ed.gov>.) School II was one of 362 schools selected. School I earned this award in 2014. s Board, we should use the recognition accorded through this award in our solicitation and outreach efforts.

The E.D. distributed matrix summarizing CCS's 2019-2020 management goals as follows:

Department	Process Goals	Product Goals
Governance	<ul style="list-style-type: none"> Review survey data and build plan Build goals at Trustee Meetings with Board Chair and Executive Director Work with the board to create a joint plan for political engagement 	<ul style="list-style-type: none"> Improve board diversity Ensure 100% completion of questionnaires
Business	<ul style="list-style-type: none"> Complete onboarding, offboarding, and transfer workflow automation Complete FOCCS structure 	<ul style="list-style-type: none"> Complete School 4 construction by 8/1/2020
Leadership	<ul style="list-style-type: none"> Publish 12 articles on LinkedIn Onboard High School Placement Advisor Build out and organize Classical Growth Strategy 	<ul style="list-style-type: none"> Replace School 1 and School 2 School Directors Raise \$1,000,000 Create School Transfer Policy
Curriculum & Instruction	<ul style="list-style-type: none"> Prepare one Instructional Coach for Curriculum Manager Role in 2020-2021 	<ul style="list-style-type: none"> Complete revision of Latin curriculum Revise our History curriculum for the US History Regents in June 2021 Convert all curriculum from Common Core to Next Generation Learning Standards
Data & Research	<ul style="list-style-type: none"> Bring on research Associate 	<ul style="list-style-type: none"> Complete Data Project
Operations	<ul style="list-style-type: none"> Bring on Operations Team Leader Build new website Replace WAPs at school 2 	<ul style="list-style-type: none"> Complete workflow automation project Upgrade all computers to Windows 10 Ensure all devices are less than 5 years old Give laptops to all coaches, deans, directors, and GTLs Test Promethean Board in war room
Talent		<ul style="list-style-type: none"> Increase flow of great people to all titles

IV. Report of the Chairwoman

The Chairwoman prepared Powerpoint (Board Organization 2019-20.ppt) presentation summarizing the board's committees, their purposes, and, hence, agendas. Governance Committee was mooted, but after some discussion, only Public Affairs Committee was added to the standing committees of Executive, Finance, Fundraising & Development, Education, and Real Estate & Facilities. The consensus was that an Ad Hoc Committee could be formed to address specific issues that may arise. Three or four objectives pertaining to each committee function were outlined, and useful summary of legislative and administrative contacts for the

state, the Board of Regents, the N.Y. Office of Charter Schools, the City and its Department of Education, as well as legislative contacts for each level of government, including local Community Boards, CSD's and CEC's were helpfully listed.

The aim of Public Affairs Committee will be to garner support for CCS's continued expansion by developing relations among 5 sets of stakeholders: 1) elected representatives, such as State Senator Luis Sepulveda of District 32 who sponsors an annual Spelling Bee, 2) advocacy groups, such as the New York City Charter School Center and the more costly New York Charter Schools Association, 3) Community Boards 1-4, and 4) Community School Districts and Community Education Councils which provide input and feedback about educational programs and needs in their districts, and 5) our own Family Advisory Councils, which unfortunately do not include parents whose children applied to CCS, but were not selected in the lottery. Job 1 is to meet stakeholders' representatives and introduce CCS, it's approach to elementary education, it's history and achievements. In response to a question, Prof. Heleniak responded that Fordham University had a person fulfilling a similar role on staff, and, while the nature of the programs were quite dissimilar, there may be a few useful tips to be gained in a meeting.

V. Adjournment & Next Meeting

The Trustees:

VOTED to next meet at 6:00 p.m. on Tuesday, October 22nd at the offices of Maverick Capital, 767 Fifth Avenue, N.Y, N.Y. and adjourn.

Respectfully submitted,



J. Kevin Murphy, Secretary

Draft



Board Meeting Minutes

August 27, 2019

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Mr. James Hart, Prof. Kathryn Heleniak, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy, Mrs. Raquel Zaki

Trustees Absent: Mr. Bill Higgins, Hon. Robert Torres

Trustees Phoning in: Mr. Lawrence Hirsch

Guests: Mr. Lester Long

I. Call to Order

There being quorum, the Chair called the Meeting to order at 3458 Third Avenue, Bronx at 6:05 p.m.

II. Phone Call with PKF O'Connor Davies

The meeting began with conference call from Mr. Gus Saliba of PKF O'Connor Davies, LLP, our auditors, reviewing the plan for this year's audit by defining its timing, scope, methodology, and the respective responsibilities of the auditors and management. With respect to GAAP, he noted some recent and relevant changes in relevant accounting standards in Not-for-Profit entities with respect to Revenue Recognition standards, Statement of Cash Flows (Restricted Cash), Contributions Received and Made, and Lease accounting. Since CCS, a consolidated entity, also receives more than \$750,000 in awards from the U.S., it is also subject to the Office of Management & Budget Uniform Guidance-Procurement Revisions. Since much of this information is summarized in supporting document incorporated in 14-page letter dated 8/27/2019 to the board, that document will be incorporated as annex I to these minutes and are an integral part of them.

These notes will simply record two or three points with regard to the discussions about the Audit Planning Document. With respect to the scope of the audit, since our landlord, FoCCS, is a separate entity, independent of CCS; it will not be subject to the OMB Uniform Guidance-Procurement Revisions, as CCS would be, although it will also be audited under GAAP rules. Consequently, with the adoption of the FoCCS structure, most of the significant risks to CCS's income statement, as well as some balance sheet exposure, are now recorded in unrelated entity.

Mr. Saliba inquired whether the board was aware of any areas subject to fraud or high-risk areas, and the board responded that they knew of no such areas. He further inquired whether the board had any questions that to which the auditors should pay particular attention such as accounting for students with IEP's, the accuracy of scholar headcounts with regard to per pupil billing, the completion of an IT questionnaire, which he noted was becoming increasingly important, procurement of and additions to Property, Plant, & Equipment and related sales taxes, or other matters. One member did enquire about the reconciliation of the Classicorps program, not that there have been any irregularities, but because nearly quarter of the faculty now participate in it, so it has become a material item.

III. Minutes of Meeting of 6/11/2019 Passed

Having reviewed the minutes of the annual meeting of 6/11/2019, the Trustees VOTED to adopt them in their final version.

IV. E.D. Report

School opened the prior week with 1,516 scholars in attendance at 977 Fox Street, 333 East 135th Street and its annex at 151st and Grand Concourse, and 3458 Third Avenue. At the School IV construction site at 757 Concourse Village West, work has recommenced after disagreement about site access through neighbor's driveway was resolved, but 22 of 88 steel pilings for the foundation must be installed by the middle of October to meet the August, 2020 target date for opening. Consequently, there is now scarcely an extra time in the construction schedule. There was also nearly \$500,000 for renovation at School I, with only the filtered, chilled at the drinking fountains yet to be installed. While the water supplies for Schools I & II have been checked for lead, both DoE facilities contain asbestos. Additionally, the bathrooms at School II are undergoing renovation and flood in the basement of the new building had to be remediated.

The E.D. laid out the 2019-2020 objectives, breaking them out as "Process Goals" and "Product Goals".

Department	Process Goals	Product Goals
Governance	<ul style="list-style-type: none"> Review survey data and build plan Build goals at Trustee Meetings with Board Chair and Executive Director Work with the board to create joint plan for political engagement 	<ul style="list-style-type: none"> Improve board diversity Ensure 100% completion of questionnaires
Business	<ul style="list-style-type: none"> Complete on boarding, off boarding, and transfer workflow automation Complete FOCCS structure 	<ul style="list-style-type: none"> Complete School 4 construction by 8/1/2020
Leadership	<ul style="list-style-type: none"> Publish 12 articles on LinkedIn Onboard High School Placement 	<ul style="list-style-type: none"> Replace School 1 and School 2 School Directors

	Advisor <ul style="list-style-type: none"> • Build out and organize Classical Growth Strategy 	<ul style="list-style-type: none"> • Raise \$1,000,000 • Create School Transfer Policy
Curriculum & Instruction	<ul style="list-style-type: none"> • Prepare one Instructional Coach for Curriculum Manager Role in 2020-2021 	<ul style="list-style-type: none"> • Complete revision of Latin curriculum • Revise our History curriculum for the US History Regents in June 2021 • Convert all curriculum from Common Core to Next Generation Learning Standards
Data & Research	<ul style="list-style-type: none"> • Bring on Research Associate 	<ul style="list-style-type: none"> • Complete Data Project
Operations	<ul style="list-style-type: none"> • Bring on Operations Team Leader • Build new website • Replace WAPs at school 2 	<ul style="list-style-type: none"> • Complete workflow automation project • Upgrade all computers to Windows 10 • Ensure all devices are less than 5 years old • Give laptops to all coaches, deans, directors, and GTLs • Test Promethean Board in war room
Talent		<ul style="list-style-type: none"> • Increase flow of great people to all titles

This is a useful summary of objectives by function which should be viewed in the context of CCS's undertakings to our authorizer with respect to its charters, and which provide the rationale and impetus for the above aims

At this point, Mr. Baldwin was invited to summarize and comment on his attendance at meeting of the Northeast Charter Schools Network, formerly the New York Charter Schools Association, a group formed in 2000 and since expanded to advocate for Charter Schools before State Legislatures in Albany and Hartford. Although there are about 40 members, only about half were present, and no one from the large CMO's, such as KIPP and Success Academy, apparently had even been invited. Although Governor Cuomo has been supportive of charter schools in the past, the municipal administration under the current Mayor has been frankly less so despite some major successes by charters in improving educational outcomes for scholars in impoverished areas. The consensus outlook at the NECSN conference was that Democratic control of the NY State Senate will be assured at least through the post-census redistricting of the state legislature, and so the outlook for an increase in the current cap on provisional charters is bleak. Senator from Yonkers, Sen. Shelley B. Mayer, has been elected Chair of the Senate's Education Committee and may possibly hold hearings in 2020 to look into differences with public schools regarding special needs scholars, English language learners, discipline, and finances¹. Broadly,

¹ Williams, Zach, "Cuomo's charter school dilemma" www.cityandstateny.org, May 13, 2019 "This includes how charter schools report data on topics like special needs students, English language learners, and school discipline, and how that differs from traditional public schools. "We're going to continue to want to explore that," she said. "With respect to the raising

there were two concerns, first that such hearings may lead to some sort of “poison pill” legislation affecting charters, and secondly, should the Democratic candidate win the next Presidential election, the Governor may be invited to serve in the Administration leaving charter schools without an effective advocate in state Government. Consequently, we need to do better job networking not only with local elected officials, but also among the parent body who would be our strongest advocates.

The E.D. continued with 70 slide orientation presentation that he shared with the faculty and staff couple of weeks before the Board meeting. The presentation summarized great deal of data from variety of reliable sources in order to build context for us all to understand CCS’s mission, vision, strategy, objectives, initiatives and projects. While the material is simply too extensive to encapsulate in the brief minutes of the meeting, the information described the dire educational context in which the school has chosen to operate in the South Bronx and (together with the Learning Standards set out by the NYS Education Department) defined its mission, principles, methods, and objectives. It also briefly noted results in providing sound elementary school education to all scholars, including groups qualifying for free lunches, special needs scholars, and those learning English, that exceeds that of Chappaqua school district and is within 2% of Success Academy, the highest performing charter school in the state. Later in the meeting went on to provide high-level summary of scholar performance on the 2018-19 statewide assessments.

He next presented detailed Succession Plan in the event of his inability to continue to serve as Executive Director. The plan broadly calls on the Board Chair to form an ad hoc Succession Committee together with other Trustees who may wish to join, the Directors of Curriculum & Instruction, Business, Special Services, Talent, and Data & Research. This ad hoc committee will: a) ensure the smooth continuation of management, operations and education, b) develop, under the direction of the Board of Trustees, Recruitment Plan through which an Executive Director will be sought, recruited, and hired, and c) achieve any finality, closure or completion for the CCS community to minimize any difficulties due to the absence, be they emotional or otherwise. The plan further specifies roles that certain staff will assume and consequently the plan will have to be updated regularly if there is any change in staff. This detailed succession plan fulfilled one of the weaknesses noted in the Board’s own, just-completed self-evaluation. As result of this recent self-evaluation and in light of the school’s initiatives and projects, the Board will take up its goals for the year in the next meeting on September 17, 2019, including keener appreciation of the legal and administrative framework in which charter schools operate.

Lastly, the E.D. tabled the school-wide “pass” rates by grade on last spring’s statewide assessments for both ELA and Math in comparison with both Scarsdale and Success Academy, City-Wide Ranking by grade, and summary for ELA and Math with historical perspective for Scholars with Disabilities and English Language Learners. These summary “pass” rates for the 3 schools tested (School IV did not have third grade) are very encouraging. All three schools showed impressive results.

V. Finance & Development

of the cap ... we’ll discuss it in conference.”

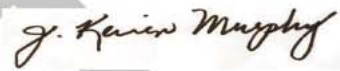
With the time allotted for the meeting largely elapsed, the Board deferred consideration of the Budget until the next meeting on September 17, 2019. The Chair also noted that the final configuration for the Neon donor software had not yet been finalized for our Development efforts.

VI. Next Meeting

The Trustees:

VOTED to next meet at 6:00 p.m. on Tuesday, September 17th at the offices of Maverick Capital, 767 Fifth Avenue, N.Y, N.Y. and adjourn.

Respectfully submitted,



J. Kevin Murphy, Secretary

ANNEX I

Presented by
Gus Saliba, CPA
Partner
gsaliba@pkfod.co
Kelsey Cannici, CPA
Manager
kcannici@pkfod.com
John Bianca, CPA
Supervisor
jbianca@pkfod.com

August 27, 2019

Classical Charter Schools
Audit Planning Meeting
June 30, 2019

2

August 27, 2019
Board of Trustees
Classica Charter Schools
977 Fox Street
Bronx, NY 10459

We are in the process of planning our audit of the financial statements of Classica Laboratory Charter Schools (the "Organization") as of and for the year ended June 30, 2019.

Professional standards require us to communicate with you regarding audit matters that are, in our professional judgment, significant and relevant to those charged with governance ("TCWG") in overseeing the financial reporting process. This communication is intended to provide you with these required communications as well as other information regarding our audit.

We are pleased to be of service to you and the Organization and appreciate the opportunity to perform the audit of the financial statements of the Organization as of and for the year ended June 30, 2019. We are also pleased to discuss other matters which may be of interest to you and to answer any questions you may have.

This information is intended solely for the information and use of those charged with governance and management of the Organization and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,
PKF O'Connor Davies, LLP

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Timing of Audit and Deliverable Area

Audit planning meeting

Interim testing – remote

Audit planning / risk assessment

Year end financial audit and Single Audit procedures – remote

Draft financial statements and Single Audit report

Discuss financial statements, Single Audit report and management comments with management

Final audit due

TCWG closing meeting with auditors to review financial statements, Single Audit report and significant matters

File tax returns

Date

May 8, 2019

August 13 and 14, 2019

Late August 2019

Early September 2019

Early October 2019

Mid-October 2019

No later than November 1, 2019

To Be Determined – October 2019

Prior to November 15, 2019; Due no later than May 15, 2020 with one extension.

Presented by
Gus Saliba, CPA

Partner

gsaliba@pkfod.co

Kelsey Cannici, CPA

Manager

kcannici@pkfod.com

John Bianca, CPA

Supervisor

jbianca@pkfod.com

August 27, 2019

Classical Charter Schools

Audit Planning Meeting

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Board of Trustees
Classica Charter Schools
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Timing of Audit and Deliverable Area

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Planned Audit Scope and Approach

Significant Audit Areas

- Cash and cash equivalents
- Grants and contracts receivable
- Property and equipment
- Accounts payable and accrued expenses
- Accrued payroll and payroll taxes
- Revenue recognition and per-pupil operating revenue
- Salaries and employee benefits
- Credit card transactions
- Grant management
- Facility Leases

Other areas of audit focus

- Significant accounting estimates
- Subsequent events
- Fraud and illegal acts
- Methodology of functional expense allocations
- Audit procedures under *Government Auditing Standards*
- Audit procedures under Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”)
- Financial reporting changes and related footnote disclosures required by FASB ASU 2016-14

Tax and information returns and other services

- Preparation of Form 990

PKF O'Connor Davies, LLP's Responsibilities

- Forming and expressing an opinion about whether the financial statements are presented fairly, in all material respects, in conformity with U.S. GAAP
- Forming and expressing an opinion on compliance for each of the major programs to be tested in accordance with Uniform Guidance
- Forming and expressing an opinion on whether the Organization complied with the types of compliance requirements described in the OMB Compliance Supplement that could have direct and material effect on each of the major federal programs
- Planning and performing the audit in accordance with professional standards to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement, whether caused by fraud or error
- Considering internal control for the purpose of determining our audit procedures but not to express an opinion on internal control
- Accumulating misstatements identified during the audit and communicating material corrected and uncorrected misstatements to management and TCWG
- Conducting our audit with professional skepticism
- Evaluating the presentation of the supplemental information in relation to the financial statements and to report on whether it is fairly stated, in all material respects, in relation to the financial statements as a whole
- Communicating significant matters related to the audit that are, in our professional judgment, relevant to the responsibilities of TCWG in overseeing the financial reporting process, including:
 - A significant deficiencies and material weaknesses identified during the audit; however, our audit is not specifically designed to detect significant deficiencies or material weaknesses in internal control over financial reporting
 - Any fraud or illegal acts noted during the course of our audit, unless clearly inconsequential; however, our audit cannot be relied upon to identify all instances of fraud or illegal acts
 - The process used by management to formulate particularly sensitive accounting estimates and our conclusions about the reasonableness of such estimates
 - Other matters

Responsibilities of Management and Those Charged With Governance

Management is responsible for:

- Fairly presenting the financial statements in accordance with U.S. GAAP
- Selecting and using appropriate accounting policies
- Establishing and maintaining effective internal control over financial reporting
- Complying with laws, regulations, and provisions of contracts and agreements
- Preparing the Schedule of Federal Awards (“SEFA”)
- Providing financial records and related information to the auditors
- Providing signed representation letter to the auditors
- Providing the auditors with complete SEFA

Those charged with governance are responsible for:

- Communicating with the auditors and overseeing the financial reporting process

Management and those charged with governance are responsible for:

- Setting the proper tone at the top and maintaining and encouraging culture of

honesty and high ethical standards

- Designing and implementing policies and internal controls to prevent and detect

fraud

Our audit of the financial statements does not relieve management or TCWG of their responsibilities.

Restriction

This presentation is intended solely for the use of the Organization’s management and TCWG and is not intended to be and should not be used by anyone other than these specified parties. This presentation is not intended for general use, circulation or publication and should not be published, circulated, reproduced or used for any purpose without prior written permission in each specific instance.

On the Horizon

FASB's Changes for Not-for-Profit Reporting

The FASB issued ASU 2016-14, Not-for-Profit Entities (Topic 958): *Presentation of Financial Statements of Not-for-Profit Entities*. The new guidance requires improved presentation and disclosures to help not-for-profits (NFPs) provide more relevant information about their resources – and changes in those resources – to donors, grantors, creditors and other users of their financial statements.

NFP Organizations Affected:

The NFPs affected include: charities, foundations, colleges and universities, health care providers, religious organizations, trade associations, and cultural institutions, among others.

Requirements of the New Guidance:

- _Revises the net asset classification scheme to two classes – net assets with donor restrictions and net assets without donor restrictions.
- _Enhances disclosures for self-imposed limits on the use of resources without donor-imposed restrictions and the composition of net assets with donor restrictions.
- _Updates the accounting and disclosure requirements for underwater endowment funds.
- _Requires net presentation of investment expenses against investment return on the statement of activities, and eliminates the requirement to disclose investment expenses that have been netted.
- _Requires the presentation of expenses by nature as well as by function, including an analysis of expenses showing the relationship between function and natural classification for expenses.
- _Requires qualitative disclosures on how not-for-profit manages its available liquid resources.
- _Requires quantitative disclosures that communicate the availability of financial assets to meet cash needs for general expenditures within one year of the statement of financial position date.
- _Allows for choice between the direct and indirect method of reporting operating cash flows. [Presentation of the indirect reconciliation is no longer required if using the direct method.]

Effective Dates:

The ASU is effective for annual financial statements issued for fiscal years beginning after December 15, 2017, and for interim periods within fiscal years beginning after December 15, 2018. [Application to interim financial statements is permitted but not required in the initial year of application.] Early application of the amendments in this ASU is permitted.

During its initial exposure draft deliberations on the ASU 2016-14 project, the FASB identified additional areas of focus which were not addressed in the ASU which included:

- _Operating measures:
 - whether to require intermediate measure(s)
 - how to define measure of operations and
 - what items should or should not be included in the measure(s)
- _Realignment of certain items in the Statement of cash flows: (operating vs. financing vs. investing)

To date, the FASB has now shelved these additional areas of focus and has not provided a date as to when any further consideration will be given to them.

On the Horizon (*continue*)

OMB Uniform Guidance Procurement Revisions

The new Uniform Grant Guidance requires significant changes to non-Federal entities procurement procedures (Subpart D; 200.317-200.326) related to Federal award purchases. The changes are designed to better mitigate waste, fraud and abuse.

General Requirements of the New Guidance:

- Non-Federal entities receiving federal awards must have their own documented procurement procedures that conform to reflect Federal law, Uniform Guidance standards, and any State laws and regulations.
- Non-Federal entities must maintain oversight to ensure that contractors perform in accordance with the terms of their contracts or purchase orders.
- Non-Federal entities must maintain written conflict-of-interest policies if its employees engage in the selection, award and administration of contracts. No employee, officer or agent may participate in the selection, award, or administration of contract funded by Federal award if he or she has an actual or apparent conflict of interest. This also applies to organizational conflicts of interest if the non-Federal entity is unable or appears to be unable to be impartial in conducting procurement action involving related organization.
- Non-Federal entities should focus on greater economy and efficiency to promote cost-effective use of services during the procurement process, and must avoid using federal funds for the acquisition of unnecessary and duplicative items.
- Non-Federal entities must document and maintain records sufficient to detail the history of the procurement steps and activities required to be completed. This includes the rationale for the type of procurement, selection of contract type, and the basis for the contractor selection and price.

The Uniform Guidance outlines five methods of procurement:

- Micro-Purchases: Purchases that individually do not exceed \$3,500. To the extent practicable, micro-purchases must be distributed equitably among qualified suppliers. No bid or quote process is required.
- Small Purchases: Used for purchases up to the Simplified Acquisition threshold, which is currently \$150,000. These include small and informal purchase methods for securing services, supplies, or other property. Price or rate quotes must be obtained from an adequate number of qualified sources.
- Sealed bids: Purchases over \$150,000. Bids are publicly solicited and fixed price contract (lump sum or unit price) is awarded to the responsible bidder whose bid, conforming to material terms and conditions of the invitation for bids, is the lowest in price. This method is most commonly used for procurement of construction contracts.
- Competitive Proposals: Purchases over \$150,000. This method requires formal solicitation from an adequate number of qualified sources, fixed-price or cost-reimbursement contracts, and is used when sealed bids are not appropriate. Contracts must be awarded to the responsible firm whose proposal is most advantageous to the program, with price and other factors considered.

On the Horizon (*continue*)

OMB Uniform Guidance Procurement Revisions (*continued*)

- **Noncompetitive Proposals:** These proposals only apply under unique circumstances. Examples include when an item is available only from one source, when a public emergency does not allow time for a competitive proposal process, when the federal awarding agency authorizes, or when the competition is deemed inadequate after proper solicitation.

Effective Dates:

OMB has allowed a final grace period for implementation of the new Uniform Guidance procurement standards. The implementation date will be effective for fiscal years beginning on or after December 26, 2017, for those entities choosing to take advantage of the extension. During this grace period, non-Federal entities must document whether they are in compliance with the previous requirements under OMB Circular A-110 or with new Uniform Guidance requirements.

New Revenue Recognition Standard

The FASB issued a new revenue recognition standard (ASU 2014-09) in May 2014, which is extended and does not become effective for most non-public companies, including not-for-profit entities and employee benefit plans until 2019. This ASU may have a significant impact on revenue recognition and disclosure for certain businesses and industries. The core principle of the ASU is that an entity should recognize revenue to depict the transfer of promised goods or services to customers in an amount that reflects the consideration to which the entity expects to be entitled in exchange for those goods or services. To achieve that core principle, an entity should apply the following steps:

Step 1: Identify the contract(s) with a customer.

Step 2: Identify the performance obligations in the contract.

Step 3: Determine the transaction price.

Step 4: Allocate the transaction price to the performance obligations in the contract.

Step 5: Recognize revenue when (or as) the entity satisfies a performance obligation.

- The ASU does not apply to contributions. It does, however, apply to program revenue and other fees generated by not-for-profit organizations.
- The most significant implications to not-for-profit organizations are likely to be within the health care sector.
- **Self-pay patients** - The amount of revenue to recognize will likely change, and bad debt is likely to be an operating expense again.
- **Prepaid health care services** - contract acquisition costs can now be capitalized if recoverable.

Effective Dates:

- **Non-public entities:** Annual reporting periods beginning after December 15, 2018 and interim reporting periods within annual reporting periods beginning after December 15, 2019.
- **Public business entities:** Annual reporting periods beginning after December 15, 2017, (including interim reporting periods within that reporting period).

On the Horizon (*continue*)

Statement of Cash Flows (Restricted Cash)

In 2016 the FASB issued ASU 2016-18 to address diversity of practice pertaining to classification and presentation of changes in restricted cash on the statement of cash flows. Prior to issuance of this ASU GAAP did not include specific guidance on the cash flow classification and presentation of changes in restricted cash or restricted cash equivalents other than limited guidance for not-for-profit entities. Specifically, there was no guidance to address how to classify and present changes in restricted cash or restricted cash equivalents that occur when there are transfers between cash, cash equivalents, and restricted cash or restricted cash equivalents and when there are direct cash receipts into restricted cash or restricted cash equivalents or direct cash payments made from restricted cash or restricted cash equivalents. The amendments in this ASU require that the statement of cash flows explain the change during the period in the total of cash, cash equivalents, and amounts generally described as restricted cash or restricted cash equivalents. Therefore, amounts generally described as restricted cash and restricted cash equivalents should be included with cash and cash equivalents when reconciling the beginning-of-period and end-of-period total amounts shown on the statement of cash flows. The ASU does not provide a definition of restricted cash or restricted cash equivalents.

Effective Dates:

- _Effective for public business entities for fiscal years beginning after December 15, 2017 and interim periods within those fiscal years.
- _For all other entities, for fiscal years beginning after December 15, 2018 and interim periods beginning after December 15, 2019.
- _Early adoption is permitted.
- _The amendments in this ASU should be applied using the retrospective transition method to each period presented.

Contributions Received and Contributions Made

During 2018, the FASB issued Accounting Standards Update (ASU) 2018-08 which is intended to clarify and improve the scope and accounting guidance for contributions received and made, primarily for not-for-profit organizations. Prior to issuance of the ASU, there was difficulty and diversity in practice among NFPs with:

1. Characterizing grants and similar contracts with government agencies and others as reciprocal transactions (exchanges) or nonreciprocal transactions (contributions) and
2. Distinguishing between conditional and unconditional contributions

The ASU provides a more robust framework for determining whether a transaction should be accounted for as a contribution or as an exchange transaction. To accomplish this, the ASU clarifies how an organization should evaluate whether the resource provider is receiving value in return for the resources transferred based on certain criteria.

The ASU also requires organizations to determine whether a contribution is conditional based on whether an agreement includes:

- _A barrier or barriers that must be overcome

On the Horizon (*continue*)

Contributions Received and Contributions Made (*continued*)

- Either right of return of assets transferred or right of release of promisor's obligation to transfer assets

If the agreement includes both, the recipient is not entitled to the transferred assets (or future transfer of assets) until it has overcome the barriers in the agreement.

Effective Dates

For resource recipients that are:

- Public companies or NFPs that have issued, or are conduit bond obligors for, securities that are traded, listed on an exchange or in over-the-counter market: Annual reporting periods beginning after June 15, 2018, including interim periods within that annual period. All other organizations: Annual reporting periods beginning after December 15, 2018, and interim periods within annual periods beginning after December 15, 2019.

For resource providers that are:

- Public companies or NFPs that have issued, or are conduit bond obligors for, securities that are traded, listed on an exchange or in over-the-counter market: Annual reporting periods beginning after December 15, 2018, including interim periods within that annual period.
- All other organizations: Annual reporting periods beginning after December 15, 2019, and interim periods within annual periods beginning after December 15, 2020.

Leases

On February 25, 2016, the ASB issued ASU 2016-02 on leases (the "ASU"). The core principle of the ASU is that lessee should recognize the assets and liabilities that arise from leases on their statement of financial position. Consequently, leases that were classified as operating leases under prior lease guidance will now be recognized as assets and liabilities, initially measured at the present value of the lease payments. The lessee will recognize single lease cost in its statement of activities calculated so that the cost of the lease is allocated over the lease term, typically on a straight-line basis. For leases with term of 12 months or less, lessee is permitted to make an accounting policy election to not recognize such leases as assets and liabilities in their statement of financial position. The accounting applied by lessor entity is largely unchanged from prior lease guidance.

For public business entities, the ASU is effective for fiscal years beginning after December 15, 2018, including interim periods within those fiscal years; for nonpublic business entities, the ASU is effective for fiscal years beginning after December 15, 2019, and interim periods within fiscal years beginning after December 15, 2020. Early application is permitted for entities. While the required implementation date is several years out, entities should consider the potential effect that this ASU may have on debt covenant compliance.



Board Meeting Minutes

January 14, 2020

Classical Charter Schools prepare students for college preparatory high schools and colleges. Through a classical curriculum and highly structured setting, students become liberated scholars and citizens of impeccable character.

Trustees Attending: Mr. Ben Arabia, Mr. C. Stephen Baldwin, Mrs. Ingrid Bateman, Prof. Kathryn Heleniak, Mr. Bill Higgins, Mr. James Maher, Ms. Veena Malpani, Mr. J. Kevin Murphy

Trustees Calling In: Mr. James Hart, Mr. Laurence Hirsch, and Mrs. Raquel Zaki

Trustees Absent: Hon. Robert Torres

Guests: Mr. Lester Long

I. Call to Order

There being quorum shortly after 6:00 p.m., the Chairwoman called the meeting to order at 767 Fifth Avenue, New York, N.Y.

II. Minutes of Prior Meeting

The Trustees:

VOTED to adopt the draft of the 12/10/2019 with slight amendment to remove an extraneous reference.

III. Report of the Chair

The Chairwoman briefly reviewed the status of the engagement with elected officials with respect to our charter applications. Most elected officials seem to take the line that they are in favor of doing what's in their constituents' best interests and leave it at that. Representatives see little point in provoking any opposition in an election year, although they may be willing to brook the limited re-issuance of previously granted "zombie charter" on technicality. There is no appetite whatsoever for changing the charter school cap in the city, but charters are available elsewhere in the state.

With regard to Development, we have linked most of the unidentified donors with their sponsors including the father of School Leadership Fellow. The Chair will make these

available to the solicitors for an appropriate acknowledgement, although the school has already sent out confirmation of the gifts with an acknowledgement for tax purposes.

The Vice-Chair suggested we plan a relatively inexpensive spring event for our solicitations with a modest request for support so as to invite participation, but not be off-putting, with the aim of expanding our base of support. The event would feature accomplished CCS graduates who had gone on to flourish in college prep programs and were in the process of applying to universities such as NYU and Fordham. It would tentatively be scheduled for the early evening, from 5:00-7:00 pm. Mr. Higgins generously agreed to host the event at his home. After consulting with him, the Chairwoman will suggest possible dates for the event.

The majority of the trustees have met both new candidates for the board, and there was some discussion evaluating the skill sets they can bring to the board's deliberations, which are impressive. Pending completion and submission of the required documentation and fingerprinting for the SED, the trustees agreed they would like to proceed with the nomination of both candidates.

With the completion of documentation of Ms. Veena Malpani, the Secretary submitted the following motion:

“Motion # 1: The Classical Charter School Board of trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by the NYSED, and having discovered no State or Federal criminal history, or having provided information regarding such history to NYSED, if found, and having verified that any academic and/or professional credential or qualification presented by the proposed member is genuine, and having reviewed the application in its entirety, has voted to select Ms. Veena Malpani as a member of the Board of Trustees, with a term expiring June 30, 2021 pending approval by the NYSED. The resolution approving Ms. Veena Malpani is adopted upon NYSED's approval.”

The trustees:

VOTED unanimously in favor of Motion # 1.

Asana, an on-line collaboration tool for the board, will become available in the next month. This is a digital tool used by many enterprises, including some very large businesses, to help manage collaboration on various projects. In order to log-on, you will have to go to the website and create a password. Eventually a quick link will be created our solicitation database in Neon. Minutes and financials can be stored there, as well as the welcome packet for new trustees. Additionally, there will be an app. You should receive an invitation by e-mail from Mr. Hart.

IV. Executive Director's Report

Civic Builders is progressing on the second building, but estimated completion of construction still lags behind schedule that would enable us to open the School IV when our school year begins in August.

The new website is on-line and functional.

Internal test scores and progress in reading levels are generally on par with last year's results.

Two surveys, Glassdoor and Indeed, publish on-line ratings of the work environment (on scale of 4) for prospective faculty, and so it's essential that CCS score well in order to recruit talented candidates, a critical element in creating an environment conducive to achievement by our scholars. The following table compares CCS to 6 other high performing charters over two months last fall.

	Rating	Classical	Success	Uncommon Schools	Ach. First	Dem'y Prep	Public Prep	Icahn Schools
Oct. 19	Glassdoor	3.7	3.4	3.1	3.5	3.0	2.6	4.0
	Indeed	3.6	2.5	3.2	3.0	2.8	2.5	3.0
Nov. 19	Glassdoor	3.8	3.3	3.1	3.5	3.4	3.2	4.0
	Indeed	3.7	2.5	3.2	3.0	2.7	2.3	3.0

Further, the ED tabled three comparative graphs reporting estimates of Audience, Activity, and Engagement across the following social media platforms: Facebook, Twitter, Instagram, Linked In, and You Tube. The trends in frequency of activity were increasing in all three categories, especially in Activity on Facebook and Instagram. Given CCS's relative size in comparison with the much larger KIPP and Success Academy networks, for example, the frequency of social media activity about CCS generally ranked in the lower half of its comparators, with the exception noted above. While some of the activity may represent posting of a comment or photo of scholars at work (with parental permission), the ED is actively trying to use Linked In as a means of fostering greater awareness of Classical by posting monthly brief articles on that site. He asks the board to help augment that awareness by connecting with him on that platform.

School I has been nominated a second time as "Blue Ribbon" School. The U.S. Department of Education first honored the school with this award as one of 350 schools closing the achievement gap back in 2014.

There have been some slight indications on the part of a few elected representatives that they may be able to find a way to support as an exception our "zombie charter" submissions as doing what's best for the families of their constituents, while not in anyway compromising their traditional support for teachers. In a larger context, the representatives are contending with a very large deficit in the state budget that will be exacerbated by the limited deduction of state and local income taxes on U.S. tax returns as well as generational population trends.

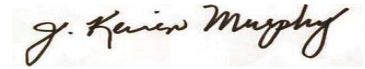
V. Next Meeting & Adjournment

The Board will next convene at 6:00 p.m. on Tuesday, February 11th at 767 Fifth Avenue on the 11th floor New York, N.Y. Further, the Board's March meeting has been rescheduled from March 10 to March 31, 2020 at School I at 977 Fox Avenue, Bronx, N.Y. The April meeting is confirmed for April 21, 2020 at the offices of J.P. Morgan Chase at 390 Madison Avenue, and the May meeting has been rescheduled from May 12 to May, 19 at 767 Fifth Avenue.

The Trustees:

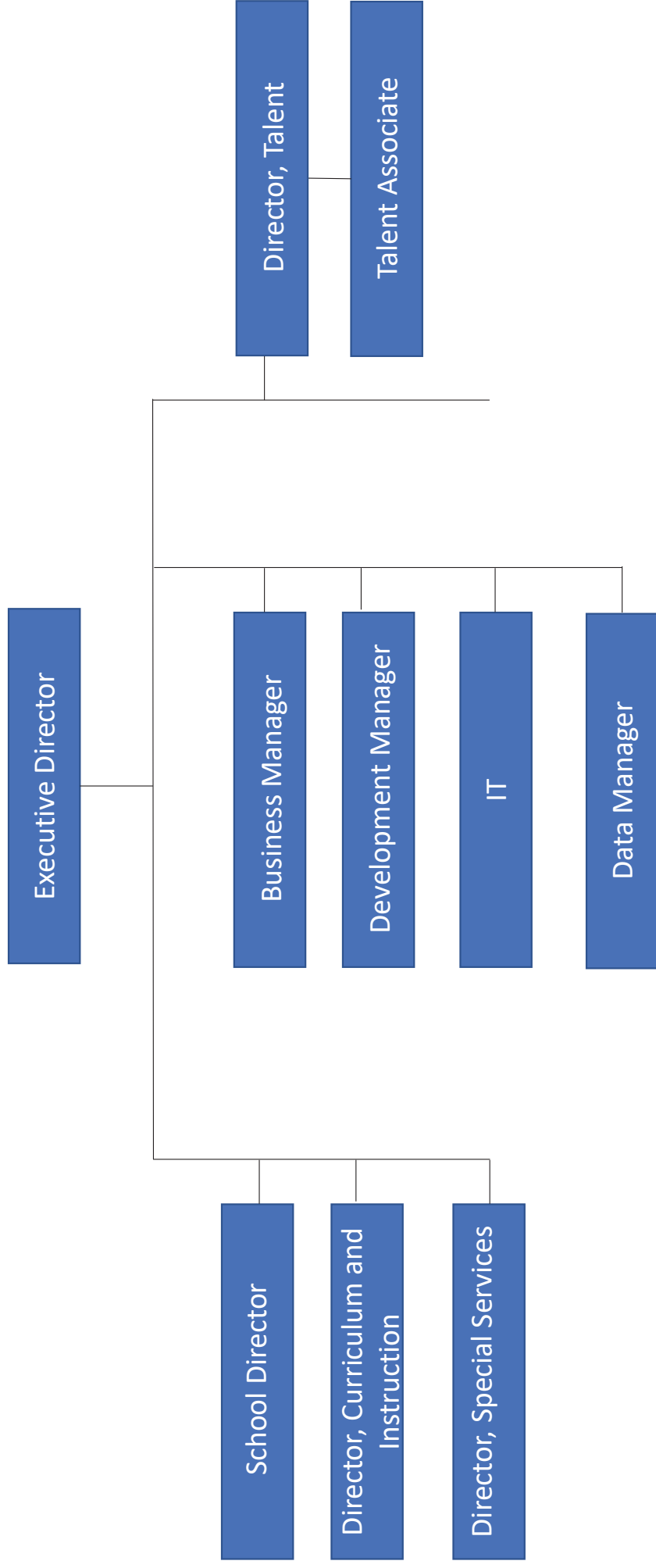
VOTED to adjourn until February 11th.

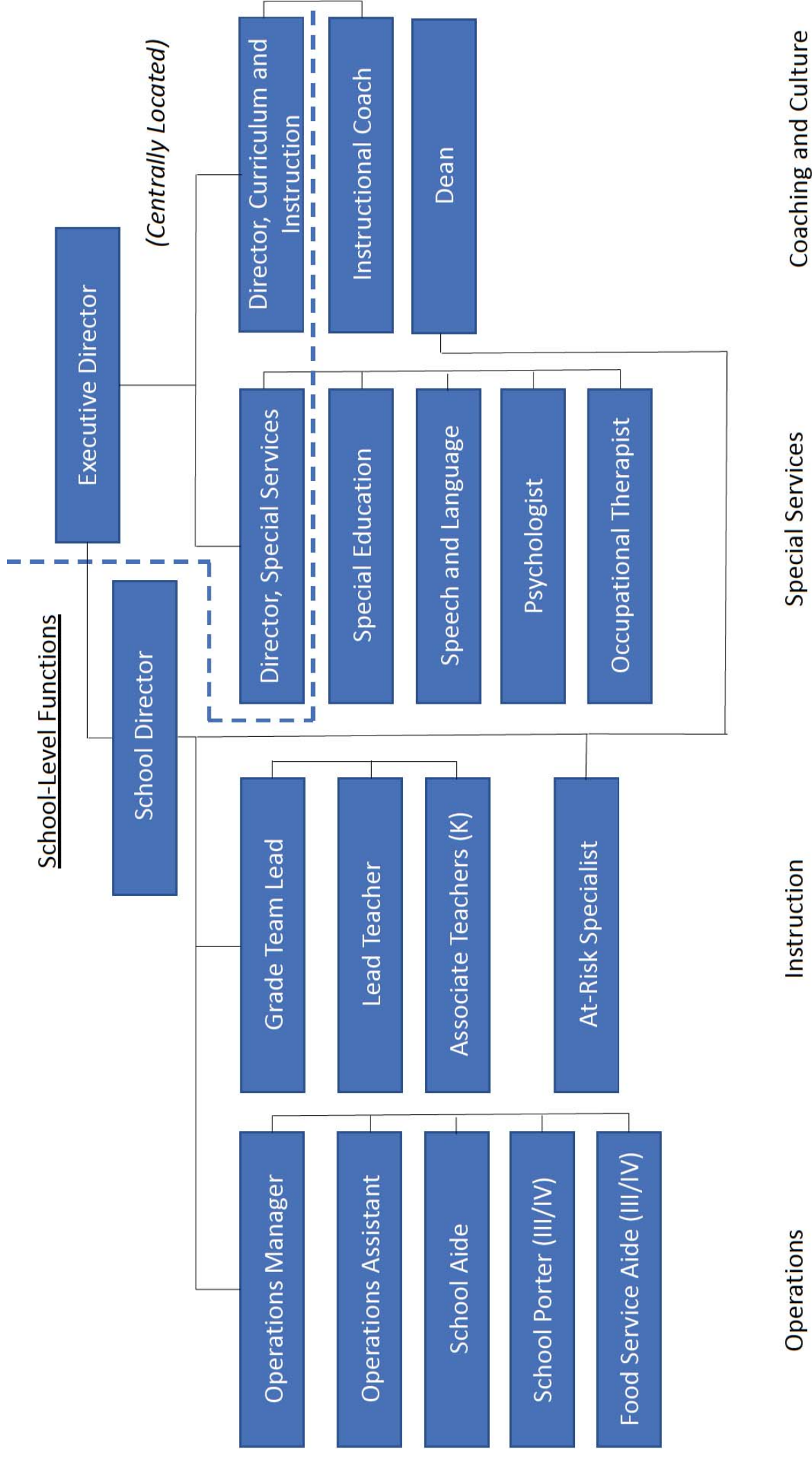
Respectfully submitted,

A handwritten signature in black ink, reading "J. Kevin Murphy". The signature is written in a cursive style with a large, stylized "J" and "M".

J. Kevin Murphy, Secretary

Central Functions





Annual Calendar 2020- 2021



CLASSICAL CHARTER SCHOOLS

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
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October 2020						
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November 2020						
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29	30					

December 2020						
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January 2021						
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31						

February 2021						
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28						

March 2021						
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April 2021						
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May 2021						
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23	24	25	26	27	28	29
30	31					

June 2021						
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July 2021						
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25	26	27	28	29	30	31

There are 192 school days in the 2020 - 2021 academic year. Black boxes indicate no school. Grey boxes indicate important dates. Diagonal lines indicate early dismissal days (at 1pm)

HOLIDAYS/IMPORTANT DATES

August 19	First Day of School	November 26-27	Thanksgiving Recess	April 1-9	Spring Recess
September 7	Labor Day	December 4	Parent Conferences	May 12	Eid al Fitr
September 28	Yom Kippur	Dec. 24-Jan 1	Winter Recess	May 31	Memorial Day
October 12	Columbus Day	January 18	MLK Jr. Day	June 3	Chancellor's Day
November 3	Election Day	Feb 12-19	Mid-Winter Recess	June 25	Last Day of School
November 11	Veteran's Day	March 5	Parent Conferences	June 28-Jul 16	SLA Program
				July 5th	Independence Day