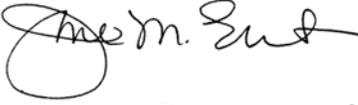




THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK / ALBANY, NY 12234

TO: P-12 Education Committee
FROM: Jhone M. Ebert 
SUBJECT: Charter Schools: Merger Revision to Charters
Authorized by the Chancellor of the New York
City Department of Education (NYCDOE)

DATE: April 11, 2016

AUTHORIZATION(S): 

SUMMARY

Issues for Decision

Should the Board of Regents approve the merger of Manhattan Charter School (an education corporation authorized by the Chancellor of the NYCDOE) with and into Manhattan Charter School 2 (an Education Corporation authorized by the SUNY Board of Trustees), with Manhattan Charter School 2 as the surviving education corporation under the amended name "Manhattan Charter Schools"?

AND

Should the Board of Regents approve the merger of South Bronx Classical Charter School (an Education Corporation authorized by the Chancellor of the NYCDOE) and South Bronx Classical Charter School III (an Education Corporation authorized by the Board of Regents) with and into South Bronx Classical Charter School II (an Education Corporation authorized by the Board of Regents), with South Bronx Classical Charter School II as the surviving education corporation under the amended name "Classical Charter Schools"?

Reason(s) for Consideration

Required by New York State law.

Proposed Handling

This issue will come before the P-12 Education Committee and the Full Board for action at the April 2016 Regents meeting.

Procedural History

The May 2010 amendments to Education Law §2853(1)(b-1) eliminated language that prohibited education corporations in New York from operating more than one charter school, and now allows charter schools and the families they serve to realize the many potential benefits of governance and operational merger.

Background Information

The merger of existing charter school governing boards requires revisions to each of the charters of the merging schools, which must be approved by the respective chartering entity or entities involved. This means that, in situations where schools that wish to merge have different chartering entities (“cross-entity merger”), the approval of all parties – the boards of trustees of the schools and each chartering entity – is required before any such merger may occur.

I forward the merger recommendations for the following charter schools, as proposed by the Chancellor of the NYCDOE in her capacity as a charter school authorizer under Article 56 of the Education Law.

MANHATTAN CHARTER SCHOOLS MERGER

The merger would have the following effect:

Manhattan Charter School (NYCDOE)

will merge into

Manhattan Charter School 2 (SUNY)

under the amended name “Manhattan Charter Schools”.

This action would also terminate the existence of Manhattan Charter School and Manhattan Charter School 2 as separate education corporations, bring Manhattan Charter School and Manhattan Charter School 2 under the authorization of the SUNY Board of Trustees, and authorize Manhattan Charter Schools to operate two charter schools in the Manhattan Charter Schools portfolio.

Summary of Public Comment

The New York City Department of Education has approved of the proposed merger with an effective date of July 1, 2016, and held the required public hearings regarding the proposed charter revision and merger on January 6, 2016. Ten individuals attended the hearing. Five speakers had questions about the merger. No comments were made in support. No comments made in opposition.

The NYCDOE has provided a summary for Manhattan Charter School, as set forth below.

Table 1: Manhattan Charter School Summary

Board Chair(s)	Manuel Romero
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 1
Physical Address(es)	100 Attorney Street, Manhattan, NY 10002
Facility Owner(s)	DOE
Enrollment ¹	270
Grades Served	K-5
School Opened For Instruction	2005-2006
Current Charter Term	July 1, 2015 to June 30, 2019
Current Authorized Grade Span	K-5
Current Authorized Enrollment	274
Revision Requested	To merge Manhattan Charter School with Manhattan Charter School 2 to be a single education corporation authorized by SUNY.
Timetable for Revision Implementation	The Regents action for Manhattan Charter School would take effect July 1, 2016.

¹ According to ATS data as of October 14, 2015.

Manhattan Charter School (MCS) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2005-06 school year. MCS is a K-5 school located in NYC Community School District 1 in Manhattan. The School is co-located with P.S. 142 and Educational Alliance Head Start at P.S. 142 as well as three offices: CSE District 1 Para Pros, District 1 Special Education CSE and Universal Pre-K C.B.O.². The School is in the third charter term and was issued a short term renewal of four years in April 2015. The School is currently serving 270 students in Grades K-5 in the 2015-16 school year. The School is operating below its authorized scale, which is 274 students.

MCS received a short term renewal in April 2015. At the time of renewal, the School partially demonstrated academic achievement and progress. Over the course of the charter term, MCS did not perform above the average of the CSD of location in ELA, but did perform above the CSD of location in math Common Core-aligned NYS assessments.

The revision sought would not impact student enrollment.

Manhattan Charter School submitted the following rationale in support of their charter revision request:

Flexibility in Admissions and Enrollment: According to SUNY, under a merged Education Corporation; students who attend MCS or MCS2 would be able to:

- a. Receive an admission preference, as an “enrolled student,” should they want to change from one school to another or enroll in a middle or high school should the Schools open one in the future;
- b. Transfer from one school to another in instances where such a transfer is sought by both the School and the parents and is approved by SUNY.

As it stands now, if the Board of Trustees opened up a separate middle school, current MCS or MCS2 students would not receive an admission preference. If either MCS or MCS2 were to expand its program through middle school grades, students of the other program would not receive an admissions preference for the middle school. However, current MCS students would naturally matriculate into the middle school grades, should MCS apply for and receive a material revision to add middle school grade levels. The same would be true for MCS2 students if MCS2 expanded to offer middle school grade levels.

Ease of Governance: With a merger, a single Board of Trustees can oversee the Education Corporation as a whole. The Board of Trustees would still have the legal responsibility to ensure that each School operates in accordance with its mission, vision, performance goals and applicable law. However, through a merger, this can be done at one board

² According to the NYC DOE Location Code Generation and Management System.

meeting instead of two. The Board of Trustees can review joint paperwork and make decisions across both schools without holding separate meetings.

Shared Educational Programming and Resources: A merger will allow the Schools to share programs and staff between them. If the Schools decide to collaborate on a program or educational product, the cost can be shared between them. Also, Students with Disabilities and English Language Learners can be integrated from different schools into classes at one site. Through a merger, schools can locate a special education or other class in any of the Schools and serve at-risk students from across all of its Schools.

Stronger Financial Picture: The financial assets of the Schools will be combined with a merger. A stronger financial picture makes the Schools more attractive for bank loans and for facilities construction. This can be particularly helpful for MCS2 as it has less of a financial history for banks to see. Being part of an Education Corporation will allow MCS2, and any future schools of the Education Corporation, to show a firmer and longer picture of financial stability.

Common Oversight: As discussed above, the financial resources of the Schools will be pooled. This allows the Education Corporation to direct funds to either School as it sees appropriate. Viewing the Schools together on an overall statement will show a stronger and more complete picture of organizational health. This allows the Board and Authorizer to accurately and easily see the areas of strength and any areas where resources may be needed. This may also be advantageous when working with philanthropic organizations. Finally, the Education Corporation can have a single outside audit performed for the Education Corporation with audited financial schedules for each school or site.

Overall Proficiency

	ELA					Mathematics				
	MCS	CSD	Variance to CSD ^[1]	NYC	Variance to NYC	MCS	CSD	Variance to CSD	NYC	Variance to NYC
2014-2015:	24%	38%	-14%	30%	-6%	55%	48%	+7%	39%	+16%

Note: This 2015 proficiency data comes from the previous charter term; the school has not yet taken state assessments in its current charter term.

^[1] Variance is defined as the percentage point difference of subgroup enrollment between the charter school and district of location.

Enrollment

	2014-2015				
	MCS	CSD	Variance to CSD	NYC	Variance to NYC
Economically Disadvantaged	78%	70%	+8%	78%	0%
Limited English Proficient ^[2]	4%	10%	-6%	13%	-9%
Students with Disabilities ^[3]	21%	20%	-1%	18%	+3%

Note: This 2015 enrollment data comes from the previous charter term; 15-16 enrollment rates are not currently accurately available.

Strategy for Enrolling Special Populations

Each year, Manhattan Charter School (MCS) holds tours and information sessions to inform the families of prospective students and community members about its program. Information sessions are held at the school itself, at Pre-Ks and nursery schools, and programs offering music instruction to children and additional community locations. MCS schedules information sessions and tours beginning during the late autumn and through the winter and spring as the Board considers it appropriate to build a student body and community of families that reflect the diversities of New York City, as stated in the school's Mission Statement. MCS performs on-site Pre-K program visits in downtown Manhattan and the neighboring Brooklyn communities. They advertise in English, Spanish, and Chinese in area newspapers and magazines, including *El Diario*, *Sing Tao*, and *World Journal* in both weekday and weekend editions to reach a wide constituent of applicants who may be English Language Learners (ELLs).

Recruitment measures are implemented with consideration to parents of children with special needs and ELLs. In order to recruit for Free and Reduced Price Lunch students (FRPL), MCS focuses these efforts in small, low-tuition Pre-K programs as well

^[2] Includes ELL students exited from a program within the last three years of the reporting period.

^[3] Includes SWD students exited from a program within the last three years of the reporting period.

as Head Start Programs located in NYC Community School District 1. Outreach sessions for students are publicized using flyers, signage at the School, and contact with community organizations. Families are encouraged to visit the school, talk to instructional, executive and other staff, visit classes, and meet currently enrolled students. Outreach is coordinated with the Family Associations to provide targeted outreach to the surrounding community, especially those community members whose first language is not English.

Manhattan Charter School undertakes all measures to recruit student applicants and provides translation services for all promotional materials and any person-to-person interaction requiring an English translation. The school has a 20% lottery set-aside for students who indicate they primarily speak a language other than English on their Kindergarten application, or those who are currently receiving ELL services in first, second, or third grade. The paper application is available in English, Mandarin, Spanish, and Tibetan in addition to the NYC Common Online Charter School Application, available in 12 languages. For any parent that requests assistance in completing the application, the onsite Family Relations and Attendance Coordinator and other multi-lingual staff will provide help. If translation services are required and multi-lingual staff are unavailable, we will hire translators during the admission period. The school's website is available in all languages using Google translation services.

The school's application procedures and lottery drawing date are posted on their website and follows public meeting posting protocol. The school's lottery is conducted by a third party vendor with proprietary software.

As a result of their targeted recruitment efforts, MCS has had increasing amount of English Language Learners and have surpassed the mandated targets for Students with Disabilities and Free and Reduced Price Lunch eligible students.

On average, Manhattan Charter School has retained 78.2% of enrolled students over the current charter term. The Department reviewed the school's retention rate of students from 2012 to 2015 using student level enrollment records submitted annually to the State Education Department. This review includes any student who was enrolled in the school at any time and persisted at the school between the 2012-13 and 2014-15 school years³.

³ Students who would have exited the school at the end of the school year in the highest grade were not included in this analysis. Students who were enrolled at the school for a duration of more than a day were included in this analysis.

CLASSICAL CHARTER SCHOOLS MERGER

The merger would have the following effect:

South Bronx Classical Charter School (NYCDOE), and
South Bronx Classical Charter School III (BOR)

will merge with and into

South Bronx Classical Charter School II (BOR)

which will be renamed “Classical Charter Schools”

This action would also terminate the existence of South Bronx Classical Charter School, South Bronx Classical Charter School II, and South Bronx Classical Charter School III as separate education corporations, bring all three schools under the authorization of the Board of Regents, and authorize Classical Charter Schools to operate three charter schools in the Classical Charter Schools portfolio.

All three schools will be held to the standards set forth in the Board of Regents Charter School Performance Framework in the current charter term.

Summary of Public Comment

The New York City Department of Education has approved of the proposed merger with an effective date of July 1, 2016, and held the required public hearings regarding the proposed charter revision and merger on February 22, 2016. No individuals attended the hearing. No comments were made in support. No comments made in opposition.

The NYCDOE has provided a summary for South Bronx Classical Charter School as set forth below.

South Bronx Classical Charter School

Board Chair(s)	Stephen Baldwin
Charter Management Organization (if applicable)	N/A
Other Partner(s)	N/A
District(s) of Location	NYC Community School District 12
Physical Address(es)	977 Fox Street, Bronx, NY 10459
Facility Owner(s)	DOE
Enrollment ⁴	448
Grades Served	K-8
School Opened For Instruction	2006-2007
Current Charter Term	July 1, 2015 to June 30, 2019
Current Authorized Grade Span	K-8
Current Authorized Enrollment	410
Revision Requested	To merge South Bronx Classical (NYCDOE) and South Bronx Classical III (BOR) with South Bronx Classical II as a single education corporation authorized by the Board of Regents, under the amended name “Classical Charter Schools”.
Timetable for Revision Implementation	The Regents action for South Bronx Classical Charter School would take effect July 1, 2016.

South Bronx Classical Charter School (South Bronx Classical) was first authorized by the Chancellor of the NYCDOE as a charter school for the 2005-06 school year. South Bronx Classical is a K-8 school located in NYC Community School District (CSD) 12 in the Bronx. The School is co-located with the School of Performing Arts and Entrada Academy⁵. The School is in the third charter term and was issued a short term renewal of four years in May 2015. The School is currently serving 448 students in Grades K-8 in the 2015-16 school year. The School is operating above its authorized scale, which is 410 students.

⁴ According to ATS data as of October 14, 2015.

⁵ According to the NYC DOE Location Code Generation and Management System.

South Bronx Classical Charter School received a short term renewal in May 2015. At the time of renewal, the School demonstrated academic achievement and progress. Over the course of the charter term, South Bronx Classical did perform above the average of the CSD of location in ELA and in math Common Core-aligned NYS assessments. The revision sought would not impact student enrollment.

South Bronx Classical submitted the following rationale in support of the merger in their Letter of Intent:

How will merging benefit students?

Students thrive at the Schools and the merger will benefit them greatly. SBCCS II and SBCCS III were created to complement and extend the demonstrated academic success of SBCCS. The Schools share core values, which represent how SBCCS operates, communicates, and conducts itself. They include: Accountability, Innovation, Professionalism, Rigor, Tenacity, Transparency, and Urgency. The board of trustees of SBCCS anticipated a close partnership between the Schools with a shared goal of benefiting students. Throughout the process of replicating the success of SBCCS, there have been numerous conversations between School leadership and parents who have expressed their satisfaction with the education program and the social and emotional development of the students. Each of the other schools draws on the same educational philosophy and design, and a merger would allow for easier collaboration of resource as well as economies that will allow the Schools to devote more resources to the educational program rather than to administrative costs, as is discussed below.

How will merging benefit staff?

SBCCS and SBCCS II already share key leadership staff members, including, but not limited to, the Executive Director, Business Manager, Talent Manager and Director of Special Services. SBCCS was designed with the expectation of utilizing many of these staff members as well. The merger will allow staff members to service the different schools without having three different employers, lessening the administrative and financial burdens on the Schools and the staff. Savings on staffing and administration will free up resources that can be put into the classroom.

How will merging benefit the school community and/or stakeholders?

The merger will benefit the entire South Bronx community. It will enable parents and other stakeholders to be knowledgeable about important developments at the Schools by attending a single board meeting each month for the Schools. Further, the merger will also facilitate collaboration and cultivate unified support between the Schools and political, business,

and educational professionals, as well as from family and other local stakeholders. The Schools have always recognized the importance of community support, which includes local support from Bronx Clergy Task Force, Fordham University, and long-time advisor Council-member Maria del Carmen Arroyo. A merger will also allow for a single point of contact from stakeholders to increase efficiency and allow for the greatest impact on students.

How will merging improve the board of trustee's capacity to govern its schools?

Currently, the Schools are governed by identical, but separate, boards of trustees comprised of experienced individuals who have demonstrated a strong commitment to the Schools' mission. Each identical board of trustees holds a separate board meeting monthly as required by the New York Open Meetings Law. Further, each school has the following separate sub-committees: Executive/ Governance, Education, Finance/Audit and Real Estate. Board of trustee members currently sit on three different boards of trustees along with at least three different sub- committees. The merger will simplify and streamline the boards' governance structure, as there will be only one board of trustees post-merger, with combined sub-committees. The consolidated board of trustees will be responsible for the oversight and strategic direction of the education corporation, as well as of the three Schools. The consolidated board will be in a better position to comprehend and make strategic decisions that apply to all of the Schools, while still having the ability to focus on the oversight of each individual School. In order to ensure that the governance structure meets the needs of each School, the board will continue to utilize its robust committee structure. We anticipate that removing the redundancy of the three separate meetings for the same individuals will lighten the board member time pressures significantly.

How will merging improve the school's operations and finances?

The merger will allow the Schools to pool resources so that oversight of the Schools' finances and compliance obligations may be handled more efficiently, from both a cost and time perspective. In addition, the Schools will have more buying power when purchasing items such as technology and educational materials and will be in a better position in the event it is necessary to enter financing arrangements for purchasing and/or improving school facilities in the future.

Describe any additional benefits you anticipate as the result of a merger.

It is our hope and expectation that as SBCCS continues to flourish, SBCCS II and SBCCS III will follow in its path. Building on such success, the board of trustees will explore the possibility of applying for additional schools to provide high quality education for more students. Moreover, the

merger may allow the Schools to access federal funding for replications that is available only to entities with multiple schools.

Overall Proficiency

	ELA					Mathematics				
	SBCCS	CSD	Variance to CSD ⁶	NYC	Variance to NYC	SBCCS	CSD	Variance to CSD	NYC	Variance to NYC
2014-2015:	68%	12%	+56%	30%	+38%	79%	15%	+64%	37%	+42%

Note: This 2015 proficiency data comes from the previous charter term; the school has not yet taken state assessments in its current charter term.

Enrollment

	2014-2015				
	SBCCS	CSD	Variance to CSD	NYC	Variance to NYC
Economically Disadvantaged	88%	92%	-4%	78%	+10%
Limited English Proficient ⁷	6%	18%	-12%	13%	-7%
Students with Disabilities ⁸	9%	20%	-11%	18%	-9%

Note: This 2015 enrollment data comes from the previous charter term; 15-16 enrollment rates are not currently accurately available.

⁶ Variance is defined as the percentage point difference of subgroup enrollment between the charter school and district of location.

⁷ Includes ELL students exited from a program within the last three years of the reporting period.

⁸ Includes SWD students exited from a program within the last three years of the reporting period.

Strategy for Enrolling Special Populations

Classical Charter Schools complies with all aspects of the Charter School Law of 1998, as amended and specifically including the amendments of 2010, which includes the development of specific strategies to attract English Language Learners (ELLs), Students with Disabilities (SWD), and students eligible for the Free and Reduced Price Lunch program (“At-Risk Students”).

We utilize the following strategies to attract and recruit this population of students:

- Materials in our 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.
- Parent information sessions are run by a bilingual staff member.
- Operations Managers attend student recruitment fairs and distribute information about Special Services for parents.
- Classical Charter Schools distributes school information flyers, translated in Spanish, at locations all over the South Bronx. All paper applications are in both English and Spanish.
- We give presentations to local community organizations that serve ELL populations, and distribute information, in both English and Spanish, to local housing developments.
- We run Facebook advertisements translated into English and Spanish.
- Kennedy Child Study Center displays our information on our behalf. This center services and evaluates many special education students in NYC.

We know that the retention of these At-Risk students is important and as such, we are committed to supporting all of our scholars to meet the high expectations of our rigorous academic program. It is our goal to take a targeted approach in supporting our students who have language and learning differences. When a student is identified as a SWD or ELL, we establish a close relationship with the family, through regular communication with the home via home-school logs, phone calls, texting, email, and meetings with the team of educators who work with their child. During this contact, we communicate student progress, areas of growth and areas of concern. We regularly evaluate changes in service depending on the student’s progress, and service providers and maintain at least monthly contact with parents. We send home enrichment activities for students in areas we have identified for growth. Parents are provided with staff members’ contact information and an open door policy is strongly communicated. In our communication with parents, we emphasize a commitment to student growth, through whatever resources we have available. We host special education focused parent groups, provide bilingual resources to support academics, and have ongoing teacher development to support and retain this population of students.

On average, South Bronx Classical Charter School has retained 87.5% of enrolled students over the current charter term. The Department reviewed the school’s retention rate of students from 2012 to 2015 using student level enrollment records

submitted annually to the State Education Department. This review includes any student who was enrolled in the school at any time and persisted at the school between the 2012-2013 and 2014-2015 school years⁹.

Recommendations

Manhattan Charter Schools

VOTED: That pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1)

1. Manhattan Charter School be and hereby is merged with Manhattan Charter School 2, with Manhattan Charter School 2 as the surviving education corporation under the amended name Manhattan Charter Schools.
2. Manhattan Charter Schools, the surviving corporation, shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.
3. The separate existence of Manhattan Charter School and Manhattan Charter School 2 hereby ceases, and Manhattan Charter School 2, the surviving corporation under the amended name Manhattan Charter Schools is hereby vested with all the rights, privileges, immunities, powers and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal and mixed and all debts to each of the corporations on whatever account are hereby attached to Manhattan Charter Schools 2, the surviving corporation under the amended name Manhattan Charter Schools, and may be enforced against it to the same extent as if the debts, liabilities and duties had been incurred or contracted by it.
4. The merged corporation shall operate under the provisional charter granted to Manhattan Charter School 2 under the amended name Manhattan Charter Schools, which is hereby amended to authorize the operation of two public charter schools as follows:
 - i. Manhattan Charter School, and
 - ii. Manhattan Charter School 2
5. The merger herein shall take effect on July 1, 2016; and it is further

⁹ Students who would have exited the school at the end of the school year in the highest grade were not included in this analysis. Students who were enrolled at the school for a duration of more than a day were included in this analysis.

VOTED: That the Board of Regents finds that: (1) **Manhattan Charter Schools** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) **Manhattan Charter Schools** can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by **Manhattan Charter Schools**, and the Board of Regents therefore approves the charter revision for **Manhattan Charter Schools**, as proposed by the Chancellor of the New York City Department of Education and amends the provisional charter accordingly.

Classical Charter Schools

VOTED: That pursuant to the authority contained in Education Law §§223 and 2853(1)(b-1)

1. South Bronx Classical Charter School and South Bronx Classical Charter School III be and hereby are merged with South Bronx Classical Charter School II, with South Bronx Classical Charter School II as the surviving education corporation under the amended name Classical Charter Schools.
2. Classical Charter Schools, the surviving education corporation, shall continue to administer the educational operations and purposes of the constituent corporations in the same manner as they presently exist.
3. The separate existence of the education corporations South Bronx Classical Charter School, South Bronx Classical Charter School II, and South Bronx Classical Charter School III hereby cease, and South Bronx Classical Charter School II, the surviving corporation under the amended name Classical Charter Schools is hereby vested with all the rights, privileges, immunities, powers and authority possessed by or granted by law to each of the constituent corporations. All assets and liabilities of the respective constituent corporations are hereby assets and liabilities of such surviving corporation. All property, real, personal and mixed and all debts to each of the corporations on whatever account are hereby attached to South Bronx Classical Charter School II, the surviving corporation under the amended name Classical Charter Schools and may be enforced against it to the same extent as if the debts, liabilities and duties had been incurred or contracted by it.
4. The merged corporation shall operate under the provisional charter granted to South Bronx Classical Charter School II under the amended name Classical Charter Schools, which is hereby amended to authorize the operation of three public charter schools as follows:

- i. South Bronx Classical Charter School,
- ii. South Bronx Classical Charter School II, and
- iii. South Bronx Classical Charter School III

5. The merger herein shall take effect on July 1, 2016; and it is further

VOTED: That the Board of Regents finds that: (1) **Classical Charter Schools** meets the requirements set out in Article 56 of the Education Law, and all other applicable laws, rules and regulations; (2) **Classical Charter Schools** can demonstrate the ability to operate in an educationally and fiscally sound manner; (3) granting the request to revise the charter is likely to improve student learning and achievement and materially further the purposes set out in subdivision two of section twenty-eight hundred fifty of Article 56 of the Education Law; and (4) granting the request to revise the charter would have a significant educational benefit to the students expected to attend the schools operated by **Classical Charter Schools**, and the Board of Regents therefore approves the charter revision for **Classical Charter Schools** and amends the provisional charter accordingly.

Timetable for Implementation

The Regents action for the Manhattan Charter Schools merger will become effective July 1, 2016.

The Regents action for the Classical Charter Schools merger will become effective July 1, 2016.

Attachments