Application: Bridge Preparatory Charter School

[redacted]
2024-2025 Annual Report

Summary

ID: 0000000332
Last submitted: Nov 3 2025 09:40 AM (EST)

Entry 1 – School Information and Cover Page

Completed - Jul 31 2025

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 the 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 2024-2025 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, 2025)** or you may not be assigned the correct tasks.

BASIC INFORMATION

a. LEGAL SCHOOL NAME (as chartered)

(Select name from the drop down menu)

Bridge Preparatory Charter School

b. Unofficial or Popular School Name

Bridge Prep

c. CHARTER AUTHORIZER (As of June 30th, 2025)

Please select the correct authorizer as of June 30, 2025 or you may not be assigned the correct tasks.

BOARD OF REGENTS

c. School Unionized

Is your charter school unionized?

No

d. District/CSD of Location

New York City Community School District #31

e. Date of Approved Initial Charter

Jun 1 2018

f. Date School First Opened for Instruction

Sep 2 2019

g. Approved School Mission

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

The mission of Bridge Preparatory Charter School (BPCS) is to provide all students, especially differing learners struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.

h. Approved Key Design Elements

(Regents, NYCDOE, and Buffalo BOE-authorized schools only)

A multisensory, cross-curricular instructional design
An Innovative Charter Program
A balanced approach to interdisciplinary literacy
A student-centered school structure
A supportive network for families
Extensive, supportive staff development
Connections to the larger community

i. School Website Address

www.bridgeprepcharter.org

j. Authorized Charter Enrollment for 2024-2025 School Year

272

k. Actual Enrollment on June 30, 2025, Excluding Pre-K Program Enrollment

259

l. Grades Served

Grades served during the 2024-2025 school year (exclude Pre-K program students):

Responses Selected:

Kindergarten
1
2
3
4
5

m. Charter Management Organization/Educational Management Organization

Do you have a Charter Management Organization?

No

FACILITIES INFORMATION

n. FACILITIES: Owned, rented, or leased **to educate students**

Will the school maintain or operate multiple sites in 2025-2026?

	No, just one site.

School Site 1 (Primary)

n1. SCHOOL SITES

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

	Physical Address	Phone Number	District/CSD	Grades Served at Site for 2024-2025 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2025-2026 school year (K-5, 6-9, etc.)	Receives Rental Assistance for Which Grades (If yes, enter the appropriate grades. If no, enter No).
Site 1	715 Ocean Terrace. SI, NY 10301	[redacted]	New York City Community School District #31	K-5	K-5	No

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Timothy Castanza	Executive Director	[redacted]		[redacted]
Operational Leader	Fahron Ebanks	Director of Operations	[redacted]		[redacted]
Compliance Contact	Fahron Ebanks	Director of Operations	[redacted]		[redacted]
Complaint Contact	Timothy Castanza	Executive Director	[redacted]		[redacted]
DASA Coordinator	Tiffani Policastro	Dean of Student Support	[redacted]		[redacted]
Phone Contact for After Hours Emergencies					

n1b. Is site 1 in public space or in private space?

Public Space

n1c. Is site 1 in a co-located or not in a co-located facility?

Responses Selected:

Co-Located with a District School

n1d. 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	N/A	No		No		Yes

o. List of owned, rented, or leased facilities <u>not used</u> to educate students and the purpose of each.

Separate by semi-colon (;)

N/A

p1. Total Number of School Calendar Days

183

p2. Total Number of Anticipated Hours of Instruction by Month (Entries are required for all months. Enter a zero for months with no instructional hours.)

July 2025	0
August 2025	6
September 2025	122
October 2025	130
November 2025	110
December 2025	110
January 2026	124
February 2026	96
March 2026	137
April 2026	98
May 2026	123
June 2026	113

CHARTER REVISIONS DURING THE 2024-2025 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2024, including updates to the school's board of trustees' by-laws, enrollment policy, discipline policy, or complaint policy.

Please note, listing the revisions here does not constitute a request. Schools are advised to seek revision requests through their authorizer directly.

Does the school have any material or non-material revision requests that have been submitted or approved since August 1, 2024?

Yes

q2. Summary of Charter Revisions

	Category (Select Best Description)	Specific Revision (150 word limit)	Date Approved by BOT (if applicable)	Date Approved by Authorizer (if applicable)
1	Change in organizational structure	Organizational Chart modifications for SY/25/26	02/08/2025	
2				
3				
4				
5				

More revisions to add?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2024-2025 Annual Report. (To write type in a phone number with an extension, please use this format: 123-456-7890-3. The dash and number 3 at the end of the phone number refers to the individual's phone extension. Do not type in the work extension or the abbreviation for it - just the dash and the extension number after the phone number).

Name	Fahron Ebanks
Position	Director of Operations
Phone/Extension	[redacted]
Email	[redacted]

s. 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, this will constitute grounds for the revocation of our charter.

Click **YES** to agree and then use the mouse on your PC or the stylus on your mobile device to sign your name).

Responses Selected:

Yes

As outlined in ENTRY 7 (Employee Fingerprint Requirements Attestation):

Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint Clearance Oct 2019 Memo. Click **YES** to agree.

Responses Selected:

Yes

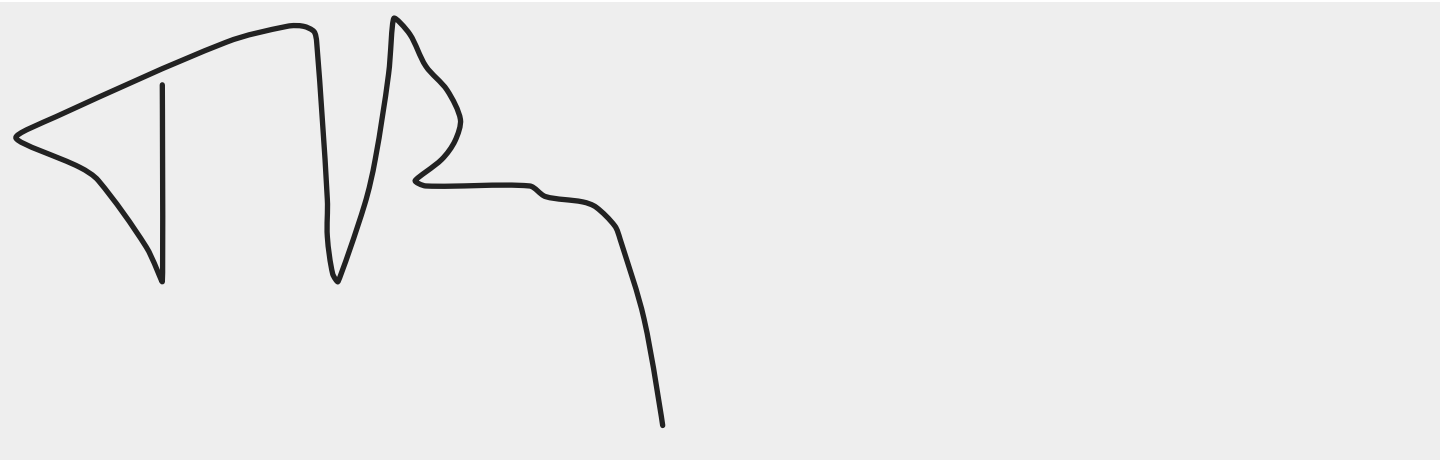
Signature, Head of Charter School

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Signature, President of the Board of Trustees

(If you are not signing the application now, please click "Clear" on both signature fields before saving this task or else the system will return an error.)



Date

(No response)

Thank you.

Entry 2 – Links to Critical Documents on School Website

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-approved School Discipline Policy)

By law, each charter school is required to maintain certain notices and policies listed on its website. All documents must be readily found on the school's website and publicly accessible. Please insert the link to the page on the school's website where each document can be accessed. **DO NOT provide a direct link to a Google document.**

1. Current Annual Report (i.e., 2024-2025 Annual Report);[1]
2. Board meeting notices, agendas, and documents, including board meeting minutes;
3. New York State School Report Card - This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law.[2] Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.
4. Authorizer-approved DASA Policy and Authorizer-approved School Discipline Policy **(For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)**;
5. District-wide safety plan, not a building-level safety plan (as per the July 2023 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)

[1] Each charter school is required to make the Annual Report publicly available by August 1 and to post on their respective charter school website. Each school should post an updated and complete version to include accountability data and financial statements that are not or may not be available until after the August deadline (i.e., repost when financials have been submitted in November.)

[2] SRC data is included in the reporting requirements for New York charter schools in 8 NYCRR 119.3.

Entry 2 – Links to Critical Documents on School Website

School Name: Bridge Preparatory Charter School

Required of ALL Charter Schools (Note that SUNY-authorized charter schools are not required to submit item 4: Authorizer-approved Dignity for All Students Act (DASA) policy and Authorizer-Approved School Discipline Policy)

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. All links must be readily found on the school's website.

New York State Report Card

Emergency Response Plan Memo

NYSED Subject Matter List

	Link to Documents
1. Current Annual Report (i.e., 2024-2025 Annual Report)	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://resources.finalsite.net/images/v1753891050/bridgeprepcharterorg/tfqy9tzvubz0orbluj2m/2023-2024AnnualReport.pdf
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://app2.boardontrack.com/public/PmE6tp/home
3. New York State School Report Card. This report captures school-level enrollment and demographic information, staff qualifications, electronic student records, and attendance rates, as prescribed by New York State law. Even if there is no school data yet reported, a direct web link to the most recent New York State School Report Card for the charter school must be provided.	https://data.nysed.gov/essa.php?year=2024&instid=800000090253
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://resources.finalsite.net/images/v1643415020/bridgeprepcharterorg/supaemd1hzgrynmkc9op/DASA-policy.pdf
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://resources.finalsite.net/images/v1659112051/bridgeprepcharterorg/ukgqgyd0a6zm0holmlzv/Discipline_Policy_Code_of_Conduct_-_revised_final.pdf

5. District-wide safety plan, not a building level safety plan (as per the July 2023 Emergency Response Plan Memo)	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://resources.finalsite.net/images/v1723332028/bridgeprepcharterorg/w2l5ajsgys3eznfbipwj/SY2425BridgePrepDistrictSafetyPlanadoptedof080924.pdf
6. Authorizer-approved FOIL Policy	chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://resources.finalsite.net/images/v1643414982/bridgeprepcharterorg/m4fzv40kkfrynzsc63q7/FOIL-policy.pdf
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://www.bridgeprepcharter.org/fs/resource-manager/view/dbe8566a-d0ec-45fe-9b64-715409651160

It is the school's responsibility to ensure that if a policy appears in more than one place on the website, including as part of the family handbook, that the policy versions are consistent and up to date.

Responses Selected:

Yes, the website has been reviewed to ensure that policies are consistent and up to date.

Thank you. 

Entry 3 – Board of Trustees Membership Table

Completed - Jul 31 2025

Instructions

Required of ALL charter schools

ALL charter schools or 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 or non-voting members.

Entry 3 – Board of Trustees Membership 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.

Authorizer:

Who is the authorizer of your charter school?

Board of Regents

1. 2024-2025 Board Member Information (Enter info for each BOT member)

	Voting Trustee Name	Trustee Email Address	Position on the Board	Committee Affiliation(s)	Voting Member Per By-Laws (Y/N)	Number of Completed Terms Served	Start Date of Current Term (MM/DD/YYYY)	End Date of Current Term (MM/DD/YYYY)	Board Meetings Attended During 2024-2025
1	Mark Harmon-Vaught	[redacted]	Chair	Executive, Finance, Governance and Board Development; Academic	Yes	1	07/01/2024	06/30/2027	13 or more
2	Traci Frey	[redacted]	Chair	Executive, Academic, Finance, Board Development and Governance	Yes	0	06/20/2023	06/30/2026	12
3	Geena Kuriakose	[redacted]	Secretary	Executive, Academic	Yes	1	07/01/2024	06/30/2027	11
4	Rebecca Peters	[redacted]	Treasurer	Executive, Finance	Yes	0	06/20/2023	06/30/2026	10
5	Amanda Wolkowit	[redacted]	Trustee/ Member	Finance	Yes	1	10/17/2024	6/30/2027	8

	z	[redacted]							
6	Nicole DeStefano	[redacted]	Trustee/ Member	Board Executive, Development and Governance	Yes	0	7/19/2024	6/30/2027	11
7	Tara Gore	[redacted]	Trustee/ Member	Academic	Yes	0	11/21/2024	6/30/2027	6
8	Deirdre Medina	[redacted]	Trustee/ Member	Academic, Finance	Yes	0	10/17/2024	6/30/2026	8
9									

1a. Are there more than 9 members of the Board of Trustees?

No

2. Number of board meetings conducted in 2024-2025

13

3. Number of board meetings scheduled for the 2025-2026 school year

11

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2025	8
b. Total number of Voting Members added during the 2024-2025 school year	2
c. Total number of Voting Members who left the board during 2024-2025 school year	4
d. Total Maximum Number of Voting Members in 2024-2025, as set by the board in by-laws, resolution, or minutes	15
e. Board members attending 8 or fewer meetings during 2024-2025	3

5. INFORMATION ABOUT NON-VOTING MEMBERS OF THE BOARD OF TRUSTEES (REGENTS, NYCDOE, and BUFFALO BOE-AUTHORIZED ONLY)

a. Total number of Non-Voting Members on June 30, 2025	0
b. Total number of Non-Voting Members added during the 2024-2025 school year	0
c. Total number of Non-Voting Members who left the board during the 2024-2025 school year	0
d. Total Maximum Number of Non-Voting members in 2024-2025, as set by the board in by-laws, resolution, or minutes	6

Thank you.

Entry 4 – Board of Trustees Disclosure of Financial Interest Form

Completed - Aug 1 2025

Instructions

Required of ALL Charter Schools

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 2024-2025 school year must complete and sign a Trustee Disclosure of Financial Interest Form due **no later than 11:59 PM on August 1, 2025**. Acceptable signature formats include:

- Digitally certified PDF signature (i.e., DocuSign)
- Manual signature (1. download to print, 2. manually sign, 3. scan signed document to PDF, and 4. upload into portal)

All completed forms must be collected and uploaded in PDF format for each individual member. **The education corporation is responsible for ensuring that each member who served on the board during the 2024-2025 school year completes the form.**

Charter schools MUST submit the latest version of the form. 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 Trustee Disclosure of Financial Interest Form, trustees must disclose information relevant to any of the schools served by the governing education corporation.

TGore annual-report-current-former-trustee-financial-disclosure-form 2025

Filename: TGore annual-report-current-former-trustee-financial-disclosure-form 2025.pdf **Size:** 334.2 kB

attachment 1

Filename: attachment 1.pdf **Size:** 5.4 MB

Rebecca Peters Disclosure of Financial Interest

Filename: Rebecca Peters Disclosure of Financial Interest.pdf **Size:** 2.2 MB

Frey annual-report-current-former-trustee-financial-disclosure-form

Filename: Frey annual-report-current-former-trustee-financial-disclosure-form.pdf **Size:** 604.1 kB

annual-report-current-former-trustee-financial-disclosure-form

Filename: annual-report-current-former-trustee-financial-disclosure-form.pdf **Size:** 497.6 kB

Destefano_disclosure

Filename: Destefano_disclosure.pdf **Size:** 484.6 kB

GK-annual-report-current-former-trustee-financial-disclosure-form

Filename: GK-annual-report-current-former-trustee-financial-disclosure-form.pdf **Size:** 392.7 kB

EXECUTED_annual disclosure MTHV

Filename: EXECUTED_annual disclosure MTHV.pdf **Size:** 388.4 kB

Entry 5 – Board Meeting Minutes

Completed - Jul 31 2025

Instructions

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

Schools must upload a complete set of final monthly board meeting minutes (July 2024-June 2025), which should match the number of meetings held during the 2024-2025 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 must be posted on the school's website. Board meeting minutes may be uploaded individually or as one single combined file. Board meeting minutes must be submitted **no later than 11:59 PM on August 1, 2025**.

2024_07_19_board_meeting_minutes

Filename: 2024_07_19_board_meeting_minutes.pdf **Size:** 601.8 kB

2024_08_08_board_meeting_minutes

Filename: 2024_08_08_board_meeting_minutes.pdf **Size:** 558.6 kB

2024_09_12_board_meeting_minutes

Filename: 2024_09_12_board_meeting_minutes.pdf **Size:** 556.7 kB

2024_10_17_board_meeting_minutes

Filename: 2024_10_17_board_meeting_minutes.pdf **Size:** 502.1 kB

2024_11_21_board_meeting_minutes

Filename: 2024_11_21_board_meeting_minutes.pdf **Size:** 511.4 kB

2024_12_12_board_meeting_minutes

Filename: 2024_12_12_board_meeting_minutes.pdf **Size:** 533.4 kB

2025_01_09_board_meeting_minutes

Filename: 2025_01_09_board_meeting_minutes.pdf **Size:** 591.7 kB

2025_02_08_board_meeting_minutes-2

Filename: 2025_02_08_board_meeting_minutes-2.pdf **Size:** 590.7 kB

2025_03_13_board_meeting_minutes

Filename: 2025_03_13_board_meeting_minutes.pdf **Size:** 532.9 kB

2025_04_10_board_meeting_minutes

Filename: 2025_04_10_board_meeting_minutes.pdf **Size:** 556.2 kB

2025_05_08_board_meeting_minutes

Filename: 2025_05_08_board_meeting_minutes.pdf **Size:** 504.5 kB

2025_06_26_board_meeting_minutes

Filename: 2025_06_26_board_meeting_minutes.pdf **Size:** 459.8 kB

Entry 6 – Enrollment & Retention

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2024-2025 toward meeting targets to attract and retain the enrollment of students with disabilities (SWD), English language learners (ELL), and students who are economically disadvantaged (ED). In addition, describe the school's plans for meeting or making progress toward meeting its enrollment and retention targets in 2025-2026.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets (Attract)

	Describe Recruitment Efforts in 2024-2025	Describe Recruitment Plans in 2025-2026
Students with Disabilities	BPCS serves a significantly higher population of students than the district, city and state average. The school has built a reputation as a school designed to meet the needs of diverse learners, and families of SWD choose our program accordingly. When recruiting for students, we partner with local organizations that work with diverse learners to ensure that all families in the community are aware of our mission and vision. Our admissions policy allows for a preference for SWDs, specifically those in our target population.	BPCS continues to exceed the district average of SWD. We will continue with our strategies that have worked for the past several years, while also doing new types of recruitment in the district about our mission, the Science of Reading and BPCS' unique academic offering for SWD, through specialized info sessions, presentations and family trainings with our Principal, teaching staff, as well as our organizational team members like the CEO, Director of Strategy and Director of Community Development.
English Language Learners	As part of our Charter Renewal BPCS was approved to serve kindergarten, which began in 2024-2025. Since this launch we have seen an increase the number of ELL families who have applied to BPCS(for 25/26) as feedback received indicated that many ELL students join a program in kindergarten and stay there for the remainder of their education. This has helped drive some of the increased ELL enrollment at BPCS. In addition, we added a lottery weight for ELLs that began in the 24/25 SY. We plan to continue engaging with local community organizations that support ELL students and families, and build on our existing relationships that have been built over the charter term.	We plan to continue engaging with local community organizations that support ELL students and families, and build on our existing relationships that have been built over the charter term. We have also expanded our recruitment target areas, to include neighborhoods outside of Staten Island(Brooklyn specific) that serve large numbers of ELL students and have adjusted and modified recruitment materials accordingly(translated and messaging to meet specific needs).

Economically Disadvantaged	All of our recruitment materials describe our school's inclusive model and the support offered by the school, including Saturday programming, athletic programming and dedicated after school programs. Our Leadership Team and other staff members attend relevant community meetings to distribute marketing materials and speak to families. We also collaborate with closely with key community partners that serve students and families who are economically disadvantaged.	BPCS continues to exceed the district average of ED students. We will continue to do so by using strategies that have worked for the past several years, while also doing more targeted recruitment in low income communities in the district about our mission and unique school offering, specifically through info sessions led by team members and through a new recruitment partner who will lead "ground teams" to go into communities to meet families where they are.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2024-2025	Describe Retention Plans in 2025-2026
Students with Disabilities	Every choice we make, in and outside of the classroom, is intended to support at-risk student populations. This is especially important as we grow and continue to serve a significantly higher percentage of SWD than our district, city and state. A BPCS classroom is rooted in multisensory, research-based instructional strategies designed to target the needs of SWD. Our innovative charter program provides small group instruction that targets individual students' needs and differentiation and scaffolding to bolster students' skills, with two teachers in every classroom. Various team members Our provide push in and pull-out supports and social emotional support as needed to further provide targeted intervention. Our school social workers provide students with behavioral intervention and support, in addition to outreach to families dealing with grief, relocation, trauma, and other familial affairs that impact student learning.	In addition to the strategies we are currently seeing successful, given the schools higher than district average in SWD students, BPCS will provide all staff with additional trainings and supports for SWD students, including various professional learning around the Science of Reading and multisensory math instruction, which will support student learning in our inclusive classrooms.
English Language Learners	As a school built to support the needs of students with learning differences, many elements of our program also support the retention of ELLs. Every choice we make, in and outside of the classroom, is intended to support at-risk student populations. A BPCS classroom is rooted in multisensory, research based instructional strategies designed to target the needs of	As we look to increase the number of ELL students served(through recruitment) BPCS plans to hire a dedicated ELL teacher on staff, additional staff members who are bilingual(including a parent coordinator) as well as provide Social Workers and instructional leaders with additional trainings and supports for ELLs. We also will continue our partnership with the

	ELLs. Our integrated co-taught classroom model provides small group instruction that targets individual students' needs and differentiation and scaffolding to bolster students' skills, with two teachers in every classroom. Our SST provides push-in and pull-out social emotional instruction to further provide targeted intervention. Our school social workers provide students with behavioral intervention and support, in addition to outreach to families dealing with grief, relocation, trauma, and other familial affairs that impact student learning.	NYC Charter School Center's team that supports Multilingual Learners.
Economically Disadvantaged	Supporting retention is an ongoing process at BPCS that begins in our first trimester, when the SST completes targeted outreach calls to families. BPCS has established positive relationships and partnerships with community-based organizations across Staten Island that allow us to support students outside of the classroom. Given that we have a significant population of ED students, higher than the district average, we have well-developed supports for this group that we continue to implement.	In addition to the strategies we are currently seeing successful, given the schools higher than district average in ED students, BPCS will provide all staff with new trainings and supports that are targeted to better serve ED students.

Entry 7 – Employee Fingerprint Requirements Attestation

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Review and complete the Employee Fingerprint Requirements Attestation.

Entry 7 – Employee Fingerprint Requirements Attestation

A. TEACH System – Employee Clearance

Required of ALL Charter Schools

Charter schools MUST ensure that all prospective employees[1] receive clearance through the NYSED Office of School Personnel Review and Accountability (OSPRA) prior to employment. **This includes paraprofessionals and other school personnel who are provided or assigned by the district of location, or related/contracted service providers**. After an employee has been cleared, schools are required to maintain proof of such clearance in the file of each employee.

Please note that all schools should maintain an electronic or hard copy of the clearance certification pulled from TEACH and dated PRIOR to the employee's start date. Clearance certifications pulled from TEACH at a later date will show that the staff member was cleared as of that date and may result in a finding of clearance violations against the school.

[1] Employees who must be cleared include, but are not limited to, teachers, administrative staff, janitors, security personnel and cafeteria workers, and other staff who are present when children are in the school building. **This includes paraprofessionals and other school personnel that are provided or assigned by the district of location, as well as related/contracted service providers**. See NYSED memorandum dated October 1, 2019 at NYSED CSO Employee Clearance and Fingerprint Memo or visit the NYSED website at Who Must Be Fingerprinted Charts for more information regarding who must be fingerprinted. Also see, 8 NYCRR §87.2.

B. Emergency Conditional Clearances

Charter schools are **strongly discouraged** from using the emergency conditional clearance provisions for prospective employees. This is because the school must request clearance through NYSED TEACH, and the school's emergency conditional clearance of the employee terminates automatically once the school receives notification from NYSED regarding the clearance request. Status notification is provided for all prospective employees through the NYSED TEACH portal within 48 hours after the clearance request is submitted. Therefore, at most, a school's emergency conditional clearance will be valid for only 48 hours after approval by the board.

Schools are not permitted to renew or in any way re-establish a prospective employee's emergency conditional clearance after status notification is sent by NYSED through the TEACH portal.

Schools are asked to attest that they have reviewed and understand these requirements. More information can be found in the memo at NYSED CSO Employee Clearance and Fingerprint Memo.

Attestation

Responses Selected:

I hereby attest that the school has reviewed, understands, and will comply with these requirements.

Entry 8 – Organization Chart

Completed - Jul 31 2025

Instructions

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

Upload the school's current approved **2024-2025 Organization Chart.** The organization chart should be a graphic representation (a list will not be accepted) and should include position titles and reporting (hierarchical) relationships. Employee names should **not** appear on the chart.

BPCS Organizational Chart_ SY2425

Filename: BPCS Organizational Chart_ SY2425.pdf **Size:** 74.1 kB

Entry 9 – School Calendar

Completed - Jul 31 2025

Instructions

Required of ALL Charter Schools

Charter schools must upload a final 2025-2026 calendar into the portal **no later than 11:59 PM on August 1, 2025**.

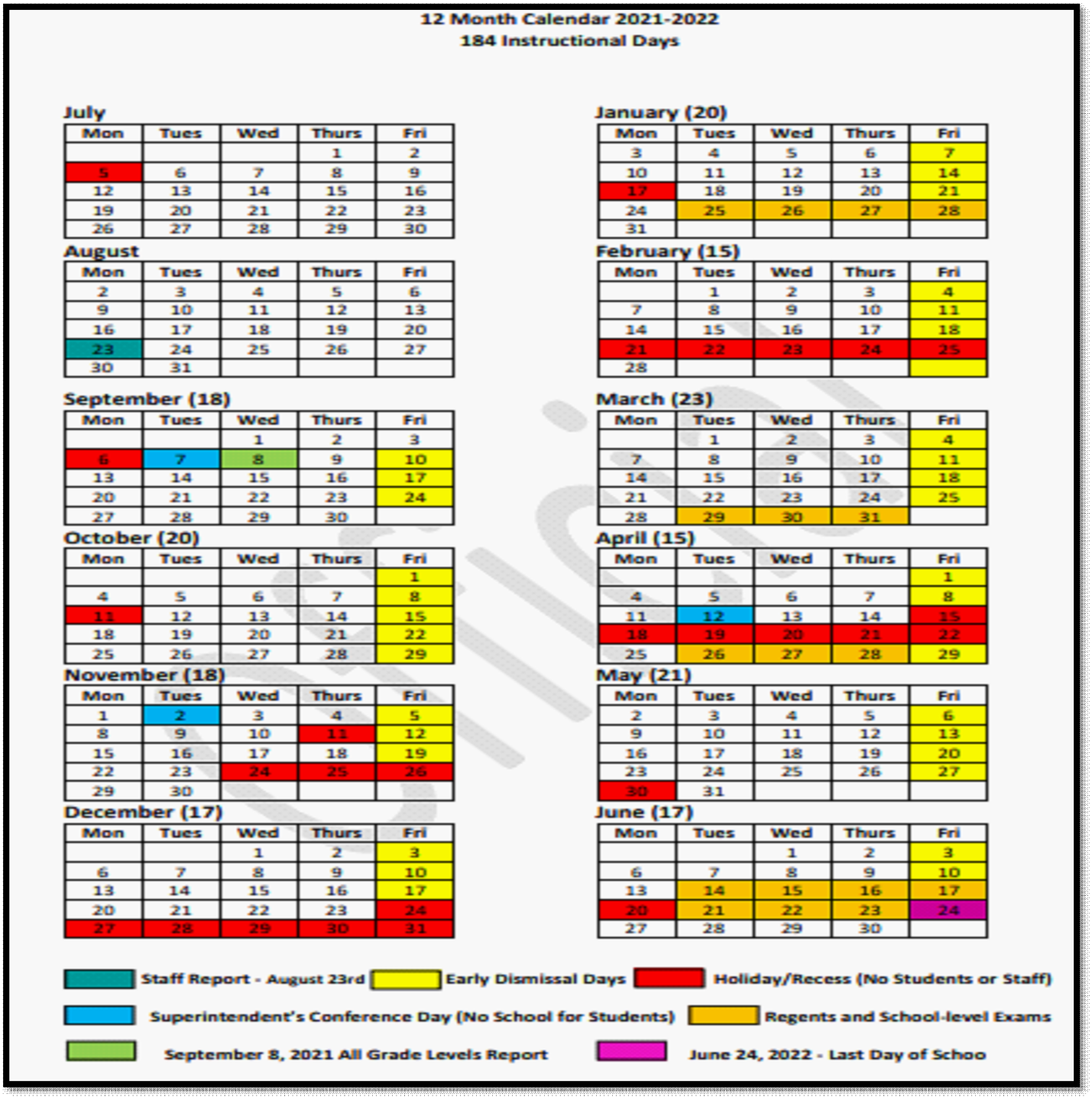
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

Board of Regents-authorized charter schools are also 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**. **Schools must use a calendar format and ensure there is a monthly tally of instructional days**.

Charter schools serving elementary and secondary levels may submit one combined calendar showing instructional hours and days for all building levels OR separate calendars uploaded as one PDF. *Note that school calendars will also provide evidence of alignment for schools with extended days/years referenced in their mission statements or key design elements.*

See below for an example of a calendar showing the requested information.

Sample Calendar:



SY2526 BPCS School Calendar - SY2526 School Calendar (1)

Filename: SY2526 BPCS School Calendar - SY2526 School Calendar (1).pdf **Size:** 107.7 kB

Entry 10 – Faculty/Staff Roster Template

Completed - Jul 31 2025

INSTRUCTIONS

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

Please click on the MS Excel Faculty/Staff Roster Template and provide the following information for **all** instructional and non-instructional employees, which should include all faculty and staff employed by the school at any point during the 2024-2025 school year.

Use of the 2024-2025 Annual Report Faculty/Staff Roster Template is required. With the exception of the optional Notes section, completion of each of the data elements is required. When provided, use of the drop-down list options is also required. Failure to adhere to the guidelines and validations in the Faculty/Staff Roster Template will result in the need for resubmission of a fully corrected roster.

Reminders: (1) Verify that the correct TEACH ID is entered in the roster. Incorrect data entry may result in findings of non-compliance for the school in the areas of teacher certification and clearance. (2) Use the Notes section to add any additional information deemed necessary, such as a name change that may impact verification of certification. (3) Ensure staff classifications (i.e., teacher / non-teacher) are accurately identified.

Here is the complete list of data elements in the roster template and an explanation of what information is required to correctly complete this task.

Roster Data Elements	Explanations
Authorizer **NOTE: MUST BE DONE FIRST**	**Select** your school's authorizer from the **drop-down list first**, before completing the roster.
School Name and Institution ID	**Select** your school's name from the **drop-down list**.
Faculty/Staff First Name	Enter the **first name** of the Faculty/Staff person.
Faculty/Staff Last Name	Enter the **last name** of the Faculty/Staff person.
TEACH ID	Enter the **7-digit TEACH ID** for the Faculty/Staff person; **verify the TEACH ID is correctly entered**.
Role at the School / Network	**Select** the best choice of role of the Faculty/Staff person from the **drop-down list**.
Total Years Experience in this Role	Enter **the number of years** of experience the Faculty/Staff person has **in the role selected**.
CPR/AED Certification Status	**Select** the appropriate choice from the **drop-down list**.
Hire Date at the School / Network	Enter **the date** that the Faculty/Staff person was **hired at the school/network**.
Start Date at the School / Network	Enter **the date** that the Faculty/Staff person actually **began employment at this school/network**.
Date Employee Separated from Service (if applicable)	Enter **the date** that the Faculty/Staff person **separated from service at the school/network**.
Certification Status / Out-of-Certification Justification	**Select** the appropriate choice from the **drop-down list**.
FOR TEACHERS ONLY: Choose Subject Taught	**Select** the appropriate choice from the **drop-down list**.
FOR TEACHERS ONLY: Specify Subject or Grade Band, if NOT Math, Science, Career Technical Education, Technology, or Computer Science	**Select** the appropriate choice from the **drop-down list**.
Notes	Optional

faculty-staff-roster-template-may-2025

Filename: faculty-staff-roster-template-may-2025.xlsx **Size:** 25.9 kB

Entry 11 – Progress Toward Goals (Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Completed - Oct 29 2025

Instructions

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools must report all Progress Toward Charter Goals as per their currently approved charters **no later than 11:59 PM on November 3, 2025**.

Schools must complete the "Goals" tables as provided in the tables below OR upload the most current action plan that includes progress made toward the attainment of goals during the 2024-2025 school year.

PLEASE NOTE: This is a required task for Regents, NYCDOE, and Buffalo BOE-authorized charter schools. It is marked optional for administrative purposes only.

Entry 11 – Progress Toward Goals

PROGRESS TOWARD CHARTER GOALS

Board of Regents, NYCDOE, and Buffalo BOE-authorized schools may complete the "Goals" tables as provided in the portal OR upload the school's most current action plan that includes progress made toward the attainment of academic, organization, and financial goals during the 2024-2025 school year.

Please select the method by which you will provide your school's information:

Responses Selected:

Complete Provided Goals Tables

PROGRESS TOWARD CHARTER GOALS

Regents, NYCDOE, and Buffalo BOE-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 3, 2025.

1. ACADEMIC STUDENT PERFORMANCE GOALS

Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY

The following tables reflect formatting in the online portal required for Board of Regents, NYCDOE, and Buffalo BOE-authorized charter schools only. These charter schools should report all Progress Toward Charter Goals as per their currently approved charters no later than **November 3, 2025.**

	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	75% of all students will increase their score on MAP Growth Reading and math assessments, from one trimester to the next.	NWEA Map Assessments	Met	
Academic Goal 2	Each year, 75% of students in non-NYS testing grades, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP Reading and math assessment	NWEA Map Assessments	Met	
Academic Goal 3	Each year, 75% of students, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP Reading and math assessment	NWEA Map Assessments	Met	
Academic Goal 4	Each Year, 85% of students, in each grade, will perform at proficiency on their Summative Science Investigation Portfolio, according	School-based rubrics	Met	

	to a differentiated, school-created rubric, aligned to NYS Next Generation Science Standards			
Academic Goal 5	Each Year, 85% of students, in each grade, will perform at proficiency on their Summative Social Studies Portfolio, according to a differentiated, school-created rubric, aligned to NYS Social Studies Framework	School-based rubrics	Met	
Academic Goal 6	Performance Framework: BM 1 NYS Aggregate ELA Test Proficiency-School Level;	NYS ELA Assessment	Not Met	Average class sizes at BPCS remain smaller than those at other elementary schools in our district. The structure of our neurodiverse integrated classrooms allows various members of our instructional team— teachers, service providers, and social workers— to work in each content period with groups of students and directly collaborate to use their specific areas of expertise. This means that each class is staffed by multiple instructional team members at a given time, resulting

				in a teacher-student ratio that is significantly lower than traditional elementary schools. On the most recent NYS Assessment, BPCS achieved our highest school wide proficiency rate in ELA, with significant gains made by individual cohorts. In the 2025-2026 school year, BPCS will focus on differentiation and different instructional practices to increase individualized instruction. Our new organizational structure will allow for dedicated principal and assistant principals who will provide teachers with increased oversight and support in delivering instruction with the goal of improving teacher effectiveness and academic outcomes.
Academic Goal 7	Performance Framework BM 1: NYS Aggregate math Test Proficiency- School Level-	NYS Math Assessment	Not Met	Average class sizes at BPCS remain smaller than those at other elementary schools in our district. The structure of our neurodiverse integrated classrooms allows various members of

				our instructional team— teachers, service providers, and social workers— to work in each content period with groups of students and directly collaborate to use their specific areas of expertise. This means that each class is staffed by multiple instructional team members at a given time, resulting in a teacher-student ratio that is significantly lower than traditional elementary schools. In the 2025-2026 school year, BPCS will focus on differentiation and different instructional practices to increase individualized instruction. Our new organizational structure will allow for dedicated principal and assistant principals who will provide teachers with increased oversight and support in delivering instruction with the goal of improving teacher effectiveness and academic outcomes.
Academic Goal 8	Performance Framework: ESEA	NYSED ESEA Accountability	Met	

	Accountability Designation	Designation		
Academic Goal 9	Performance Framework: Comparative Proficiency; NYSED Similar Schools Comparison;	NYSED Similar Schools Comparison	Unable to Assess	School has not been provided with a "similar school" and received a N/A in this section of the Renewal
Academic Goal 10	Performance Framework: Subgroup School Level Proficiency	NYSED ELA and Math assessments	Not Met	Average class sizes at BPCS remain smaller than those at other elementary schools in our district. The structure of our neurodiverse integrated classrooms allows various members of our instructional team— teachers, service providers, and social workers— to work in each content period with groups of students and directly collaborate to use their specific areas of expertise. This means that each class is staffed by multiple instructional team members at a given time, resulting in a teacher-student ratio that is significantly lower than traditional elementary schools. On the most recent NYS Assessment, BPCS achieved our highest school wide proficiency rate in

				ELA, with significant gains made by individual cohorts. Growth was also made in math. SWD proficiency data continues to be within "reach" for meeting/achieving district percentages in both ELA and math. In the 2025-2026 school year, BPCS will focus on differentiation and different instructional practices to increase individualized instruction. Our new organizational structure will allow for dedicated principal and assistant principals who will provide teachers with increased oversight and support in delivering instruction with the goal of improving teacher effectiveness and academic outcomes.

2. Do have more academic goals to add?

No

2. 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 BOT will perform an annual self-evaluation, as well as annual reviews of overall school structures, policies, by-laws and the ED to determine efficiency and areas for growth.	Board on Track; and BOT meetings, self evaluation	Met	
Org Goal 2	BPCS will have an established, well-functioning organizational structure with clearly delineated roles for staff, administrators, and BOT members, as well as systems and protocols that allow for the successful implementation, evaluation, and improvement of our academic program and operations;	Staff survey, team meeting agendas, school developed operational structures/systems	Met	BPCS has a new approved org chart to be implemented in the 2025-2026 school year which will bring increased effectiveness to the organization.
Org Goal 3	BPCS will comply with the provisions of our charter and all applicable laws and regulation	School based behavior reporting, logs; tracking through Powerschool (SIS);	Met	

		NYSED process requirements		
Org Goal 4	Each year, BPCS will have a 90% average daily student attendance rate	Student attendance data	Met	
Org Goal 5	Each year, BPCS will have a 90% completion rate on our annual family survey and will show annual increases in the family attendance rate at school- sponsored events	Family surveys; School sponsored events Attendance and participation at schoolwide events; participation in school surveys	Met	
Org Goal 6	Each year, 85% of families that responded to our annual family survey will indicate their satisfaction with BPCS's school program	Family surveys; family feedback and check in data	Met	
Org Goal 7	Each year, BPCS will enroll and maintain cohorts of students equal to our projections	Enrollment and admissions data	Met	BPCS had an approved increase in total enrollment and grade span during recent renewal.
Org Goal 8	Each year, BPCS will retain 90% of administrative, instructional and operational staff members who received positive end of year evaluations, in order to provide continuity in success for all of our students	EOY evaluations; staff retention process	Met	

Org Goal 9	BPCS will meet our prescribed enrollment and retention targets, established by the Board of Regents	Enrollment and admissions data	Partially Met	We continue to exceed prescribed enrollment and retention targets for 2/3 subgroups (SWD and ED) while remaining below the district percentages of ELLs. The school worked with community partners and BOT members on identify specific recruitment strategies including expanding the target areas into neighborhoods we did not historically recruit in and continued strategies to make sure our messaging reaches families of ELL students in recruitment.
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

3. FINANCIAL GOALS

2024-2025 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	Each year, BPCS will have a balanced budget and meet the requirements of our annual financial audit.	NYSED budget templates, financial consultants, NYSED approved Audit firm	Met	
Financial Goal 2	BPCS will operate in a fiscally sound manner with realistic budgets pursuant to a long- range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices	NYSED budget templates, financial consultants, NYSED approved Audit firm	Met	
Financial Goal 3				
Financial Goal 4				
Financial Goal 5				

7. Do have more financial goals to add?

No

Thank you.

Entry 12 – Audited Financial Statements

Completed - Oct 29 2025

Required of ALL Charter Schools

ALL charter schools must upload the financial statements and related documents in PDF format into the portal **no later than 11:59 PM on November 3, 2025.** The statements, the independent auditor's report, any advisory and/or management letter, and the internal controls report must be combined into a PDF file with security features such as password protection removed.

ALL SUNY-authorized charter schools must also enter the financial statements and upload related documents in PDF format into the SUNY Compass system **no later than 11:59 PM on November 3, 2025**. **SUNY-authorized charter schools** are asked to ensure that security features such as password protection are turned off.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

BPCS 2025

Filename: BPCS 2025.pdf **Size:** 697.5 kB

Entry 12a – Audited Financial Report Template (BOR)

Completed - Oct 29 2025

Regents-Authorized Charter Schools ONLY

Regents-authorized schools must download the Excel spreadsheet entitled "Audited Financial Report Template" from the portal or the Annual Reports webpage and complete it using the audited financial statements. Upload the completed file **no later than 11:59 PM on November 3, 2025.**

Do not add rows or columns to the template in order to match the format of the financial statements. Use only the existing fields and combine any additional entries into the "other" fields throughout the template. For education corporations operating more than one school, complete one template at the education corporation level and submit the same template for each of the schools operated by the education corporation.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

BPCS audited-financial-report-template-nysed-for-ar-2024-25

Filename: BPCS audited-financial-report-template-nysed-for-ar-2024-25.xlsx **Size:** 73.5 kB

Entry 12b – Additional Financial Documents

Completed - Oct 29 2025

Regents, NYCDOE, and Buffalo BOE-authorized schools must upload financial documents and submit **no later than 11:59 PM on November 3, 2025**. The items listed below should be uploaded with an explanation added if an item is not applicable or not available (e.g., a "Federal Single Audit was not required because the school did not expend federal funds of more than the $750,000 Threshold.")

1. Advisory and/or Management Letter
2. Federal Single Audit
3. Agreed-Upon Procedure Report
4. Evidence of Required Escrow Account for Each School
5. Corrective Action Plan for Audit Findings and Management Letter Recommendations

PLEASE NOTE: This task appears as an optional task until August 1, 2025. After this date, the task will be identified as a required task due on November 3, 2025.

479-2

Filename: 479-2.pdf **Size:** 18.5 kB

Entry 12c – Financial Contact Information

Completed - Oct 29 2025

Regents, NYCDOE, and Buffalo BOE-authorized schools should enter financial contact information directly into the form within the portal **no later than 11:59 PM on November 3, 2025**.

PLEASE NOTE: This task appears as an optional task until August 1, 2025. After this date, the task will be identified as a required task due on November 3, 2025.

Form for "Financial Contact Information"

1. School Based Fiscal Contact Information

	School Based Fiscal Contact Name	School Based Fiscal Contact Email	School Based Fiscal Contact Phone
	Fahron Ebanks	[redacted]	[redacted]

2. Audit Firm Contact Information

	School Audit Contact Name	School Audit Contact Email	School Audit Contact Phone	Years Working With This Audit Firm
	MMB & Co	[redacted]	[redacted]	2

3. If applicable, please provide contact information for the school's outsourced financial services firm.

	Firm Name	Contact Person	Mailing Address	Email	Phone	Years With Firm
	BoostEd Finance	Josh Moreau	[redacted]	[redacted]	[redacted]	7

Entry 13 – Fiscal Year 2025-2026 Budget

Completed - Oct 29 2025

SUNY-authorized charter schools are required to use Compass to complete and submit the Annual Budget and the Budget Narrative Questionnaire **no later than 11:59 PM on November 3, 2025**.

Regents, NYCDOE, and Buffalo BOE-authorized charter schools are required to download the budget template from the portal or the Annual Reports webpage and complete it. Upload the completed template **no later than 11:59 PM on November 3, 2025**. The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory.

PLEASE NOTE: This task appears as optional until August 1, 2025. Thereafter, it will be identified as a required task due on November 3, 2025.

BPCS Final2025-2026ARBudgetTemplate (5

Filename: BPCS Final2025-2026ARBudgetTemplate (5.xlsx **Size:** 183.5 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Tara Gore

Name of Charter School Education Corporation:

Bridge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Academic Committee Member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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

☐ **Yes** ☑ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☑ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Tara Gore Digitally signed by Tara Gore
Date: 2025.07.30 12:50:43 -04'00' 7/30/2025

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Amanda Wolkowitz

Name of Charter School Education Corporation:

Bridge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Board member

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☒ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☒ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

My son is in 5th grade at Bridge Prep.

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

☐ **Yes** ☒ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☒ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☒ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

Business Address:

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Chris Chris 7/30/2025

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Rebecca Peters

Name of Charter School Education Corporation: Bridge Prep Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

   Treasurer

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

   ☐ **Yes** ☑ **No**

   If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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

☐ **Yes** ☑ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☑ **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

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. The personal contact information provided below will be redacted.

Business Telephone:

n/a

Business Address:

n/a

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

7/31/25

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Traci Frey

Name of Charter School Education Corporation:

Bridge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Co-Chair of the Board

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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

☐ **Yes** ☑ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☑ **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

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Business Telephone:

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Business Address:

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E-mail Address:

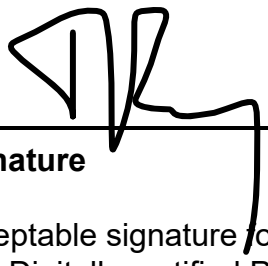
[redacted]_____

Home Telephone:

[redacted]_____

Home Address:

[redacted]_____



July 31, 2025

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Deirdre Medina

Name of Charter School Education Corporation:

Bridge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Parent representative

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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

☐ **Yes** ☑ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☑ **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

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Business Telephone:

_____

Business Address:

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E-mail Address:

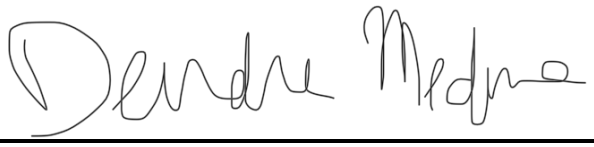
[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]



7/31/25

Signature **Date**

Acceptable signature formats include:

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last revised 04/2022

Docusign Envelope ID: 38A3F57D-497F-47BD-B858-DF4ECC618631

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Nicole DeStefano

Name of Charter School Education Corporation:

Bridge Preparatory Charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

Docusign Envelope ID: 38A3F57D-497F-47BD-B858-DF4ECC618631

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

☐ **Yes** ☑ **No**

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

5. 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.

Docusign Envelope ID: 38A3F57D-497F-47BD-B858-DF4ECC618631

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

Docusign Envelope ID: 38A3F57D-497F-47BD-B858-DF4ECC618631

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☑ **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

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Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

Signed by:
81CE51E9E3CD405...

7/31/2025

Signature **Date**

Acceptable signature formats include:

- Digitally certified PDF signature
- Print form, manually sign, scan to PDF

last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

Geena Kuriakose

Name of Charter School Education Corporation:

Bridge prep charter School

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

Secretary

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☑ **Yes** ☐ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

My nephew is a student at the school. I have no direct knowldge of his classroom or of his performance at the school.

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

☐ **Yes** ☑ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☑ **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

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Business Telephone:

[redacted]

Business Address:

[redacted]

E-mail Address:

[redacted]

Home Telephone:

[redacted]

Home Address:

[redacted]

7/31/25

Signature **Date**

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last revised 04/2022

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name:

MARK HARMON-VAUGHT

Name of Charter School Education Corporation:

BRIDGE PREPARATORY CHARTER SCHOOL

1. List all positions held on the education corporation Board of Trustees ("Board") (e.g., chair, vice-chair, treasurer, secretary, parent representative, etc.).

CO-CHAIR

2. Are you related, by blood or marriage, to any person employed by the school and/or education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and the person's position, job description, and other responsibilities with the school.

3. Are you related by blood, or marriage, or legal adoption/guardianship to any student currently enrolled in a school operated by the education corporation?

☐ **Yes** ☑ **No**

If **Yes**, please describe the nature of your relationship and if the student could benefit from your participation.

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

☐ **Yes** ☑ **No**

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

5. 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.

6. Identify each interest/transaction (and provide the requested information) that you, any of your immediate family members, and/or any persons who you reside with 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 months prior to such service. If there has been no such interest or transaction, check **None**.

☑ **None**

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

7. 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) you reside with had a financial interest or other relationship. If you are a member, director, officer, or employee of an organization formally partnered with and/or 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, check **None**.

☑ **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

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Business Telephone:

[redacted] _____

Business Address:

[redacted] _____

E-mail Address:

[redacted] _____

Home Telephone:

[redacted] _____

Home Address:

[redacted] _____

Mark Harmon-Vaught 07-31-2025

Signature **Date**

Acceptable signature formats include:

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last revised 04/2022

APPROVED

Bridge Preparatory Charter School

Minutes

Special Board Meeting & Strategy Session

Date and Time
Friday July 19, 2024 at 4:00 PM

Location
Wagner College
Reynolds House Library
631 Howard Avenue
Staten Island, NY 10301

Trustees Present
G. Kuriakose, M. Harmon-Vaught, N. DeStefano, R. Peters, T. Frey

Trustees Absent
None

Ex Officio Members Present
T. Castanza

Non Voting Members Present
T. Castanza

Guests Present
A. Wolkowitz, D. Medina, K. Baldassano (remote), T. Gore (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

M. Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Friday Jul 19, 2024 at 4:06 PM.

C. Welcome from the Co-Chairs

M. Harmon-Vaught welcomed everyone to the meeting and said he is excited to be in fellowship with all of the trustees and to partner with T. Castanza and the school's staff; it's wonderful to be in physical presence with everyone today; he is looking forward to the new school year and is grateful for the time and effort trustees put in; we come with our hearts and are deeply invested in this school; in order to be effective we need all of us to engage together; he is grateful for all board members and especially for T. Frey, his co-chair, who is a joy to work with. He then gave the floor to T. Frey.
T. Frey agreed and said since we are board members of a school, trustees will notice that some of the structures put in place, even for our board meetings, will be school-related; we will open today with an activity; some of the reason why we are doing this is to model for E.D. and school staff the practices and protocols that can be shared with teachers and then by teachers with students. Welcome - we are very excited for the year ahead and for today's work as well.

D. Breaking the Ice

T. Frey gave a fortune cookie to each board member and asked them to read their paper fortune aloud and align their paper fortune to the work ahead this school year. The group followed directions and proceeded to read each fortune and then speak on how they believed each one applied to the school year ahead. New potential trustees Deirdre Medina and Tara Gore spoke briefly and each trustee introduced themselves and spoke about their terms on the board.

II. Business Meeting

A. Approve Minutes of June 11, 2024 Board Meeting

G. Kuriakose made a motion to approve the minutes from Board Meeting on 06-11-24.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 06-11-24 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

B. Proposed Selection of a Parent Trustee: Amanda Wolkowitz

M. Harmon-Vaught made a motion to approve Resolution #31 selecting Amanda Wolkowitz as a member of the Board of Trustees.

G. Kuriakose seconded the motion.
NOTE: This resolution was necessary since Amanda Wolkowitz was previously a board member due to her position as President of the Family Association; as she no longer holds that position, a new resolution must be passed to select her as a parent member on the board. This 1-year term takes into account the 2 years she previously served on the board amounting to an initial 3-year term, as per our Bylaws, Article III, § C (4d).

RESOLUTION #31 – Selecting Amanda Wolkowitz as Member of Board of Trustees
WHEREAS, the Board of Trustees of Bridge Preparatory Charter School ("Bridge Prep") deems it to be in the best interests of Bridge Prep that the following action be taken by the Board of Trustees of Bridge Prep pursuant to this Resolution:
WHEREAS, The Bridge Preparatory Charter School Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by 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 **Amanda Wolkowitz** as a member to its Board of Trustees, with a term expiring on **June 30, 2025** pending approval by NYSED. The resolution approving **Amanda Wolkowitz** is adopted upon NYSED's approval.
NOW, THEREFORE, BE IT RESOLVED that, pursuant to applicable law, and the authorizing Charter, the undersigned, being a majority of the Members of Bridge Prep hereby consent to, approve, and adopt the aforesaid Resolution;
The board **VOTED** unanimously to approve the motion.

Roll Call	
R. Peters	Aye
G. Kuriakose	Aye
N. DeStefano	Aye
T. Frey	Aye
M. Harmon-Vaught	Aye

C. Proposed Selection of a New Trustee: Tara Gore

M. Harmon-Vaught made a motion to approve Resolution #32 selecting Tara Gore as a member of the Board of Trustees.
G. Kuriakose seconded the motion.
RESOLUTION #32 – Selecting Tara Gore as Member of Board of Trustees
WHEREAS, the Board of Trustees of Bridge Preparatory Charter School ("Bridge Prep") deems it to be in the best interests of Bridge Prep that the following action be taken by the Board of Trustees of Bridge Prep pursuant to this Resolution:
WHEREAS, The Bridge Preparatory Charter School Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by 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 **Tara Gore** as a member to its Board of Trustees, with a term expiring on **June 30, 2027** pending approval by NYSED. The resolution approving **Tara Gore** is adopted upon NYSED's approval.

NOW, THEREFORE, BE IT RESOLVED that, pursuant to applicable law, and the authorizing Charter, the undersigned, being a majority of the Members of Bridge Prep hereby consent to, approve, and adopt the aforesaid Resolution.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Harmon-Vaught	Aye
R. Peters	Aye
T. Frey	Aye
G. Kuriakose	Aye
N. DeStefano	Aye

D. Proposed Selection of a New Trustee: Deirdre Medina

M. Harmon-Vaught made a motion to approve Resolution #33 selecting Deidre Medina as a member of the Board of Trustees.

N. DeStefano seconded the motion.

NOTE: Since Deidre Medina is joining the board due to her position as the current President of the Family Association her term of office on the board will be for 2 years, as per our Bylaws, Article III, § C (4c).

RESOLUTION #33 – Selecting Deirdre Medina as Member of Board of Trustees

WHEREAS, the Board of Trustees of Bridge Preparatory Charter School ("Bridge Prep") deems it to be in the best interests of Bridge Prep that the following action be taken by the Board of Trustees of Bridge Prep pursuant to this Resolution:

WHEREAS, The Bridge Preparatory Charter School Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by 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 **Deirdre Medina** as a member to its Board of Trustees, with a term expiring on **June 30, 2026** pending approval by NYSED. The resolution approving **Deirdre Medina** is adopted upon NYSED's approval.

NOW, THEREFORE, BE IT RESOLVED that, pursuant to applicable law, and the authorizing Charter, the undersigned, being a majority of the Members of Bridge Prep hereby consent to, approve, and adopt the aforesaid Resolution.

The board **VOTED** unanimously to approve the motion.

Roll Call

M. Harmon-Vaught	Aye

Roll Call

G. Kuriakose	Aye
N. DeStefano	Aye
R. Peters	Aye
T. Frey	Aye

III. Strategy Session

A. Executive Director Update

T. Castanza gave the following update of items to be presented in August:

- **SCHOOL SAFETY PLAN** - By law we are mandated to update the school's safety plan; DoE has a district safety plan that we use as a base for our safety plan, modified for our needs. A big focus for us this year is how we communicate with families, the board and community. Our school safety plan needs to be presented at a public meeting as well as to the Board of Trustees, which we expect to do in August.
- **CONTRACT RENEWAL** - SI Media Group was very helpful with student recruitment, and we want to renew their contract.
- **KINDERGARTEN LAUNCH** - We will launch a Kindergarten class to start this September, as suggested by NYSED during our charter renewal process. Since our admission lottery was already held prior to the plans for Kindergarten, we will accept any students that apply until the class is filled and then we will start a wait-list for additional applicants; if we get enough K applicants we may open up a 2nd K class; we have classroom space available and teaching staff also available. We hope to limit each K class to 10-12 students.
- **BUDGET & ENROLLMENT** - In June we approved a budget for 235 students; NYSED authorized us to serve 270 students; as of now, including the new Kindergarten students and the additional students in other grades, we have 261 students enrolled. When we do our budget review, we will see a massive increase in revenue due to the additional students. That will allow us to think about additional personnel; we will pause on upper grade applications while we wait to see what the lower grades, K, 1 & 2 bring in student applications.
- **STAFFING CHANGES** - We looked at the results of multiple focus groups as well as the end of year MAP data to decide what direction we wanted to go, and are we moving in the best direction in all areas that we need to; if there is any area that we feel needs improvement, then this is our opportunity to make that change. Cheryl Otterbeck, *Director of Specialized Instruction*, has graciously agreed to step into the role of *Interim Acting Director of Teaching and Learning* while we hire an external search firm to conduct a national search for Bridge Prep's new Instructional Leader. In addition, we will be contracting with a former principal to mentor and assist C. Otterbeck in her new role. We presented the staffing changes to teachers and staff moving forward and must present a united front to staff regarding these plans. There is still work to be done, but we have the right personnel in place now; we're on the right path.

- **FACILITY SPACE** - We have enough space now for our needs, but we don't have enough space for what we want to do in the future. This is something that we will need to discuss in the months ahead, especially if we see more demand for seats in the early grade levels; we need to see if we can expand our current space with physical upgrades or decide what else is possible. This is something that we will be focusing on this year and can discuss together.
- **PARENT COMMUNICATION** - Focus group results indicated that we need to concentrate on communicating with families in a really meaningful way; E.D. will be working together with D. Medina, President of the *Family Association* to address this issue. We will be adding a new staff position that was not in the budget - a Parent Coordinator, that families can go to with questions or problems. We will also be getting a 2nd P.E. teacher to focus on movement and student wellness. We are looking into hiring a music teacher; we are reimaging a former classroom space as an arts studio for students.
- **LEGAL COUNSEL PRESENTATIONS** - Susan Briggs who is legal counsel for our school has offered to share her expertise with the Board of Trustees; she is very knowledgeable about charter schools and her skills can be utilized in many ways.
- **OPPORTUNITIES FOR TRUSTEES** - E.D. would like to demystify the Board of Trustees and invite board members to be more present with parents and staff; one way is for board members to be invited to professional conferences attended by school leadership and staff. The *NYS Charter Association Conference* is a good example - it is attended by many board members and is held in Manhattan at the end of October; he encourages our trustees to attend. Also, the *Orton-Gillingham Conference* held in April would be very interesting for our board members to attend. He will share the dates and details for both.
- **PASEK CONTRACT RENEWAL** - We haven't decided yet if we are going to renew the contract with Pasek Consulting; they offered us a contract for 3 years at $36,000 per year; our charter will be up for renewal in 3 years but in the meantime, Pasek simply helps us create our annual report each year. At his point we are not ready to sign onto a new 3-year contract with them since we can create our own annual report this year. The decision on whether to renew the contract with Pasek is something that we need to discuss and decide if, or when, we want to utilize them again.
- **SCHOOL BUILDING REFRESH** - E.D.'s office is moving to the space that was previously a Literacy Lab; and former E.D. office will now be a 5th grade classroom; we will be converting another space into a conference room for meetings. The Literacy Lab will be moving into a double space that was previously administrative offices. We are doing some minor renovations to the courtyard.

B. Reorienting Ourselves to Our Work

M. Harmon-Vaught and T. Frey offered a PowerPoint presentation: ***BPCS Board Strategy Session*** which covered the following topics:

Refresh and Re-orienting Ourselves to Our Work

- **Setting our "why" as a board** - what are we here for and what do we want to accomplish as a board? These are some of the grounding mechanisms for us, something we'll return to and we'll think about as we set goals: Strategy lens/Meaty meetings/Full hearts & clear eyes/ Support & accountability/Capacity & bench depth
- **What is a charter school, really?** - Publicly funded, tuition-free; Autonomy and performance- based accountability; Innovation in educational programs and operating model; Charter authorizer oversight; Lottery-based admissions; Emphasis on community and parent engagement
- **What does a charter board do?** - Safeguard the school's mission & fidelity to the charter, Select, support & evaluate the school leader, Monitor & evaluate the school's educational programs; Oversee the school's strategic planning; Ensure adequacy of resources and ethical, compliant stewardship; Review & approve school budgets, policies, & contracts; Provide advice & guidance; Promote the school as its ambassadors; Evaluate & continuously improve board performance
- **How is a charter school board different from a nonprofit board?** - Entrusted by NY to spend public funds in a transparent, legal, & ethical way; Accountable to NYS authorizers for meeting performance benchmarks; Must comply with the Open Meetings Law (OML); Make decisions that directly affect student education & school performance; Hold a fiduciary duty to act in the best interests of the school
- **Who is Bridge Prep: *Our* Mission**
- **Who is Bridge Prep: Our Students** - A graph was shown indicating the following: Total Enrollment: 199 students in Grades 1-5; Male: 74.9% & Female: 25.1%; Students with Disabilities (SWD): 67%; Economically Disadvantaged: 89.4% FRPL; English Language Learners (ELL): 9.0%; Multiracial: 1.0%; Asian: 3.0%; White: 10.1%; Latino: 52.9%; Black or African American: 32.5%
- **Who is Bridge Prep: Our Board** - 5 members currently/soon to be 8 members; 4 standing committees: Executive, Academic, Finance, and Board Development/Governance
- **Our Charter Renewal** - Bridge Prep charter renewed in May 2024 for a 3-year term, authorized to open Kindergarten & expand the number of seats in existing grades; we aspire to a 5-year renewal (the maximum) in SY 2026-27
- **Charter Performance Framework Benchmark Ratings**
- **Focus group feedback from Parents, Students, and Staff**

In addition, the board members were given copies of the *Bridge Prep Mission Statement*, a *Glossary of Charter School Terms* and the *NYSED Charter School Performance Framework Rating* indicating which performance benchmarks the school met or approached, which was used to determine the term of the school's charter renewal approval this year.

After the presentation, attendees were asked to share the one segment that was relevant to them, from the topics covered. Discussion followed many of the points included in the presentation.

IV. Closing Items

A. Review of Action Items/Next Steps & Board Planning for SY 2024-2025

Some Logistics & Next Steps

- The ED is setting annual goals which will feed school-wide goals
- School-wide goals will be set and communicated
- Annual performance goals for school leaders who report to the ED are developed and agreed

Setting Board Goals and Plans for SY 2024-25

- The board and committees will agree on its own annual goals to reflex the school's goals and monitor, evaluate, and support progress toward them
- Consent agenda & written summary reports
- Streamlined decision-making
- Combine routine items into one agenda
- Reduce time spent on non-controversial issues
- Some committee reports will be written summaries
- Efficiency and Focus: Frees up time for strategic discussions; keeps meetings concise and effective
- Pre-Meeting Preparation: Materials sent in advance for review; board members come prepared to approve
- Transparency and Accountability: Items can be removed for discussion if needed; ensures all members are informed and involved

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:05 PM.

Respectfully Submitted,
K. Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday August 8, 2024 at 4:30 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

[redacted]

Trustees Present
G. Kuriakose (remote), M. Harmon-Vaught (remote), N. DeStefano, T. Frey

Trustees Absent
R. Peters

Ex Officio Members Present
T. Castanza

Non Voting Members Present
T. Castanza

Guests Present
A. Wolkowitz, C. Otterbeck (remote), D. Medina, F. Ebanks (remote), K. Baldassano (remote), R. Illuzzi (remote)

I. Opening Items

A. Record Attendance

QUORUM IS MET FOR THIS MEETING.
As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Geena Kuriakose and Mark Harmon-Vaught are not present in-person for this meeting, they are attending via videoconference from locations posted on the public meeting notice/agenda and open to the public; they are therefore considered to be in attendance for purposes of quorum and are permitted to vote.
As the total number of the full Board of Trustees is currently 5 members, **QUORUM IS MET** with 4 trustees present either in-person or via videoconference from open public locations.

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Aug 8, 2024 at 4:33 PM.

II. Consent Agenda Items

A. Consent Agenda Description

M. Harmon-Vaught explained that the board discussed at the July strategy session meeting about moving forward with a protocol of having a Consent Agenda section at our monthly meetings. It's a simple set of non-controversial items that are pre-published on the meeting agenda. These items shouldn't require substantial discussion, though if any of them do, they can be pulled off the Consent Agenda. The idea is to take one vote to cover all of these items as opposed to voting on individual items. Again, if there's anything that trustees wanted to pull out and discuss further, we can do that.

B. Approve Minutes from July 19 Special Meeting and Strategy Session

G. Kuriakose made a motion to approve the minutes from Special Board Meeting & Strategy Session on 07-19-24.
M. Harmon-Vaught seconded the motion.

G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 07-19-24 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

C. Adopt Revised Trustee Responsibilities and Commitment Agreement

G. Kuriakose made a motion to adopt the Revised Trustee Responsibilities and Commitment Agreement as presented to the board.
M. Harmon-Vaught seconded the motion.
The trustee responsibilities and commitment agreement, a document all new trustees are asked to sign, has been updated with revised language and information reflecting board governance best practices and the current norms and expectations of the board.
G. Kuriakose stated if there is no objection, the motion to approve the *Revised Trustee Responsibilities and Commitment Agreement* will be adopted. As there was no objection, the motion is adopted and the motion is approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

III. Reports from Committees

A. Finance Committee Update

G. Kuriakose stated that the May financial report is attached to today's meeting agenda for review by trustees. Since the *Finance Committee* has not yet met this month, and the committee chair is not here today, does anyone have a finance update they want to share?
T. Castanza said that *Finance Committee* Chair, R. Peters asked him to give a report today:

- The attached **monthly financial report** appears to be for May, but that's because we don't create June financial reports; we use July and August to prepare for the annual audit which is starting next week. So there is a preliminary version of the end of year financials in the report. Josh is still adjusting those so that they can be presented to the audit team next week. We're also doing a soft close of our July expenses; we don't have as many expenses in July since it is usually a quiet month, plus we close out June for the audit firm. We have a new audit firm. MMB, that we approved earlier at a board meeting in the spring. They will be starting next week. Josh will be serving as the point person for most of that work; if there are any specific questions that come up, Fahron and the operational team will be on-site and I'll also be available.
- The *Finance Committee* will be meeting next week. When R. Peters returns, we'll be updating the **Financial Policies and Procedures Manual**, which is due for a much needed update - we've begun that work already;
- We're doing a **budget refresh** because there's been some movement in the budget since June, so we'll do a budget review at the board meeting in October.
- There are some **contracts' renewals** that are on the agenda today for approval by the trustees. However, we have delayed renewing the contract for **PowerSchool,** our student information system, because their fee is based on student enrollment

and we are still waiting to see where our enrollment numbers land. We've been in communication with PowerSchool, and we'll likely have some confirmed contract information for the September board meeting. We still have access to the PowerSchool service since we are in contact negotiations with them. We are trying to get some support from PowerSchool to provide staff with the tools they need to effectively use the system correctly; there is also a parent portal for PowerSchool as well.

- There is an item on the agenda for today's meeting regarding board approval for some **building renovations and construction**, however, because the work is considered minor refurbishment it doesn't need approval from the board. The renovations include painting and creating a storage closet. This will be done via a work-order and doesn't need a vote from the trustees.
- G. Kuriakose asked at what **price-point** is the board not required to vote on an expense. T. Castanza replied that the trustees need to vote if an item concerns a continued provision of services, such as for a contract - as opposed to a one-time provision of services, which is covered by a work-order. The price-point is currently $7,500 which is something that we'll probably update in our *Financial Policies and Procedures Manual*, because that price-point oftentimes requires us to come back to the board for approval more frequently than we should need to for some of the minor basic operational expenses. We're on the very low end of a price-point than most schools which have a $25,000 price-point for needed approval. We may not go that high, but will make some modifications so that we need to come for board approval a little bit less.

B. Academic Committee Update

T. Frey gave the following update on topics covered at the Academic Committee Meeting on August 5th:

- We welcomed C. Otterbeck, our new *Interim Acting Director of Teaching & Learning* at the meeting; congratulations Cheryl.
- T. Castanza shared some school start-up dates regarding staff assessments, professional learning, school systems enhancements and the new **Literacy Lab** which is in the process of changing rooms soon.
- **BACK TO SCHOOL**: Teachers are returning sporadically the week of August 19th but everyone is back in the building on August 26th; students return on September 3rd. The school has already set dates for beginning of year assessments, MAP, Acadience, OG, etc.
- **BUILDING UPDATES**: The school building is currently being cleaned; there is some painting going on; they are moving bulletin boards out of the hallways and into classrooms; considering putting student lockers or cubbies in the hallways to reduce the amount of furniture in classrooms and increase the space.
- **ADMISSIONS:** We continue to be fully enrolled. Kindergarten is fully enrolled at 12 students, mostly because of siblings. With the charter renewal we are able to serve up to 270 students; we budgeted for 235 and currently we're enrolled at 261; we still

have a little wiggle room if want to add additional students; the school is maintaining a waiting list.

- **STAFFING**: The new kindergarten will have 2 teachers: one teacher was already on staff and had previously taught kindergarten; the other teacher is new to our school from PS 45. There's still some maternity leave coverage that needs to happen. The school has not lost any teachers and has hired hired some special teachers, replacing STEM with a second PE period teaching mindfulness and wellness; and a music teacher has also been hired. We secured the auditorium for a music period every day and another period in the gym and a period in the dance room; the partnership between our school and Petrides School is really blossoming and allowing us to share more school space. School leadership members T. Castanza, C. Otterbeck and F. Ebanks are meeting together every day and looking what still needs to be decided. It seems like there's a nice cohesive working environment among the administrators in the building. The literacy interventionist that was hired is an on-staff teacher who's taught SESS last year, Mrs. Meglio. Professional development sessions are in the planning stage; teachers will have more ownership of their schedule this year within specific parameters; the school is giving teachers some leeway in when they are teaching subjects and teachers will have some flexibility with the subject schedules.
- **DATA:** C. Otterbeck will be working with the Data Team this year, 2 teachers are leading the team and they are looking at what the data will be used for. One of the things that came out of the focus group with teachers was that they're given data, but they're not sure what they're supposed to do with it, and how they're supposed to use it to improve student instruction. So that's where our data focus will be this year. Regarding the trustees' review of the Data Dashboard, what data does the board want to be looking at on a regular basis and how can we be a partner with the E.D. and his staff to drive some of that work? M. Harmon-Vaught and T. Frey have discussed taking deeper dives into specific topics at future board meetings. And one of them may be data. The trustees need to think about what data they would like to have presented at the board meetings; the board needs to come together and build consensus around the data we really want to see. We want to see more than just grade-level proficiency or grade-level growth; we want to dive deeper. And we also want to hear from the the school about what's working and what's not working; not just the number of students who are proficient, but what is the school doing to try to improve and increase this level? And how can the board members help.
- **FUTURE ACADEMIC COMMITTEE MEETINGS**: Will be held on the 1st Monday of each month at 9:30 AM, except for September, because of Labor Day.
- G. Kuriakose asked T. Castanza if he would share information regarding the **professional development** being offered prior to the first day of school so that trustees can attend. T. Castanza responded that he will know more by next week and will let the board members know because they are welcome to attend.

C. Executive Director Update

T. Castanza gave the following Executive Director update:

- **ORGANIZATIONAL STRUCTURE**: Some of the work that F. Ebanks, C. Otterbeck and E.D. have doing is about organizational structure; taking feedback from NYSED renewal comments, particularly regarding Benchmark 7, where we felt that we had really clear organizational structures, but NYSED didn't see that. So what do we have and why was it not seen? And what do we not have? So we've come up with some really clear teams and putting team meetings on the calendar, so when teachers come back it's very clear as to what the expectation is for these teams; we making sure that those who are leading these teams has enough time to prepare and knows who are on their teams. There are new teams that we're putting into place, particularly at the academic level now that we have 2 coaches. We will share more information with the trustees as part of the September board meeting update.
- **PROFESSIONAL DEVELOPMENT**: For teachers in professional development sessions, we will be giving them everything they will need to know from an organizational standpoint on day one. Things like the organization of teams and plotting out the calendar for professional development sessions all school year, every Tuesday and Thursday from 3:30 PM to 4:30 PM from September to June, so that everyone is aware and is held accountable. It's extremely ambitious to plot out professional learning that far in advance, but we are setting goals that at this particular time we will have professional learning scheduled in future months. Right now we're planning through October and into November. The instructional schedule template that we're giving to teachers on the week of September 19th is nearly complete.
- **ENROLLMENT**: We are at 262 students enrolled as of today; this is the largest number of students we've ever had; there are 90 new students, which is a lot and there will be an adjustment period when we start classes. We are getting so many new students because of our targeted recruitment, and the way that we're doing registration which is very effective. Registration is almost complete. We just had another offer that went out today.
- **STAFF HIRING**: Hiring is also nearly complete; we only have 1 remaining maternity leave to cover for the classroom; the teacher expects to return in November, so we are hiring someone to fill in temporarily but we want to also keep them on to work for us in REI small group instruction through the rest of the year. So we're hiring for 2 types of role. We have narrowed it down to 2 candidates, both special ed. certified and will be speaking to them early next week and wrap with up. We also have a final interview scheduled with our new Family Coordinator candidate, and internal staff candidate who is far and above the other applicants; she will be seated on the External Affairs Team which will meet with E.D. every 2 weeks.
- **DATES TO SHARE**: The evening of August 27th is our **New Family Orientation** for our 90 new families; invitations are going out. September 3rd is our 1st day of school and it's a half-day. On September 10th we are offering a traditional **Back-to-School/Curriculum Night** inviting parents to come and sit in their child's classroom. On September 16th, T. Castanza will be giving testimony at the **Dyslexia Task Force**

Hearing in Albany at the State Education Department. The **NYS Charter Schools Conference** in Manhattan is on October 23rd & October 24th, if board members want to attend, just let T. Castanza know, and he will register you. T. Castanza will be at the **International Dyslexia Association Conference** during that week in October. The **NYS Charter School Association** has invited us to join a cohort of schools that are trying to navigate a shorter renewal window than other schools; they are offering us free consulting, coaching and support. The goal is to bring together a community of school leaders that are navigating this because it is difficult to navigate, and for us it's new. They will connect us with school leaders at these higher performing schools that also received a short term renewal in the past. They'll give us **free training sessions** around how to interpret the reports that we get from NYSED and how to prioritize what's important; how to work with the board and how to foster and develop positive authorizer relationships. This is where we can lean on the Charter School Association who has had the experience. It's 3 virtual sessions in September, November and January and then 2 in-person sessions in February and April and it's free. We may want to choose to work with Pasek later, but this is a good opportunity for us in year one.

IV. New Business & Special Topics

A. Special Topics for Board Business Calendar, SY 2024-25

T. Frey said that as we discussed at the special session in the July meeting, we are looking at changing the format of the board meetings so that we can spend more time talking about important things in a deep way, as opposed to just having a 5 minute committee report from everyone. We'll still have some committee reports, maybe in the Consent Agenda. We can type up our committee notes and put them in, so everyone can peruse the committee reports as needed and we could really spend our time looking more closely at a topic. So what we want to do is to get some input from the trustees as to what topics you would like us to go further in-depth during the course of the year, and also, if you have a sense of the best timing for each topic. M. Harmon-Vaught has a draft of a topic calendar; I don't know if he wanted to share that with us today.
However, we really want to use this time to pick your brains and think about what topics you all would like brought forward to the board to talk to about in more detail.

- N. DeStefano suggested for board governance, perhaps we can deep dive into digital programming or things that we'd want to champion externally; how we can use that for recruitment, in the same way that the SI Media Group was really fruitful for enrollment; can we look into more of digital grassroots and what that looks like?
- A. Wolkowitz suggested to deep dive into how to get more parents involved, Family updates are usually just about what we're already planning to do, but we need to open it up to other ideas and suggestions; if you have a child in another school or you are involved in another school that is where we can find new ideas. We can talk about how to get more staff participation in events that the school holds on weekends

or after school; we always struggle to get teachers at those events, but students and their families love to see teachers there. So how do we incentivize that?

- G. Kuriakose said that she thinks it's as basic and as simple as thinking about the mission of the school, and who we serve. What is dyslexia; what is Orton-Gillingham? Does everybody on the board have a good understanding of all of that? Can we have a common language so that everybody is talking about it in the same way? That might be really important, particularly because we have a number of new people on the board; she doesn't know that we have ever had a conversation about this topic as a group. She thinks that might be a good for us to do so that we're all using the same language and meaning the same thing when we refer to something. T. Castanza agreed and said that he tries to do the same with staff as well. It's like realignment of the use of the language around the science of reading; how do we talk about it? How can a board member talk about the work that we do with the science of reading in a way that somebody at the supermarket understands? That's what he tells teachers, how would you explain this to a parent? What does that mean? He added that he's putting together a dyslexia/science of reading presentation for staff that he could then share with the board. And the board can use it and manipulate it for trustees as well. It's been created from resources that we've been getting over the course of years.
- T. Castanza continued by saying as a non-board member who works closely together with the trustees, can we talk about advocacy? There's advocacy for the school on behalf of the school, so what does that look like? After going through renewal, the board members played a really heavy role during renewal. But there's a lot of things that happen that lead up to renewal, particularly we need to be thinking about authorizer relations and elected and external advocacy. He does a lot of that work, but how we can work together with that advocacy is really important, because we have a great board with deep roots in the community and a lot of ability to do outreach. He would be interested to see how we can continue to advocate not just for the school as it is right now, but for what we intend it to be; who are the people we need to be talking to? That's really important. It's similar to what we've talked about with Identification of external donors.

T. Frey asked that since there are a lot of new board members, is there's anything about the school that you want more information about that would help you be a better board member and advocate on behalf of the school? Anything that you think we need to spend time digging into?

- N. DeStefano responded that a deep-dive into the mission statement and what it means will help her to open up the granular pieces since she is so new. She feels that once she has clarification she may have follow up questions of what it looks like in the classroom, or historically versus the future,
- T. Frey stated that NYC public schools each have a School Leadership Team which is made up of parents, staff and administrators and at the high school level, students as well. We did Learning Walks together as a team through classrooms with a rubric,

looking for specific things, and then we came back and talked about what we saw, and used that as a jumping-off point to make suggestions or comments. She is wondering if board members would be interested in doing a Learning Walk. Then we can talk about it in the *Academic Committee* and maybe make it one of our committee reports at the board meeting. G. Kuriakose said she would love to do that, and several trustees agreed. T. Frey responded that's something that we can set up with dates, and since many trustees work and it may be hard to take a day off from work, we will try to figure out when the Learning Walk could happen.

- A. Wolkowitz suggested that after seeing the success of the board's focus groups from last year she thinks that if more of trustees could sit in on the focus groups it would be helpful to listen to the various opinions of so many different groups of people, even students who are in school living it every single day, and are the most honest, they will tell you like it is. She thinks the feedback from that was so eye opening and important and gave us so much information.
- G. Kuriakose suggested that we revisit these ideas with the board members who are not here today so that we can make sure that their voices are heard. We'd love to hear their insight as well. And we may have a couple of new candidates coming on board.
- T. Frey added that she is thinking in terms of governance, as she and M. Harmon-Vaught are meeting with a prospective board member. How can we all work more efficiently and effectively to identify prospective new board members; it seems like new trustees just come up by happenstance, when someone knows someone. How can we develop more prospective board members? Maybe we can take some time with that topic too. A discussion followed regarding the maximum number of trustees allowed on the board (15) and how many are currently board members (5). In addition there are 3 trustee applicants awaiting NYSED final approval to become board members, which will give us a total of 8 trustees; we still have plenty of room to grow.
- T. Castanza added what type of person does the board need in new members? That type of needs analysis would help: perhaps a real estate agent or an educator?

B. Approval of BoardOnTrack Annual Renewal Contract

G. Kuriakose made a motion to approve renewal of the Board-on-Track membership agreement contract effective 10-15-24 for 2024-2025.
M. Harmon-Vaught seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Approval of BPCS District Safety Plan

G. Kuriakose made a motion to approve the Bridge Preparatory Charter School District Safety Plan for 2024-2025 as presented to the board by Executive Director T. Castanza.
M. Harmon-Vaught seconded the motion.
The District Safety Plan was updated on 07-31-24.
The board **VOTED** unanimously to approve the motion.

D.

Approval of Staten Island Media Contract

G. Kuriakose made a motion to approve the Advertising Agreement contract with Staten Island Media Group for the period 09-01-24 to 04-01-25.
T. Frey seconded the motion.
The board **VOTED** unanimously to approve the motion.

V. Other Business

A. Update from the Family Association

D. Medina gave the following *Family Association* update:
Not much has happened yet this year. She will be meeting with T. Castanza and the rest of her team, and probably the Vice-President of the Family Association to discuss their events for the new school year. We last met about a month ago and discussed some ideas, and we will sit down and put some dates together next week.
There's really not much to update on.

B. Public Comment

VI. Closing Items

A. Review of Action Items & Next Steps

M. Harmon-Vaught stated that this section was added this into the agenda as a standing item, so that at the end of meetings, if there are things we've agreed to do, and follow up, we have the opportunity to do that. He didn't report any from this session, but he wasn't present for a portion of the meeting, so. is there anything, Traci, that you recorded that you want us to follow up on?
T. Frey responded that:

- We brainstormed about the topics the board would like to potentially go into a deeper dive on the calendar. *(Details of these topics are documented in Section IV (A) Special Topics for Board Business Calendar, SY 2024-25 of these minutes.)*
- We also talked about holding a Learning Walk with the board to go through classrooms. That's something that we need to follow up with T. Castanza to schedule dates and with the rest of the board to see if they're available.
- Thinking about focus groups and when we want to hold them. We'll include focus groups in for the quality review and then later for the MPPR visit, but maybe we can schedule a 3rd focus group sometime in the middle and include board members who would like to listen in.
- On the To-Do List; T. Castanza or someone on the administrative staff will share dates of upcoming events and happenings with G. Kuriakose and she will incorporate

the events into the board agenda each month so that board members can see what opportunities are coming up.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:31 PM.

Respectfully Submitted,
K. Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday September 12, 2024 at 7:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

[redacted]

Trustees Present
G. Kuriakose, M. Harmon-Vaught, R. Peters (remote), T. Frey

Trustees Absent
N. DeStefano

Ex Officio Members Present
T. Castanza

Non Voting Members Present

T. Castanza

Guests Present
C. Otterbeck (remote), D. Medina, F. Ebanks (remote), K. Baldassano (remote), R. Illuzzi (remote), T. Gore (remote)

I. Opening Items

A. Record Attendance

QUORUM IS MET FOR THIS MEETING.
As per Public Officers Law, Article 7 § 103-a *(Videoconferencing by public bodies)* although board member Rebecca Peters is not present in-person for this meeting, she is attending via videoconference from a location posted on the public meeting notice/agenda and open to the public; she is therefore considered to be in attendance for purposes of quorum and is permitted to vote. A total of 4 board members are present in person or via videoconference and therefore quorum is met.

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Sep 12, 2024 at 7:04 PM.

C. Approve Minutes from August 8th Meeting

G. Kuriakose made a motion to approve the minutes from Board Meeting on 08-08-24.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 08-08-24 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

D. Welcome From Co-Chairs

M. Harmon-Vaught stated that it's great to be in fellowship again; he is excited to kick off the year - particularly to talk about some of the meaty business of the board and of the school year, thinking about goals as we get things underway.
T. Frey said that she echoes Mark's sentiments, is grateful to have you all here and excited to work with you all this year. She also wants to give M. Harmon-Vaught kudos, because he is the one who made the push for us to be able to use school jargon i.e., dig deeper, and dive deeper into items and not just make committee reports or reports in general. So we're excited to do this today with all of you.
M. Harmon-Vaught added that we're experimenting and will try some new things today. We'll learn from topics we'll continue to iterate. We're going to reference a few documents, and if attendees are logged into Board-on-Track online, every document we talk about is either linked or shared in the meeting agenda. You'll be able to access it and follow along from anywhere.

II. Board Reports

A. Academic Committee Report

T. Frey gave the following *Academic Committee* update with information shared from C. Otterbeck:

- Overview of the first day of school was discussed.
- Staffing updates: there's still a PE/Specials vacancy that needs to be filled; there are 10 new teachers, 6 of whom are new to teaching; T. Castanza and C. Otterbeck have been busy onboarding them and making them feel at home and want to come back the next day, which is important.
- OG assessment has started; MAP assessments and Acadience Reading assessments should be starting tomorrow, if not by the beginning of next week.
- The new Science curriculum is here, teachers have been trained and they're excited to get going with that.
- Kindergarten classes are new; 15 students are registered for Kindergarten and 12 have shown up as of Monday.
- The teachers' resource side of the *Literacy Lab* is now operating.
- The coaches have been busy going to Grade Team meetings, visiting classrooms daily, observing and modeling. They're creating an arc of support for the teacher evaluation tool. They're meeting with C. Otterbeck once a week for coaching and training and getting outside training from *The Writing Revolution* and *Multisensory Math*. They've put together a professional development plan for November. Teachers will be meeting only on Tuesdays this year, instead of Tuesday and Thursday, as part of the feedback that E.D. received on creating a better work/life balance for teachers.
- The Data Team met and talked about what data our Board of Trustees would like to see when we take our deep dives. We'll be looking at longitudinal and grade-by-grade data from the state testing once it's released to the public. E.D. and his team have already started disaggregating that data. We can look at OG, MAP and Acadience data at beginning-of-year and mid-year to make comparisons. The coaches will be supporting teachers by analyzing data, which is something that teachers expressed to us - that teachers were given data, but they didn't know what they were supposed to do with it or how to use the data. They're also creating goals similar to goals that we'll be creating for ourselves as trustees. E.D. and the school are creating short-term data goals and long-term data goals that focus on the priority standards.
- The Structured Reading period, has been restructured around the monthly priority standards, and modifying the HMH reading curriculum so that it meets the needs of our students and is not one-size-fits-all, as these curricula tend to be.

III. New Business

A. Financial Policy and Procedures Manual

R. Peters gave the following update on the *Financial Policy and Procedures Manual*:

- We're updating the financial policies and procedures to be more reflective of our spending. We're just increasing the spending of what can be approved internally by the team. That doesn't have to go to the board directly, which is in line with a charter school of our size at this point. The last time the FPP was changed was 3 years ago, so it was due for an update.
- T. Castanza added that we included feedback from the committee with language regarding modifying and updating the FPP manual. We explicitly state that the manual is updated annually, but if we update it throughout the year, we explain how we're going to communicate that to staff since it's an organization-wide document and treated as an appendix in the staff handbook. Rather than showing staff the entire manual we will email them the specific section being updated. The only other material we changed are yearly items for the 2024-2025 school year; minor revisions such as adding our new insurance policies which haven't been updated for a while; other than what was already shared, we made no major revisions.
- M. Harmon-Vaught stated that E.D. and others discussed in the *Finance Committee,* something that's not in this FPP that will be coming later is an investment policy. The committee discussed whether to hold until that policy was ready to include in the manual, but ultimately decided that because we need to actually have the policy in place, we can go ahead and approve the manual, and then come back at a later time to recommend a policy regarding investment. T. Castanza confirmed that is exactly in line with what was done with the travel policy, where we added the travel policy post-approval after the trustees voted on the singular policy, which was then just added into the manual. R. Peters agreed.

M. Harmon-Vaught made a motion to to approve the revised Financial Policy and Procedure Manual as presented to the Board of Trustees.
G. Kuriakose seconded the motion.
Proposed are a set of amendments to the school's Financial Policy and Procedures Manual, which have been reviewed and recommended by the Finance Committee. These amendments focus primarily on aligning school discretionary spending limits with industry standard levels. Further, the proposed revisions include specification of the annual review and revision cycle of the manual. Of important note, on the recommendation of the Finance Committee, the manual is being submitted for board review and approval without the inclusion of an investment policy. Such a policy is under consideration of the Finance Committee and will be brought to the board at a later date for review and inclusion in a revised manual.
The board **VOTED** unanimously to approve the motion.

B. New Board Members' Status Update

M. Harmon-Vaught stated that all documentation has been submitted to NYSED for our 2 new board candidates and our 1 board candidate who's moving into new member status. But those approvals are still in progress awaiting NYSED confirmation. So they are not yet

voting board members, but they will be someday soon. The process been a lot faster than in past years, so we're hopeful that before the next board meeting, they'll be approved. They will be made aware as soon as that comes through. We do appreciate their patience and attendance at our meetings in the meantime.

C. Board Business Calendar, SY 2024-25 Draft

(The Board Business Calendar was opened in Zoom for the board members to view and discussion followed on the various topics, meeting dates and how the calendar is formatted.)

M. Harmon-Vaught stated that our *Board Business Calendar* is something we talked about at our last meeting and the *Executive Committee* discussed. He and T. Frey met with T. Castanza to discuss this and E.D. had conversations with his team. One of the things we discussed in July was trying to make our meetings meatier and less focused on just reporting information and more on generative collaboration. We want to ensure the board is learning about what's going on in the school, perform deep dives on topics, leverage our expertise and have a a stronger grasp on our oversight responsibilities. And so we've put together a draft calendar of topics for our future meetings, and it's linked for board members on Google drive. We pulled out important items that require board action and votes, and routine things that we do on a regular basis, like academic updates, Data Dashboard deep dives and other key areas that the board and the school have identified as critical throughout the year. Topics like enrollment strategies, conversations about facilities, student support and IEPs. We want to think deeply about certain components where the board needs to build its acumen and the school staff can help us understand where they're heading. This was shared in advance with trustees and we're hopeful to take a vote tonight to approve the the *Board Business Calendar* as it's currently written with the understanding that we may need to change it over time. We're planning for a year-long series of meetings rather than trying to figure out each month what the next meeting will cover. This will be a live document that board members will be able to reference at any point. And if there are items you want added, just let us know via email to T. Frey or M. Harmon-Vaught.

M. Harmon-Vaught made a motion to adopt the preliminary 2024-2025 Board Business Calendar as presented, noting that it can be amended as necessary throughout the year.

G. Kuriakose seconded the motion.

The Board Business Calendar outlines monthly topics for presentation, discussion, and action at Board of Trustees meetings throughout the school year. It features "deep dive" presentations on key issues for the school, board, BPCS community, and NYSED authorizers. The calendar aims to enrich board discussions, deepen understanding, leverage expertise, and strengthen oversight.

The board **VOTED** unanimously to approve the motion.

IV. Special Topics

A. School and Board Goal-Setting

- T. Frey stated that she and M. Harmon-Vaught have been working with Executive Director T. Castanza to come up with school goals that were smart, specific, measurable, actionable, reasonable and time-bound. Attached to today's agenda is a one-page summary of each of the goals. The document that we shared with T. Castanza is more detailed and drills down each goal with some action steps i.e., what does this mean in real terms? To meet this goal, what does E.D. need to do? What does the school need to do in order to reach that goal? We thought it would be helpful for all of us to take a look at the E.D. goals.

(The Summary of E.D. Annual Goals, 2024-25 was distributed to the board members for review. The listed goals are: Goal #1: Improve Academic Outcomes for Students; Goal #2: Improved Instructional Practices; Goal #3: Establish a Deeply Engaged Community of Families; Goal #4: Effective Fiscal Management; Goal #5: Strategic Planning; Goal #6: Improved Staff Culture)

- We want to do something similar.to establish our Board of Trustees' goals, which should be aligned to the school's goals. We may have some separate ones, but our goals need to take into account the school's goals. To model the process that we're going to use to set board goals, it will be important for board members to take review the school's goals and write down any thoughts or questions they might have.

(Discussion followed regarding the Summary of E.D. Annual Goals, with both clarifying questions and probing questions from board members on: instructional practices; proficiency of teachers; end-of-year evaluation data; improving academic outcomes for students; percentages chosen for levels of proficiency; instructional planning and assessment; classroom environment; engaging students cognitively in learning; pedagogy; curriculum and consistency across school, T. Castanza responded to all questions regarding the school's goals.)

- M. Harmon-Vaught asked E.D. when he anticipates having the forthcoming targets mentioned under Goal #1B *(grade-level Math and ELA targets for the NYS assessment)*? T. Castanza responded that he will be meeting next week with his Executive Leadership Team to go through the goals in more detail and refine the goals so that they're in alignment. The school-wide teams are meeting next Tuesday and the team leaders are going to take an active role in developing the target percentages for their grade after they look the data; we're hoping to have preliminary numbers early next week to be refined in the next 10 days.
- T. Frey added that we want to show the board members the end result of the process that we engaged E.D. in looking at multiple measures of data and multiple documents to ultimately come up with this draft *Summary of E.D. Annual Goals.* We'll start the process of our *Board's Goals* here tonight. We've linked some documents to tonight's meeting agenda: the last end-of-year *Board Survey Self-Assessment*, along with the

Summary of E.D. Annual Goals and the *NYSED Renewal Site Visit Report.* We want board members to look through these documents and identify what they think would be board priorities to set as goals for the current school year. We really want to tackle at least 2 or 3 goals a year, knowing that there's still other work that has to be done.

- M. Harmon-Vaught stated that the *NYSED Renewal Site Visit Report* is a 38-page document, but the important page is the summary on page 8. When we're thinking about the goals of the board - which won't be finalized tonight since we're going to continue to fine-tune using committee time as well as future board conversations. There are 2 important kinds of goals for the board: #1: the goals that relate directly to those areas the school has prioritized; how to support and hold accountable the school leaders for the work that they've identified as critical and #2: how we hold ourselves accountable for the board's own development, which we know is critical to NYSED and also for our ongoing success, our own development, our own recruitment, our own meeting structure and roles. T. Frey added that it's important to note that we're looking at what our goals as a board are and not what the school could be doing; there's a distinction between our role as the board versus what the school needs to do to improve.

(Board members reviewed the offered documents and discussion followed on the best way for the board to share ideas and comments; it was decided to use Google docs as the most efficient way to gather information, suggestions and ideas from everyone regarding possible Board Goals.)

- The board members offered their *Board Goals* suggestions on Google docs, and the following ideas for goals were shared: strengthening the board recruitment process; developing our understanding of the school's mission to support and hold the school accountable; ensure that the school is meeting state mandates, i.e., IEPs; confirm that programs/contracts approved by the board are implemented properly and are in-service of students; set board goals and how to achieve them; strengthen cohesion between committees and communication among board members; and develop fundraising opportunities. (*Discussion followed regarding the various suggestions.)* We can now take this and identify which committee should be responsible for each goal.

V. Other Business

A. School Leadership Updates

T. Castanza said that since the allotted time for his report each month is getting shorter, he will fill in a template summary ahead of time before each board meeting. He then gave the following *Executive Director* update:

- **ORIENTATION**: We held a *Parent/Family Orientation* at the end of August, and had *Back-to-School Night* earlier this week; both were really successful and well

attended, which is good since we're aiming towards goals of deeply invested and engaged families. Our new Parent Coordinator, K. Boxill and R. Illuzzi and her team really put the event together well, along with the Academic Team. The vibe in the building is good, and this being year 6 since we opened, we're noticing a different vibe in the building now. We talked about this at the Leadership Team meeting today. It's not just a feeling, but what we're seeing when we do daily observations in classrooms. Our staff seems to be making a new focus on accountability and identifying a deeper understanding of our core values.

- **MEETING ROOM CHANGE**: We're going to move the board meetings to the conference room downstairs and get a better audio/sound setup. We're working on getting that done for next week.
- **COURTYARD UPDATE**: Our building courtyard is near completion, something that we wanted to prioritize this year to turn that area into a children's space.
- **ENROLLMENT**: Student enrollment is fluctuating in specific grades. We're hovering around 262 children right now, which is well within where we want to be in our authorized enrollment budget, but still doesn't cause overloaded classes and lets us keep our class size where we want it. So we're in a good place.
- **PROFESSIONAL LEARNING:** What we're looking at now is more than just Tuesday time, but rather full-day professional development that we build out In the school calendar. We've been engaging the *Reading League* specifically for some large scale professional learning. Our social workers have been engaged in the *Crisis Prevention Institute*. They want to do training about appropriate responses that they can then turnkey for some of our staff.
- **CAMPUS COUNCIL:** T. Castanza was chosen to lead the *Petrides Campus Council* which is both a blessing and curse; we've increased the size of the Campus Council to bring in the Borough Safety Team. We're focusing our energy this year on reimagining campus culture. What does the campus culture look like for staff and families from all 3 schools? Also looking at campus safety and traffic patterns. Our 1st order of business was hosting a meeting with the Department of Transportation Commissioner, and the NYPD Assistant Chief of Patrol to help us get a sense of the safety experience of staff and students as they arrive on campus in the morning. If anyone has driven around campus in the morning, it's very busy. We made some awesome special safety project recommendations that are already in process, and we drafted a letter to share with all members of the campus community, signed by the 3 school leaders. It's a lot of work, but it's worthwhile.
- **STAFFING UPDATE:** We have 10 new teachers, potentially 11. We have a final candidate for a vacancy and we're meeting that candidate tomorrow and hoping that we can lock that in. We have a new Parent Coordinator, Kai Boxill, a new school aide, 2 new OTs, and a new a speech provider. E.D. is meeting with every new staff member monthly to do a check-in with them - it's something that's part of one of his goals. We're also considering bringing on some additional supports in Structured Literacy, and the new teachers are going through their OG training now. We want to free-up C. Otterbeck and the coaches a little bit more to go into non-structured

literacy-specific observations. E.D. will be bringing that to the next *Academic Committee* meeting.

- **KINDERGARTEN UPDATE**: We restructured the Kindergarten schedule a little bit, we're noticing that little feet take longer to get to the cafeteria, they need more snack time, and they need more break time. This is our 1st year with Kindergarten classes and it's a learning experience. We had a special meeting with Kindergarten families at *Back-to-School Night*, which went really well; he offered a thank you to the Academic Team who came in on Saturday and restructured the whole Kindergarten classroom.
- **DYSLEXIA AWARENESS MONTH**: October is Dyslexia Awareness Month, and we kick into gear with some very targeted professional learnings: the Reading League Conference, and the International Dyslexia Association Conference. The NYS Charter School Conference is coming up and we're doing some particular professional learnings here on campus around the reading brain, reviewing and deep diving into the knowledge and practice standards of reading from the International Dyslexia Association and the Big 6 Pillars of Literacy. These are things that our staff needs to be really familiar with - how can we branch that out to other members of the campus community? On October 1st there's a hearing being held at the Windward School, hosted by the NYS Dyslexia Awareness Task Force offering feedback on guidance that they're issuing/advocating. As part of engaging our students' families around advocacy, we're inviting them and offering to provide transportation for parents to get to the event.
- **SEARCH FOR INSTRUCTIONAL LEADER**: E.D. received a proposal today from Storbeck Search, the highly regarded search firm that is under consideration to support us in the search for our permanent instructional leader. It's something that we talked about at the summer strategy session. He will review their proposal thoroughly and then share it with members of the *Executive Committee* to be discussed at the next regular board meeting.
- **SUPERPOWER MENTORS UPDATE:** We have some really promising feedback from families of alumni, talking about their good engagement with Superpower Mentors, which the board prioritized in the last budget, making sure that graduating 5th grade students are getting mentors. We're having a check-in call with Superpower Mentors next week to get some preliminary data to share with the board members.
- **TEST DATA IN ELA & MATH**: Although he can't share state test data specifically at this time, but you may haver read about declines in ELA scores across the city, and there was some criticism about the new changes regarding reading curriculum. We are not immune, and there was a very small (under 1% point) decrease in our ELA scores, which is obviously not what we want. However, we are really excited to have a very promising growth in Math - a 9% point increase in overall Math proficiency, which is triple what we saw previously. Our rate of growth particularly increased with students with disabilities - an 8% point increase. This will help us narrow a larger gap between the district's scores and the school's scores. We have to continue to focus on ELA, but with the new curriculum and some of the changes we made last year, it looks really promising.

B.

Update from the Family Association

D. Medina gave the following *Family Association* update:
We're having a slow start to the new school year. Our Executive Board has not meshed perfectly yet. We're getting to closer, we're getting there. Our 1st meeting is next week. We have the same people being active; some are doing everything but we're trying to pull other people onto our board. Some parent members are new and we don't really know them that well, but we have a good plan for the year. We have some events set up: Pumpkin Patch and Trunk-or-Treat in October and we set a calendar date for our Holiday Fair.
We're discussing different fundraising ideas. Right now we're doing a fundraiser with BJs Club. If you become a BJs member through our fundraiser, annual membership only costs $20. But if you apply directly with BJs, it's $25. Join through us, BJs membership costs $20 and until October 31st we get $10 every time someone becomes a BJ Club member through our *Family Association*. We put this fundraising information on our Facebook page and on our neighborhood website.

VI. Closing Items

A. Review of Action Items & Next Steps

M. Harmon-Vaught stated that we're going to follow up on our Board Goals development, sharing back with everybody.
T. Castanza and his team will continue to work on their School Goals.
No other items to follow-up.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:08 PM.

Respectfully Submitted,
K. Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday October 17, 2024 at 7:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

Trustees Present
A. Wolkowitz, D. Medina, G. Kuriakose, M. Harmon-Vaught, T. Frey

Trustees Absent
N. DeStefano, R. Peters

Ex Officio Members Present
T. Castanza (remote)

Non Voting Members Present
T. Castanza (remote)

Guests Present

C. Otterbeck, F. Ebanks (remote), K. Baldassano (remote), R. Illuzzi, T. Gore (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Oct 17, 2024 at 7:00 PM.

C. Approve Minutes from September 12th Meeting

G. Kuriakose made a motion to approve the minutes from Board Meeting on 09-12-24.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 09-12-24 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

D. Welcome & Update From Co-Chairs

M. Harmon-Vaught stated that before we get started on the agenda, we are absolutely excited to officially welcome one returning board member (A. Wolkowitz) and one new board member (D. Medina). Welcome back, Amanda! Welcome to the Board, Deidre. You have both been officially approved as trustees. We're excited to have you. As K. Baldassano noted earlier, with you both joining as trustees our quorum is now 5 board members. We're still waiting to hear about our other board candidate's approval.

II. Votes

A. Approve Draft Audit

M. Harmon-Vaught made a motion to approve the draft of Bridge Preparatory Charter School's fiscal year 2024 financial audit as presented to the Board of Trustees upon the recommendation of the Finance Committee.
G. Kuriakose seconded the motion.
(A copy of the draft audit was shared with the trustees and is attached to tonight's meeting agenda for review by the Board of Trustees)

- M. Harmon-Vaught stated that R. Peters, Chair of the *Finance Committee* was unable to attend the committee meeting due to a death in her family, so he attended in her stead, working with T. Castanza. There was a presentation and report from the new auditors MMB & Co. *(Mengel, Metzger, Barr & Co.)* that we worked with this year for the 1st time. T. Castanza had a very positive experience with the auditors, who were very thorough and thoughtful in the work that they did. They put together a very impressive presentation which was very clear and detailed and they answered a lot

of questions. It was, as it has been in prior years, an unqualified clean audit, which is an enormous testament to the good work of the school. It's a reflection of the the sound financial practices and intentional decision-making at the school level around its budget and monies.

- T. Castanza added that the audit process was a little more intense this year because we worked with a new audit team that did a really deep dive and our school team needed to be really responsive to daily needs and polls. Everything about the audit was digital and done virtually. There was no school visit as there had been in the past. They also were able to give us some guidance on best practices in different financial areas. He found them to be not just a good partner for the audit, but a good partner for the school, so it was the right decision by the Board to bring in the new auditors.
- M. Harmon-Vaught stated that this vote is to adopt the draft audit, pending finalization, as it has been our standard practice to adopt the audit before its finalization.

The board **VOTED** unanimously to approve the motion.

III. Academic Data Deep Dive

A. Academic Data Deep Dive

T. Frey said that she and M. Harmon-Vaught proposed a calendar for the board's work for this year and a different committee will be responsible for leading the meeting agenda each month. This month the *Academic Committee* is leading the work that we're doing to engage in an Academic Data deep-dive. T. Castanza and C. Otterbeck support this effort and will do most of the presenting tonight. The academic data was shared with the board members prior to tonight's meeting but there are some changes that T. Castanza will cover tonight. As they go through and present the data, keep in mind it's the beginning-of-year data. So it's not as rich as the data we'll have in February or in May, when we have a full year's worth of data. If you see something that you don't understand or a term you don't know, please ask, because we want to make sure that everyone around the table has a good understanding of what they're looking at. This is about the school and is not an indication of how we feel personally towards school leadership. We're all in this together to make the school work well, and in the end to support our students. She then gave the floor to C. Otterbeck and T. Castanza.

T. Castanza gave some overall context on the work that's being done. The beginning-of-year data is baseline data. Before we start, one of the things that we considered is what is the impact on the data of the large number of new students that we have? This is the the largest new cohort that we've taken in our history. Over 90 new students. And they come to us with varying ability levels. So as we go through the year and look at data. maybe we'll add some metrics. What does data look like for students that have been with us for 2 years? This is a data point that's been helpful to us during the renewal process. The month of September felt very assessment-heavy and the teachers did a really nice job administering the assessments. We saw a lot of improvement in practice of administering assessments,

which is important to get the accurate real and true data. That was an issue that we had last year wondering how accurate or how close the data was. We've noticed some real improvements in practice. He then gave the floor to C. Otterbeck to review the Academic data using an on-screen Excel worksheet presentation.

C. Otterbeck presented the following Academic data:

- Student Behavioral Incidents (General Ed. 36.9%; Special Ed. 63%)
- Average Daily Attendance (94%)
- Percentage of New Students in Each Grade
- Beginning-of-Year Proficiency Percentages for Math & ELA with Charts of MAP Data
- Beginning-of-Year Proficiency Percentages Disaggregated by Grade Levels
- Beginning-of-Year Acadience Benchmark Composite Scores Schoolwide & For Each Grade Level

Board members asked for specifics and clarification of some data as it was presented and a question and answer session punctuated each topic with T. Castanza adding more information in each section of the presentation and answering any questions raised by the board.

T. Frey thanked C. Otterbeck and T. Castanza for the Academic Data information and said that the board appreciates the amount of work that went into preparing this presentation and the time they spent to go through this data tonight. She also said that the trustees appreciate the fact that C. Otterbeck and T. Castanza were open about the data but also offered information on what the school is doing to improve the scores and percentages.

IV. Other Business

A. School Leadership Updates

T. Castanza said that there's a lot happening in October at the school and gave the following update:

- Schoolwide teams have been working on U.N. DAY, which will be held on October 21st.
- We celebrated DYSLEXIA AWARENESS DAY schoolwide on October 8th, and had great participation from staff and students.
- Students did a really nice job celebrating HISPANIC HERITAGE MONTH. Our social media highlighted the wax museum that they held for famous Hispanic men and women from throughout history.
- On October 28th, we're hosting our 1st campus-wide event a CAMPUS COLOR RUN with our colleagues from the other campus schools, Hungerford School and Petrides School.
- We uploaded our DISTRICT SAFETY PLAN to NYCED per regulations; we updated our safety plan ahead of time since the board approved it early. We are doing really

well with our safety and security drills. We must hold a certain number of drills by October 31st and we have a drill scheduled for next week that will put us in compliance before Halloween.

- BEDS DAY *(Basic Educational Data System)* for charter schools is early October this year when charter schools need to submit annual enrollment data; we reported 260 students enrolled.
- We are working on the next big level of data reporting, the remainder of the ANNUAL REPORT, which is due November 1st.
- Right now he is at the READING LEAGUE CONFERENCE in Charlotte, with our coaches and our Director of Operations, F. Ebanks.
- Next week he will be going with some of our teachers to the INTERNATIONAL DYSLEXIA ASSOCIATION CONFERENCE*;* excited to watch our staff dive into really good content that they're going to turnkey for other staff on November 5th.
- Our EXTERNAL AFFAIRS TEAM, a new team that we started this year, met to discuss the types of information that leave the school building, whether it goes to families or the community. We are focusing on our website, refreshing and updating of our website within the next couple of weeks. Our social media is increasing its game.
- We have a NEW MESSAGING & INFORMATION APP. that we're going to be rolling out to families on October 25th. It will also help us within the school with staff members having the ability to email and message each other on the app. And we put a lot of school information on there, so it'll help us reduce the amount of paper that we are using in the building and notices that we're printing.
- At last week's *Executive Committee* meeting he gave a SEARCH FIRM UPDATE; we are looking to bring on an external search firm to help us find our new instructional leader. He spoke to *Storbeck Search* and they offered a proposal. One of the things discussed with the Executive Committee was that our *Financial Policies & Procedures Manual* has a provision about obtaining at least 2 competitive bids for proposals over $20,000. He's reached out to *Carney, Sandoe & Associates,* another well-regarded firm in the school leadership search industry; he's waiting for them to get back to him with their proposal, so that he can discuss the 2 options with the Executive Committee before presenting recommendations to the full board in November.

B. Update from the Family Association

D. Medina gave the following *Family Association* update:
It's been a very slow start, but everything's merging and meshing well.

- We're holding our 1st school event this weekend - our TRUNK-OR-TREAT in the school's parking lot on Sunday October 20th (10:30 am to 1:00 pm). We're trying to offer some new options. We have a fun DJ and a lot of interactive things for the kids, like face painting.

- On October 31st we're holding our PUMPKIN PATCH event and every student will get a pumpkin and we take pictures. Every class gets a turn coming to the pumpkin patch.

C. Public Comment

V. Closing Items

A. Review of Action Items & Next Steps

M. Harmon-Vaught wanted to mention the things that we have on our Board Business Calendar for the next meeting - just as a point of discussion.
Tonight's meeting was all about the Academic Data Dashboard and next month in November we have a few items, particularly a deep-dive on Student Enrollment and Student Support.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:06 PM.

Respectfully Submitted,
K. Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday November 21, 2024 at 7:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

[redacted]

Trustees Present
A. Wolkowitz, M. Harmon-Vaught, N. DeStefano, R. Peters (remote), T. Frey, T. Gore (remote)

Trustees Absent
D. Medina, G. Kuriakose

Ex Officio Members Present
T. Castanza

Non Voting Members Present

T. Castanza

Guests Present
C. Otterbeck (remote), F. Ebanks (remote), K. Baldassano (remote), R. Illuzzi (remote)

I. Opening Items

A. Record Attendance

QUORUM IS MET FOR THIS MEETING.
As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Tara Gore and Rebecca Peters are not present in-person for this meeting, they are attending via videoconference from locations posted on the public meeting notice/agenda and open to the public; they are therefore considered to be in attendance for purposes of quorum and are permitted to vote. In addition, 4 board members are present in-person for this meeting: Mark Harmon-Vaught, Traci Frey, Amanda Wolkowitz and Nicole DeStefano.

B. Call the Meeting to Order

M. Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Nov 21, 2024 at 7:03 PM.

C. Approve Minutes from October 17 Meeting

M. Harmon-Vaught made a motion to approve the minutes from Board Meeting on 10-17-24.
M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 10-17-24 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

D. Welcome from Board Co-Chairs

T. Frey wished everyone a Happy November and said that she and M. Harmon-Vaught started a 2-day quality review of the school today, a comprehensive evaluation looking for trends that they see across the school. We started at 8:15 this morning and finished around 3:30 PM and will return tomorrow for a 2nd day; we've seen some great things happening. We met with parents and staff today and tomorrow we'll meet with students. We visited classrooms today and will go back into more classrooms tomorrow. We're having very productive conversations with *Executive Director*, T. Castanza and C. Otterbeck and their Academic Leadership Team.
M. Harmon-Vaught said he echoes the excitement and gratitude to the school team for all the hard work and putting everything together; it's really exciting and important. With gratitude to our NYSED Liaison, Paolo Giovine who quickly responded when we reached out regarding approval of one of our potential board members and we're pleased to

announce that Tara Gore has officially been NYSED approved to join our Board of Trustees. With Tara's membership our quorum is 5 members.

II. Votes

A. Vote on Search Firm

M. Harmon-Vaught made a motion to approve Storbeck Search to assist in identifying and hiring an instructional leader for Bridge Preparatory Charter School.
T. Frey seconded the motion.
T. Castanza said that since last summer we have been in the market to look for a partner to help us find our next instructional leader, which is a really critical role and person that we need for the school; fresh perspective is welcome since we are a very unique school. In order to find that special candidate, we believe it's best to bring somebody else on to help us do that. And so we've been looking for a search firm. Over the past few months, we reached out and received a proposal from Storbeck Search. I met with the managing directors and had a really good conversation with them. As part of our financial policies and procedures we need to consider multiple bids for any contract over $20,000, so we reached out to 4 other educational leader search companies; all 4 told us that they don't work with charter schools any longer for several reasons, including not having good experiences or the inability to find candidates the charter schools were looking for. We found 1 other company that was a possibility, PGT Search. We received a proposal from PGT for consideration and we compared the 2 proposals to make a thoughtful decision and recommendation to the board. We compared cost, experience, references and timeline. (*He shared the search firm comparison chart with the board.)* His recommendation is to hire Storbeck Search since they are ahead in the areas most important for our leadership search.
R. Peters commented that the comparison was really helpful, and thanked T. Castanza for sharing that with the Board. And although at first, it seemed we had only 1 company possible, having a comparison with another company helped to reaffirm our choice which is great.
The board **VOTED** to approve the motion.

Roll Call

A. Wolkowitz	Aye
T. Frey	Aye
D. Medina	Absent
R. Peters	Aye
M. Harmon-Vaught	Abstain
N. DeStefano	Aye
T. Gore	Aye
G. Kuriakose	Absent

NOTE: M. Harmon-Vaught is abstaining from this vote not because he has a business relationship with Storbeck Search, but because he had a prior relationship with the company.

III. Monthly Deep Dive

A. Enrollment Data Exploration

M. Harmon-Vaught thanked the school team for putting tonight's presentation together; he said we're really excited to home-in on specific topics for our board meetings. We have a couple of key areas which will be interrelated. One is around enrollment data. And the other is about special education services. He then gave the floor to *Executive Director* T. Castanza.

- T. Castanza stated that these are 2 very substantial topics that we could definitely take a whole meeting to talk about individually. We put together and will share different types of of data: demographic data, different ways to look at both special education data and enrollment data. And we'll break out each of those specifically; we're happy to answer questions as they arise.
- From an enrollment perspective, we look at the process before students get here. How are we recruiting students? Who are we getting? What is our lottery telling us? What are the strategies that we might want put in place to improve or refine our practice? How are we doing? We took a really good look at how we're doing from a demographic standpoint, from a percentile breakdown in the subgroups that NYSED looks at: economically disadvantaged (eligible for free and reduced-price lunch), students with disabilities, and English Language Learners. Since our charter renewal process confirmed that there are no truly comparable schools to our school, we took the liberty of comparing our school to other charter schools on Staten Island that serve similar grade spans, along with the Petrides School and District 31 as a whole, because we will always be compared to our district of residence. When we look at academic data, we can look at state levels, city levels and district levels. A further discussion on our enrollment strategy will be forthcoming. It's something that our External Affairs Team has been working on for several weeks and will continue to meet on through November and December. He then shared documents containing Bridge Prep enrollment data with comparisons to other District 31 charter schools, and gave the floor to F. Ebanks to discuss the data.
- F, Ebanks reviewed charts indicating student enrollment by zip code, gender *(47.7% female/52.3% male*), by race *(white 44.2%/Hispanic 41.5%/black 35.4%/mixed race 9.2%/Asian 3%)* and by grade; economically disadvantaged *(70.4%)*, students with disabilities *(63.5%)* and English Language Learners *(1.9%)*. A question and answer session followed each data subtopic.

B. Special Education Exploration

T. Castanza shared charts showing special education data which is presented very differently as pure data points. He and C. Otterbeck highlighted some of the key takeaways and then answered any questions that the board members asked.

- The charts indicate numbers of students who are: special education/general education; special ed. by grade/race/gender; special ed. new students/returning students, special ed. by testing accommodations/"in-process" IEPs/disability classifications (ASD/SLI/ED/HI/LD/OHI); special ed. by economically disadvantaged/free-reduced-price-lunch; special ed. by grade indicating BOY ELA MAP/NYS ELA/NYS Math; special ed. by related services/not receiving services.

NOTE: Regarding special education students who are not receiving mandated services: It is the responsibility of the CSE (Committee on Special Education) to provide special ed. services, but since there is a shortage of providers, especially OT (Occupational Therapists) if CSE is unable to offer a provider, then they offer the family an RSA or P4 to obtain services from a provider outside of the school system. Many families do not want to accept an RSA or P4. We do what we can at the school, and our number of students not receiving mandated services is very very low, but it is CSE who is out of compliance if special ed. services are not available, The number of students citywide that are not getting OT services are extremely high. There are not enough providers citywide to fill DOE students' needs, so not having those OT providers to support charter schools and non-public schools is not surprising.

IV. Other Business

A. School Leadership Updates

T. Castanza gave the following essential updates:

- Getting ready for the Quality Review
- Partnering more with our Family Association
- External communication that we're doing from an external perspective. We're starting to improve our presence on social media. We're also making some changes to our website; thank you to the board members who have given us updated items post on the website.
- Our new schoolwide app. has been launched to all of our families as the primary way that we'd like to communicate.

B. Academic Committee

T. Frey gave the following report on the *Academic Committee Meeting* held on November 4, 2024:

- Teachers had a great professional development session on Election Day; they brought a consultant to work with C. Otterbeck to cover differentiation
- Techer observations are going on; formal observations have started. Both T. Castanza and C. Otterbeck are doing the teacher observations
- Student enrollment was already covered in tonight's meeting
- Teachers went to conferences, learned a lot, brought information back

- They had some wins with bulletin boards
- The school had pure joy every day during Spirit Week

C. Finance Committee

R. Peters gave the following report on the *Finance Committee Meeting* held on November 12, 2024:

- T. Castanza spoke about the search firm which was covered earlier at tonight's meeting. That was a big topic at the *Finance Committee* meeting
- The monthly financial report looks great. We budget very conservatively, so we actually have a lot more revenue coming in than we budgeted for. In December we anticipate having the budget refresh, so that'll be a deeper-dive for the Board to get into.
- We talked about asset managers, our relationship with them and partnership with them, and what we're looking for out of those; just making sure we're maximizing our funds in a conservative way.
- And lastly, space, which will be another conversation, either in December or early next year; if we had more space we could consider another smaller kindergarten class, which is a big topic to get into later.

D. Update from the Family Association

D. Medina was unable to obtain a signal to attend tonight's meeting remotely and asked A. Wolkowitz to give the *Family Association* update in her place:

- We had a very busy October, including a successful Trunk-or-Treat with a great turnout on a beautiful day.
- We held our Halloween Bake Sale with wonderful support from our parents.
- The Pumpkin Patch event was perfect. The kids and volunteers all had a great time.
- We started holiday decorating at the school; thank you to our wonderful Corresponding Secretary for beautiful and reusable Menorah and Kwanzaa Kinara, to help create an inclusive holiday display with more festive decorations to come.
- Our Holiday Fair is our next big event on December 3rd; we have a variety of items to appeal to many shoppers and have invited our neighbors on campus to enjoy the fun
- Our BJ Membership fundraiser is still going on. We added a Dave & Buster's Power Card fundraiser for the holidays.

E. Public Comment

V. Closing Items

A. Review of Action Items & Next Steps

M. Harmon-Vaught said that our next steps include a few data items to follow up on as we discussed tonight.

- The focus of next month's board meeting is the budget refresh along with our regular academic progress report
- We also listed a deep-dive on school organizational structure for December's meeting, but maybe that can be part of a broader strategic planning conversation that we come back to work with given some of the conversations we've had.
- Thank you to K. Baldassano who will provide a new Trustee Orientation for our new board members immediately after we adjourn tonight's meeting.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:12 PM.

Respectfully Submitted,
K. Baldassano

Documents used during the meeting

- Enrollment Data Dashboard.pdf
- Special Education Data.pdf

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday December 12, 2024 at 7:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

[redacted]

[redacted]

Trustees Present
A. Wolkowitz, D. Medina, G. Kuriakose (remote), M. Harmon-Vaught, N. DeStefano, R. Peters (remote), T. Frey

Trustees Absent
T. Gore

Ex Officio Members Present

T. Castanza

Non Voting Members Present
T. Castanza

Guests Present
K. Baldassano (remote)

I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Geena Kuriakose and Rebecca Peters are not present in-person for this meeting, they are attending via videoconference from locations posted on the public meeting notice/agenda and open to the public; they are therefore considered to be in attendance for purposes of quorum and are permitted to vote. **QUORUM IS MET FOR THIS MEETING.**

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Dec 12, 2024 at 7:08 PM.

C. Approve Minutes from November 21 Meeting

G. Kuriakose made a motion to approve the minutes from Board Meeting on 11-21-24.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 11-21-24 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

D. Welcome from Co-Chairs

M. Harmon-Vaught welcomed the attendees and said we are grateful to be in fellowship with all of you.
T. Frey added what he said. Happy December. We can move right on into our monthly deep-dive, which is to look at the budget and school organization.

II. Monthly Deep Dive

A. Budget Refresh

M. Harmon-Vaught asked R. Peters to offer a summary of the conversation we had with the Finance Committee around the budget refresh.
R. Peters stated that the budget refresh gives a more accurate picture of what the year has been and what it will look like. Historically speaking, we always budget conservatively so revenue has increased, based upon the student numbers we have. The other significant revenue piece is the interest income from our investments. And there are various lines on the expense side that have increased, which T. Castanza is going to share. Overall, we're adjusting our budget and spending money in ways that are aligned with our mission. She looks forward to T. Castanza's budget deep-dive. She then gave the floor to T. Castanza for his budget presentation.

T. Castanza started by sharing an Excel worksheet showing the school's budget for the Fiscal Year 2025 ending June 30th. The worksheet contains columns marked "FY 2024", "Original Budget FY 2025", "Revised Budget FY 2025" and "Variance". There are additional columns projecting finances for FY2026 through FY2030, the length of our charter renewal term. As discussed in the *Finance Committee,* we have a new way to look at budgeted versus actual. We hadn't done it in this very linear, straight line method before, and this is a new template that he worked on with Josh Moreau to prepare for this deep-dive review. What are the most important things for us to highlight? He then referred to the Excel page on the screen *(a general overview of the original budget approved last June)*. There are always changes between June and our 1st billing cycle in October, and there will be changes again through the end of the year. There are multiple billing cycles in each year. This is a really helpful template to view this budget on a month-to-month basis. These are the highlights:

- **STUDENT ENROLLMENT:** Original budget for 235 students; revised budget for 253.275 students; variance 18.275 is accurate up until October 2024. The current pupil invoice count will bring it up to 262. That will cause additional pupil revenue to increase.
- **SPECIAL ED. REVENUE:** Our Special Ed. revenue is down a little since we are serving more General Ed. students this year, as we had projected. As we work through more students' IEPs and get them corrected or aligned, we will see further increases in revenue from special education funding as the year goes on. With this additional revenue, we have to make a choice of where to allocate the funds: into budget lines or does let it stay in operational surplus? This year in response to conversations we've had about thoughtful, responsive budgeting and to drive forward towards our goal of a longer-term renewal, we decided to reallocate this additional funding immediately into academic and instructional budgetary lines. M. Harmon-Vaught commented that rather than simply accrue additional dollars into our large reserves, this is how we make sure we're leveraging our budget dollars to actually meet our students' needs. This is an example of doing that in response to our original conservative budgeting and numbers above our projections. T. Castanza added that as we continue now into the late winter, and into the spring there will be questions regarding what we can afford to do. As things change and we generate and move

the numbers around the budget, this tool will show us the impact of certain financial decisions we make or may want to make.

- **REVENUE BREAKDOWN**: Specifically where student revenue comes from and how it's broken out in the past; what funding comes from NY State, what funding comes from the Federal government, Title I, Title IIA, Title IV, Special Ed. funding, IDEA, DoE, fundraising, etc. Our school does not rely heavily on Federal funds because most of our funding is from per-pupil NY State revenue.
- **DIRECT EDUCATIONAL**: We added $50,000 in curriculum and materials as a look ahead for the springtime when we do a lot of purchasing of new materials for the upcoming school year. We anticipate bringing in a new ELA curriculum in the Spring, which will be discussed with the *Academic Committee*. We also added some additional funding in supplies based on a recommendation from Josh Moreau, although we have sufficient supplies and we give teachers a lot of supplies for their classrooms. Last year we spent $105,000 in supplies. So we put some of the money into the supply line in the event that we do need it there. We added an additional $15,000 for professional development because we took on a new partnership with the *Reading League* to offer professional development sessions for our teachers in the spring. Also included some extra wiggle room in case the Academic Team wants to offer more professional development. We added some funding into staff recruitment, to cover the search firm contract. And as we go into the spring we will be discussing our priorities around staffing and staff recruitment, which is something that our Leadership Team has been talking about. We did add some money into staff appreciation as part of our culture-building. There isn't much change in professional services because these represent contracts and contractual agreements. Insurance increased a little due to one policy going up in price. Funds on the Board line covers payment to Board-on-Track and there's some extra funds in case the Board wants to hold a retreat or a strategy session, there's some flex in there. There are general administrative budget lines for postage, equipment, office supplies, printing and printer maintenance as well.
- **FACILITIES**: Budget lines cover furniture, staff transportation, staff meals, phone, depreciation and repairs. We budgeted $70,000 for repairs earlier this year because we anticipated some larger projects that are now pausing because we are waiting for DoE bureaucracy. So this may be an area as we get into the spring that we don't use as much, and it will go back into operational surplus. We did use some of the repair line for painting in the building, stairway enhancement, new signage and minor repairs to some classrooms.
- **BALANCE SHEET**: This is the document that NYSED looks at to see the financial condition of the school, it is an overview of the school's assets and liabilities without the details of every expenditure. NYSED just wants to look at the bottom line regarding the fiscal condition of the school and we have always had a strong fiscal condition because we are really thoughtful when we budget. Also built into this model is what would be the cost for a facility if we had our own space or building? How much does it cost to manage and run your own facility? So we added a line for leasehold improvements or lease-holding as a way for us to have a conversation about the

actual cost, because we always ask the question. We have a lot of surplus funds, and that surplus rolls over into cash. It's significantly larger than a lot of other charter schools have, and much of that is tied to the fact that we are in DoE co-located space, which saves us a lot of money. We can discuss this further at some point in the future.

- **SALARY DETAIL & PERSONNEL SUMMARY**: This is an area where there's been some variability since June because our hiring was not complete in June. There is some variability in the salaries that we budgeted for a position versus what we ultimately hired - both up and down, also what positions we funded, and what we still have open. Because this section of the school budget contains staff/personnel names, it should not be discussed in an open public meeting.

M. Harmon-Vaught stated that the Board will need to enter into closed Executive Session to discuss this topic regarding the financial history of particular individuals as it pertains to current and historical salaries for individual named staff members.

M. Harmon-Vaught made a motion to enter into closed Executive Session to discuss the financial and employment history of particular persons, as allowed per NYS Public Officers Law, Article 7 §105 (f).

G. Kuriakose seconded the motion.

The Board of Trustees entered into closed Executive Session at 7:31 PM.

The board **VOTED** unanimously to approve the motion.

At 7:39 PM, the Board ended the closed Executive Session and entered into an open Public Session.

B. School Organization Deep Dive

M. Harmon-Vaught stated that as mentioned to the *Executive Committee* last week, we're going to begin a conversation today about school organizational structure as part of larger strategic planning conversations that we'll have over the next few meetings. We'll discuss this with committees in January and at the the January Board meeting as well. And then he and his Co-Chair, T. Frey will schedule a strategy session with the Board for February. We'll circulate and confirm timing for that. That will be a fuller opportunity for strategic planning in which is a critical part. A struggle with timing is the need to launch the search for the new instructional leader before Martin Luther King Day, to be competitive with the market. So we need to know certain things about the structure of that role before then. And we're going out of sequence a little bit but we didn't want the trustees to be out of the loop on the planning of *Executive Director* T. Castanza and his team with regard to the organizational target of the school.

T. Castanza said that we will engage NYSED as part of the process; we are still working on the specifics. This will be considered a non-material change; we will work directly with NYSED and the Charter School office since we're updating some titles and responsibilities of the organizational chart. Ultimately the Board will reach an agreement on, and then we'll collectively present it to NYSED.

- We have 2 sides on the school's Organizational Chart. We're going to focus today specifically on the instructional side because that's really what involves the search

firm. There's not much change in terms of the titles that we already have, but really a shift in the way that we're thinking about the roles of those titles. He is encouraged because we've been having conversations that led to this at multiple different team levels in the school. This is not something we've shared at the school-level yet, but it's driven by what is coming from the school level, from teachers all the way through the *Executive Leadership Team*. That is the need for real, clear understanding and structures and systems from an instructional side that reflect the school that we have and the students that attend here. (He then shared the proposed new Organizational Chart with the meeting attendees.) The 1st thing you will see is that we have a new title for the instructional leader, formerly known as the *Director of Teaching & Learning.* Moving forward that title will be the Principal.

- M. Harmon-Vaught added that this is not a new conversation. We've talked about this as a Board and the *Academic Committee* has discussed this. It is not a new idea to elevate the instructional leader to be the senior academic head of the school.
- T. Castanza continued that anyone familiar with our Organizational Chart will remember that we had the *Director of Teaching and Learning* and the *Director of Operations* who reported up to the *Executive Director*. With other titles reporting under those positions. We will now streamline the teams reporting directly to the **PRINCIPAL**.

The *Principal's School-Based Leadership Team* will consist of:

1. **TEACHERS** *(will report directly to the Principal)*
2. **SCHOOL OPERATIONS MANAGER** *(focused on the work of the school on the everyday basis from an operations side; works with DoE agencies, transportation, school food, custodial staff, facilities and school safety; the Family Coordinator, Operations Assistants and School Aides will report directly to this Manager)* There's an additional layer of operations that happens at the district and organizational level that's separate.
3. **DEAN OF STUDENT SUPPORT & SERVICES** *(focused on and responsive to the students that we have who need additional special ed. support or counseling; the Special Ed. Coordinator, Social Workers, SETSS Teacher and External Providers i.e., Speech and Language OT/PT and Paraprofessionals will report directly to this Dean)*
4. **DEAN OF SPECIALIZED INSTRUCTION** *(focused on supporting teachers and improving instruction and pedagogy in classrooms; the Instructional Coaches, Speech Language Pathologist, Literacy Interventionist and ENL Teacher will report directly to this Dean)*

The **PRINCIPAL** will report to the **EXECUTIVE DIRECTOR/HEAD OF SCHOOL** who will report to the **BOARD OF TRUSTEES**. We hope that this new streamlined operational plan will really improve teacher practice and student academic outcomes. The search firm will be looking for someone to fill the position of Principal and will need to know the organizational structure of the school.

A question & answer session followed with T. Castanza and board members regarding the positions, roles and responsibilities of the titles in the Organizational Chart.

III. Other Business

A. Executive Director Update

T. Castanza gave the following *Executive Director* update:

- We have a lot of exciting new partnership opportunities that have come our way. The *Atlas Foundation* will be here on Monday. Teddy Atlas himself is coming dressed as Santa. We are thankful to our new music teacher, Mrs. Bruschi and Ms. Illuzzi and her team for doing the work in continuing to grow our partnerships.
- We're approaching the end of the calendar year and we're getting holiday joy in the building But come January, academically we are picking up our Acadience assessments for a report to the Board.
- Looking ahead to the NYS assessments in the spring.
- Sending teachers to training for nonviolent responses/intervention to crisis. Our *Social Work Team* has already been trained and now we're sending 1 teacher from each grade level to the training.
- Mock testing was not held this week because our partner, *Rally! Education* was not ready. We moved the ELA mock test to next week and the Math mock test when we get back in January. We're not solely relying on mock testing data for student eligibility for *Saturday Academy* scheduled for January 11th. We're looking at last year's NYS testing data and grouping students based on their performance.
- Regarding school on December 23rd, although DoE is not holding classes on that date, we will have a half-day of school with busing and lunch scheduled for students that do come in. We anticipate a lower attendance that day.
- Admissions applications are being launched and going live on Tuesday; it's a more aggressive timeline than we've had in the past, but it's a practice we've been striving towards; charter schools usually open their applications sometime in November or December. We made edits to the application, and we just secured a new partnership with an organization that's going to do translations of physical documents for recruitment in 4 different languages: Spanish, Mandarin Chinese, Russian, and Arabic. We locked in the translations, and all of our materials will be translated into those 4 languages. We will have less available seats than we've had in the past, because our graduating class is a little bit smaller. We will target Kindergarten and 1st grade heavily this year. We already engaged with some early childhood centers and Pre-K centers about doing presentations for their family associations as a way for us to do some outreach. We already have about 20 applications for next year. Our actual application for new seats will go live on the 17th of December, and then we'll share with the Board the admissions events that we're planning both in-person here in the school building and virtually online. We placed our school recruitment banner in the Staten Island Mall under a renewed contract with the Mall. In our 1st year we had a fantastic banner at the ferry terminal, it was expensive, and at that

time, Staten Island tourism gave us their banner. We've been looking at bus stop ads and found that ads on the sides of MTA buses are not very expensive. This is something we might go for if we are recruiting for a new grade. We have ads for our school on Facebook due to our partnership with SchoolMint.

B. Update from the Family Association

D. Medina gave the following *Family Association* update:

- We had our 5th Holiday Fair on December 3rd and it was a really wonderful great day. Many parents attended and we had some really good vendors. We're getting ready for the holidays now with holiday parties in the classrooms and teacher gift collections.
- We're planning something next week for our staff, still working on the details for that.
- We give out stuffed animals to all the students, donated from PetSmart. We've been doing it for the last 5 years but there is so much going on this year, not sure we would do it again, but PetSmart contacted us and we're going to give out the stuffed animal toys again. They're really cute. We use them for the Santa Parade, and we always get extra for the school, so we're getting them again.
- Our snowflake decorations went up with all the class pictures attached.

C. Public Comment

IV. Closing Items

A. Review of Action Items & Next Steps

M. Harmon-Vaught stated that we have some follow-ups on:

- Clarifications on budget items we discussed tonight
- A follow up for the *Academic Committee* regarding discipline in schools. We'll continue this conversation with a report from the *Academic Committee*, and then move forward with that.
- Our January meeting open topic is a Midyear Check-in; just a general progress report.
- Finalize the upcoming strategy session and confirm a strategized plan.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:08 PM.

Respectfully Submitted,
K. Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday January 9, 2025 at 7:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

[redacted]

Trustees Present
D. Medina, G. Kuriakose, M. Harmon-Vaught, N. DeStefano (remote), R. Peters (remote), T. Gore

Trustees Absent
A. Wolkowitz, T. Frey

Ex Officio Members Present
T. Castanza

Non Voting Members Present

T. Castanza

Guests Present
K. Baldassano (remote)

I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Nicole DeStefano and Becky Peters are not present in-person for this meeting, they are attending via videoconference from locations posted on the public meeting notice/agenda and open to the public; they are therefore considered to be in attendance for purposes of quorum and are permitted to vote.
QUORUM IS MET FOR THIS MEETING.

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Jan 9, 2025 at 7:00 PM.

C. Approve Minutes from December 12 Meeting

G. Kuriakose made a motion to approve the minutes from Board Meeting on 12-12-24.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 12-12-24 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

II. Vote on SI Media Contract

A. SI Media Contract

G. Kuriakose made a motion to approve the Staten Island Advance Media Group contract for the period 01/09/25 to 01/08/26.
T. Gore seconded the motion.
The contract for the Media Plan as presented leveraging $3,000 monthly SEO plan and seasonality focused on admissions in Q1.
The board **VOTED** unanimously to approve the motion.

III. Monthly Deep Dive

A. Organizational Model Planning SY 2025-26+

T. Castanza gave a presentation to the Board regarding the school's revised **Organizational Model** and highlighted a copy of the **Organizational Chart** at tonight's meeting.

- We've been discussing the right side of the Organizational Chart, which is the school level team. At last month's Board meeting we discussed it and at the last Academic Committee meeting and Finance Committee meetings we covered it. We're at the point where we have a finalized recommendation for the school-based team from a roles' perspective, which we would be presenting to NYSED as part of a non-material change. There's another part of the Organizational Chart on the left side, which we'll dive much deeper into at our Strategy Session meeting in February, A huge part of the NYSED approval process for non-material vision is the Board of Trustees. We've talked about it in committee. We've taken feedback. There have been multiple iterations. I think it puts us in a strong position when we do speak with NYSED, which we've scheduled for February 5th, which will be right ahead of our Strategy Session meeting. We can take the feedback from NYSED, bring it right into our Strategy Session and hopefully finalize the recommendation of the entire Organizational Chart change. This is where we landed.
- Using a video projection of the proposed Organizational Chart, T. Castanza highlighted that the titles formerly shown as Dean of Operations, Dean of Specialized Instruction and Dean of Student Support are now shown as Assistant Principals instead of Deans. The Academic Committee's feedback indicated that since our structure has a Principal, and these 3 managers are meant to be the principal's school-based leadership team, then we should align the terminology and make it easier for students' families to understand.

*Since 66% of our students have IEPs, some with compliance issues, related service provision issues and staffing issues, therefore under the **Assistant Principal of Student Support** you will find:*

1. Special Education Coordinator
2. Social Workers
3. SETSS Teachers
4. External Providers (Speech & Language, OTS, PTs)

*Staff lines fall under the **Assistant Principal of Specialized Instruction** these are the people that are going to support our teachers and other staff members in the delivery of effective, highly rigorous instruction:*

1. Instructional Coaches
2. Speech Language Pathologists
3. Literacy Interventionist
4. ENL Teacher

We really want the Principal to be the ultimate manager of the school, and having a dedicated Dean to support classroom management, student behavior, behavioral incidents, responses, communication with families, etc. was necessary. The school-based operations that exist day-to-day, and happen at the school level every day fall under the ***Assistant Principal of Operations****:*

1. Dean of Culture (Positive Schoolwide Culture & Student Behavioral Management)
2. Family Coordinator
3. Operations Assistants
4. School Aides

And obviously our Teachers are on the Chart but not under any of the Assistant Principal lines, since the Teachers report directly to the school Principal.

- We are beginning to launch the search for a person to serve in the role of School Principal. We're anticipating a job posting in the next couple of weeks. It is really important for us and for the search firm to have a good understanding of the reporting structure so that they can effectively market and search for someone to hire as Principal. Candidates need to see a job description and know exactly who they will be supervising and why their role is so critical. We are continuing to refine the description, using examples both from the search firm, and also from our own knowledge of highly effective schools. Part of the process of hiring a Principal is to hire someone that we trust and that Executive Director T. Castanza feels really comfortable with taking the school-based team in a direction that it needs to go.
- The next piece that we'll discuss with the Board is the left hand side of the Organizational Chart, which is still blank here. This is the rest of the work which we'll call "External" because much of that happens at the district level or with outside organizations. Having an effective and strong school-based team will enable us to do this part of the work more efficiently. And to start to do things that we haven't been able to do over the past 5 or 6 years to really focus on strategy, grants and fiscal external partnerships that we haven't been able to do yet. As a Charter School we don't have a district office; individual DoE schools within a district rely heavily upon shared services provided by district offices or central units. There are no such central units for charter schools, and so we are required to do a lot of this work ourselves, which requires additional effort. We'll talk more about these specific roles at the Strategy Session meeting in February.

A question and answer session followed along with further discussion regarding school roles; how to give the Principal space to be successful in the building and to get to know the school; flexibility to make adjustments; making sure that all roles are best positioned; ensuring that the Principal is empowered to guide some decisions, or at least be heavily involved in shaping decisions, etc. Giving people the space to do their roles in a way that enables them to lead.

IV. Other Business

A. School Leadership Updates

T. Castanza gave the following updates:

- A *Principal Search Committee* has been created with 6 staff members and 2 parents. Initial meeting to be held next week, followed by 3 additional meetings. Tentative target to hire the new Principal is March 10th with wrap up on April 7th. A job description has been submitted to the search firm, along with a salary range based on market rate with a competitive charter school salary range.
- A Wagner College partnership meeting is scheduled for February 5th with Dr. Paul Gold and Dr. Katia Gonzalez to discuss student teachers, professional learning opportunities, and possible grants for both Bridge Prep and Wagner College. More to come on this later.
- Staten Island *FerryHawks Dyslexia Awareness Night* on Friday May 16th.
- *Staten Island Economic Development Corporation* (SIEDC) *All Member Breakfast* will be held on January 23rd at Casa Belvedere.
- We will be partnering with Touro College and NYU for student teachers this year; we want to thank Dr. Carolyn Strom from NYU Steinhardt who will personally serve as the mentor faculty. Also a student teacher from the Montessori School will be at our school this year.
- *"Because We Can"* will partner with our school for recess enhancement based on student and family feedback and will launch next week, to visit each Thursday through May for structured recess programs.
- For the first time our school will march in the *St Patrick's Day Parade* this year on March 2nd,
- T. Castanza was appointed by Commissioner Rosa and Regent Young in April 2024 to serve on the *NYS Dyslexia and Dysgraphia Taskforce*. The purpose of the commission was to examine appropriate and effective evidence-based dyslexia and dysgraphia screening methods, reading interventions and other educational supports and submit these findings and make recommendations. The commission's findings and 14 policy recommendations were presented to the NYS Education Commissioner, Governor Hochul, Speaker Heastie and Leader Cousins. He was joined on the taskforce by 48 other members with diverse professional roles and expertise. The Taskforce was supported by NYSED, Board of Cooperative Educational Services (BOCES) and Policy Studies Associate (PSA).
- School budget timeline and calendar created; 1st draft to *Finance Committee* for review at March committee meeting; 2nd draft to *Finance Committee* for review at the April committee meeting; final budget to Board of Trustees for vote at May 8th Board meeting.
- Hiring Retention Milestones/Target Windows Dates: Executive Leadership: February 24-March 7; School Leadership (including new roles): March 10-April 11; Staff: March 24-June 13

- Tax filing will be done by February 15th and Organizer being completed now.
- Investment policy review by audit team, *Finance Committee* and internal leadership. Will bring to the February 8th Strategy Session Board meeting for approval.
- Cash Reallocation: we are closing our accounts at Bank of America and opening new accounts with IDB; Future conversations related to our investment accounts will be forthcoming.
- *Alma* contract being approved *(new student info system for upcoming year)*. As is the use of Vanguard for mailers and a redesign of our current website.
- Mock NYS testing is happening now.
- MAP Data is in and being aggregated. We are pleased with what we are seeing of phenomenal growth.
- *Saturday Academy* will begin on January 18th. 91 invites went out. Working through arrival and transportation needs and logistics. Looking into possible bus availability.
- Student enrollment launched. More info will be shared at February Strategy Session meeting.
- *Connect Saturday* starts on February 1st with an exciting surprise program.
- Members of our ELT and T. Frey will be going to Indianapolis to visit *Adelante Charter School.*
- *Read Across America Celebrations* scheduled for week of March 3rd; some Book Fairs with Guest Readers (women from the community).
- *PowerSchool* Cyber Security Brief: On Tuesday afternoon, we were notified that one of our 3rd party vendors (PowerSchool Student Information System) had a cyber incident, which occurred on December 28th. From a security standpoint- PowerSchool has confirmed that they have identified and secured the root cause of the incursion, the vulnerability has been rectified and data is now secure, with no known immediate risk to other data. Bridge Prep's exposure is very real, and personally identifiable data relating to students was stored in the breached systems. However, our exposure is less than others, as only limited data is stored by our school in PowerSchool, so the extent (if any) of data leakage will be limited. This does not mean it couldn't be significant, it just won't be as bad as could have been. We will not know the full extent of the breach until PowerSchool issues a detailed incident report, specific to our data currently scheduled for release on January 17th. Once these reports are available, comprehensive information and next steps will be communicated to any affected party. We have an obligation to report this incident to NYSED, which we will do at the appropriate time. Given the large number of districts and schools in NYS impacted by this national level incident, NYSED has provided a specific form for us to use. We are working with PowerSchool representatives and security officers and EdIT who has already initiated contact with NYSED’s Data Protection Team regarding timelines, and PowerSchool representatives and security officers, to file our incident report via the correct channels and include the relevant information. We also have an obligation to inform parents, teachers, and other stakeholders; again, this will be done at the appropriate time. We are working with EdIT on the drafting of an initial letter for release next week informing them of the potential leak, what has been done so far, and the next steps. Follow up will be done

after we've had a chance to review the report and have determined which data have been leaked. We will communicate with the Cyber insurance vendor in due course to see if any action needs to be taken there, as of now, there is no indication that we need to rush this. We will be fully transparent in sharing information regarding this, but based on counsel already received, we want to exercise caution in sharing partial information so as not to misrepresent the extent of the incident. We need time to fully digest what has happened and what the exposure is.

B. Update from the Family Association

D. Medina gave the following *Family Association* update:

- The *Family Association* is focusing on 5th grade events; the 5th grade trip and 5th grade dance.
- Fundraising plans include a Valentine's Day event that is still being planned
- *Read-a-Thon* fundraising is being planned for March.
- There will be a fundraiser event at Jimmy Max restaurant on February 11th. Jimmy Max has many gluten-free dishes to choose from. The *Family Association* receives 50% of the profits from that evening, which we can use to reduce the families' cost for the 5th grade trip.
- Also the BJs fundraising is still going on; the *Family Association* receives $10 for each new membership through February 28th.

- M. Harmon-Vaught asked if a ***Calendar of Events*** can be created with the school events and the Family Association events so that Board members can be aware of what is being held and can arrange to attend more events. T. Castanza said he would work on establishing that type of calendar when he meets with the school leadership team next week.
- M. Harmon-Vaught reminded everyone that the February Board meeting will be held as a ***Strategy Session on Saturday, February 8th from 9am-12noon*** here at the school, with lunch to follow. He hopes that the date and time is convenient for all the Trustees and said that it would be great to have everyone attend in-person, to discuss strategies in space, work structure and other matters that the Board needs a little more time to go into. This Strategy Session will replace our regular evening meeting for February. Lunch afterwards will be at the Roadhouse Restaurant.
- M. Harmon-Vaught, G. Kuriakose and N. DeStefano met this week to talk to talk about **board recruitment,** which is another factor which relates to the idea of a calendar of events, because one of the things we're thinking about are ways to get more people in the community engaged in the appropriate places to see what the school is like. We'll be launching the board self-assessment survey between now and the February Board meeting. N. DeStefano will follow up with Trustees more information on that soon. N. DeStefano agreed and added that hopefully, we can be more intentional about how we continue to grow and enhance the board, and keeping up on metrics like that.

C.

Public Comment

V. Closing Items

A. Review of Action Items & Next Steps

M. Harmon-Vaught said that we had a few things come out regarding the **media contract** and the **Calendar of School Events**. We talked about the upcoming **Strategy Session**. We talked about what we're doing to do and he thinks we're good.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:04 PM.

Respectfully Submitted,
K. Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Saturday February 8, 2025 at 9:00 AM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

Trustees Present
A. Wolkowitz, D. Medina, G. Kuriakose, M. Harmon-Vaught, N. DeStefano, R. Peters, T. Frey, T. Gore

Trustees Absent
None

Ex Officio Members Present
T. Castanza

Non Voting Members Present
T. Castanza

Guests Present
K. Baldassano (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Saturday Feb 8, 2020 at 9:00 AM.

C. Approve Minutes

G. Kuriakose made a motion to approve the minutes from Board Meeting on 01-09-25.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 01/09/25 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

II. Board Strategy Session

A. Welcome from Co-Chairs

M. Harmon-Vaught welcomed the attendees and thanked them all for coming in person. Good to be in fellowship, good to be together. And we're really excited for these unique conversations. Some big picture topics on the table today.
T. Frey added that by now you have learned that I love protocols and I love to start meetings with openers. Today's opening, since it's February and show your love month, I thought we could just do a quick look around and respond to *"How's Your Heart?"*
Trustees responded with the following comments:

- Grateful
- It's the emotion of the day for me. There's lots of negativity in the world, but I feel in this room and in my life, there's a lot of positivity and I'm grateful for that.
- Calm, making a lot of changes to get some better work/life balance, so things are starting to look good.
- I have a lot going on in my life right now. But today, especially with everything I'm involved in. I have to run an event, and I'm not going to be there until after it starts. Just a lot happening.
- I feel like my heart is full of a lot of different things, gratefulness and chaotic-ness and just Mom-ness. I think that sums it up. Mom-ness.
- My heart is heavy in the moment. It's been a challenging few weeks, a lot going on at work, the changing national landscape and just a lot to deal with. But really genuinely, deeply excited to be with you all today, because this is a great, bright spot.
- Instead of full, I'll say my heart's lucky. I sit in stress all the time. But I think I'm lucky to have all the things that I care and stress about, and the people, the work and the collaborators I have, I'm looking at as lucky, not stressed.

- My heart is settling right now. It's been a crazy 6 weeks, and I'm trying to settle it before another crazy 3 months, which is always busy for us in February, and May. And it's gonna get crazy. So I'm trying to calm it down.
- I think grateful is a good word for me today. I'm excited that we're all here together in person because we have a lot of work to do, and it's going to be so much more effective because we're with each other and not on a small little video screen. And I'm also grateful that a lot of the work streams that I have are starting to interlink. I was at an event last night with one table of an organization that I'm involved in and there was another table with another organization that I'm involved in and they were all in one place. So I'm happy and grateful to all of you that we are all able to come together today.

B. Strategic Planning & Organizational Chart

T. Frey stated that a consistent agenda item that she and M. Harmon-Vaught do when we meet with T. Castanza each month is to try and frame the day and also go over what documents we'll be using. We're going to do that today as well with all of you. T. Castanza has added some documents to today's discussion, and they're in the folder you've been given. The immediate documents that we're going to be using are on the left hand side. There's the **Organizational Chart** and a narrative document that we're going to go through first. Then the second part of our agenda has some resources for our school walkthrough with a room list.

On the left side of the Organizational Chart you can see some of the changes we've made based on more in-depth discussions at both our Board meetings and the *Academic Committee* meetings.

You'll notice that the Chart is color-coded with a legend at the top. Please take some time to review the Chart and other documents and annotate whatever resonates with you. You can put an exclamation point, a question mark if you need clarification or a star if you agree with something. Just write whatever is most comfortable for you. And we're going to focus on what you think is working along with any questions that you may have.

T. Castanza presented the proposed school **Organizational Chart** to the Board of Trustees using a visual color-coded document indicating both existing and new titles and roles of the school staff. There will be levels of communication that exist between the roles, especially if there's overlap in any responsibilities. Not everything will be fully insourced at this time; there will still be contracted vendors for some situations.

The following details were given regarding the proposed Chart:

TITLE CHANGES:

1. ***Executive Director (current) to Chief Executive Officer (new)***
   Clarify role and differentiation from current structure,
   Ensures the Principal has clear autonomy over school-based efforts, while the CEO focuses on external affairs and organizational strategy.
2. ***Director of Operations (current) to Director of Strategy (new)***
   Shift of focus from having to manage both day-to-day school operations and “district” level operational and compliance workstreams to focus more on long-term

planning, organizational capacity-building, organizational compliance and strategic initiatives.

3. ***Director of Family and Community Development (current) to Director of Community Partnerships (new)***
   Title modification to focus on strengthening external engagement, fundraising and partnerships, as well as overseeing new Grants Officer.
4. ***Operations Assistant (current) to External Affairs Coordinator (new) & Finance Coordinator (new)***
   A current Operations Assistant role that supports organizational operations now being given specific title to support branding, enrollment, and marketing
   A current Operations Assistant role that supports organizational operations now being given specific title to support payroll, accounts payable, and billing, with emphasis on ensuring financial sustainability and regulatory compliance.

ROLE ELEVATIONS:

1. ***Director of Teaching and Learning (current) to Principal (new)***
   This existing role, which currently is tasked with only overseeing the school's instructional program will now serve as the leader in charge of the entire school based team (operations and instructions) and will serve as the liaison between instructional staff, students and families. The role will continue to report to the Chief Executive.
2. ***Dean of Student Support (current) to Assistant Principal of Student Support (new)***
   This existing role's workstream will shift focus to supporting the unique special education needs of our students through management of the full Student Support Team, mandated services and special education compliance.
3. ***Dean of Specialized Instruction (current) to Assistant Principal of Specialized Instruction (new)***
   This existing role's focus will shift from being focused exclusively on Special Education (compliance and teacher support) to managing the team that supports teachers in classrooms, supporting the development of teacher pedagogy.
4. ***Director of Operations (current) to Assistant Principal of Operations (new)***
   Shift of focus from managing both day-to-day school operations and district-level operational and compliance workstreams to only school-based operations as well as team members who support school culture (Dean & Family Coordinator)

NEW ROLES:

1. ***Dean of Culture*** will focus on developing and maintaining positive school culture through the following key student workstreams: attendance, tardiness, behavior, dress code, activities, after-school and schoolwide systems.
2. ***HR Coordinator*** will Insource specific HR functions, including hiring, compliance, and internal staff support, reducing reliance on external providers.

3. ***Grants Officer*** will Identify and secure new funding opportunities, manage Title Grants, and ensure compliance

After taking some time to review the Chart documents, a question and answer session followed during which the Board members asked about the various roles and responsibilities and made some non-material suggestions to help refine the chart.

C. Adopt Resolution #34 Approving Proposed School Organizational Chart Revisions

M. Harmon-Vaught made a motion to adopt Resolution #34 approving the revisions to the Bridge Preparatory Charter School organizational chart as presented to the Board of Trustees, pending non-material revisions based on the discussions taking place at today's meeting.
G. Kuriakose seconded the motion.
RESOLUTION #34 – Approving the Proposed School Organizational Chart Revisions
WHEREAS, the Board of Trustees of Bridge Preparatory Charter School ("Bridge Prep") deems it to be in the best interests of Bridge Prep that the following action be taken by the Board of Trustees of Bridge Prep pursuant to this Resolution:
WHEREAS, the Board of Trustees of Bridge Preparatory Charter School approves the revisions made to the school's Organizational Chart, for implementation beginning in the 2025-2026 school year.
NOW THEREFORE, BE IT RESOLVED that, pursuant to applicable law, and the authorizing Charter, the members of Bridge Prep Board of Trustees hereby consent to, approve, and adopt the aforesaid Resolution.
The board **VOTED** unanimously to approve the motion.

D. School Facilities & Space Planning – Walkthrough

T. Frey said because we've been sitting for a while, we built the middle part of our agenda to get some motion and movement. So we are going to do a building walkthrough. There are students in the building today for Saturday Academy.
T. Castanza added before we go, I want to share some context. We've been like talking a lot about space with the *Finance Committee* and *Academics Committee* a lot. Day to day we talk about space during at least 50% of our conversations. And I want the Board to understand why. Because space impacts everything that happens here with students and staff. The conversation around space usage and long term space planning is a not a singular conversation. Today is a good opportunity for us to get some baseline points clarified. And to have the Board actually see the space so we can have conversations about space usage and needs. In your folder there are 4 plans to take with you when we go on our walk. We're not going to see every room, but I'll show you what a standard size classroom here looks like, or a non-optimal classroom and other rooms that are used for specific activities. And I'll ask you from a protocol perspective to take some notes for when we get back to discuss what you've seen. The question that I want the Board to think about before we go is our shared vision and ultimate organizational goal for our students for both

now and in the future. What role does space play in that? What role does our space play in the way that the organization can effectively achieve the outcomes that we're aiming for in the short term, but also in our longer term vision for students that aren't even here yet. We prepared a current space usage document.

Every school has an auditorium and a public assembly space, a gymnasium, a cafeteria, etc. The headcount is the number of people that fill in that space category. Rooms needed are based on the headcount. We have 30 teachers, with 2 teachers in every room. So we need 15 classrooms for the instructional sections. On the walkthrough you'll be able to see which rooms are allocated as classrooms. An auditorium or public assembly space doesn't have a headcount. We currently have zero. This is what we do everyday, and we do a monthly spacewalk with the Director of Operations to discover our current section count and our projected section count as we do our projections for next year. The question that oftentimes comes up is do we have enough space to open another class section? If we have to open additional sections, then rooms have to come away from somewhere else. We also share space with the other schools on this campus. So when you see the current allocation of 1 gym and 1 cafeteria, it is not fully allocated to us. We share it. It's important to understand the experience that our students have when they go to the cafeteria since they don't have access to our own.

We can talk about private space when we get back from the walkthrough. What happens if we wanted to leave co-located space? What is the difference between co-located space and private space? The Charter School Center created a good resource document about school facilities. It really lays out the types of space., what other charter schools are doing, and how much it costs. What is the law around facilities funding? What happens if we wanted to get our own lease. There are 8 charter schools on Staten Island and we are the only 1 in co-located space. So when we think about the market and our competitors, this affects the reality of student recruitment. We have been so fortunate to be able to recruit students purely based on our mission, word-of-mouth and siblings but not our facility space. But situations change and at the end of the day, one of the things parents look at when choosing a school is its facility. It does matter when parents are making a choice, and enrollment is the name of the game. Our walkthrough should last about 30 minutes. The meeting paused while the Board members and T. Castanza went on a tour of the school building.

When the Board returned they discussed what they saw and what they liked about the rooms, including seeing students' work displayed, and decorated bulletin boards. Several agreed that the Speech & OT rooms are over-utilized as there is little privacy for therapy sessions and students may have trouble hearing their therapist when several sessions are being held at the same time in the same room. A few Board members also agreed that the Social Workers' office is being under-utilized and that perhaps there might be a more optimal use for that space. Also the Main Office is large and perhaps part of that room could be parceled off for special ed. services.

Discussion followed regarding what type of reconfiguring could be done to the building to allow for more services for students, including adding walls or utilizing the Hall of Science space for students - which DoE has refused to allow, although T. Castanza has requested using that area several times. He said that the school has ordered tall cubicles for the Speech Therapy room for privacy and sound-proofing. If that works, it will be mirrored in

the OT room. We can only use dividing units that are not permanently attached to the floors or walls, since a permit would be needed from DoE for permanent renovations to create more space. Our school building's utilization rate is at 205% and we are out of solutions to create more space.

E. Board Development & Recruitment

M. Harmon-Vaught stated that part of this conversation about maturation, and future needs includes Board development and recruiting new Board members. There are 2 areas to be discussed: what we need from the Board in skills, experience and expertise and once we know what we need, how do we recruit, expand and build that capacity. He wants to obtain a brief inventory of the skills that each of us brings to the Board, such as finance, legal, academic, etc.; the survey is linked to the agenda and can be completed during this meeting. This will help us get an idea of where we are now in the skill-set area, so we can know what we are lacking, and where do we want to build capacity. The form is called *Board Skills and Inventory* and the Board members can access the form now, and complete it today. The Board members took a few minutes to complete the skills inventory and the anonymous results will be shared with the Board later to help prompt the discussion on who we should be looking for to join the Board.

N. DeStefano added that Board recruitment is multi-pronged and she distributed a document that will help the Board once we know the skill areas that we need to fill. This document is a visual aid in setting benchmarks for how to assemble prospects, and how many prospects do we want to establish a pipeline in particular industries/skills. As members leave the Board, our needs will evolve. This can help show best practices on how to steward and cultivate relationships once the needs are identified. We're in the infantile stages of this process but this gives us an idea of recruiting for future planning of board development. Discussion followed regarding how many Board member are ideal, how that would affect quorum numbers, whether there is a cap on how many Board members are allowed, and that it would be a conflict for school staff to join the Board. M. Harmon-Vaught added that we have to think strategically about how we're doing Board member development, because over time members will leave and we need internal development for future Board leadership and a pipeline to bring people onto the Board.

III. Other Business

A. Focus of March Board Meeting

The next Board meeting is scheduled for March 13th and the scheduled topics are:

- Annual Review of the Board Bylaws
- Academic Data Dashboard Deep-Dive

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 12:01 PM.

Respectfully Submitted,
K. Baldassano

Documents used during the meeting

- SY2526 Modifications Narrative.pdf
- Strategy_Session_Proposed_Organizational_Chart_02-08-25.pdf
- Resolution_34_Organizational_Chart_Feb_2025 DRAFT.pdf
- SY2526 Proposed Organizational Chart (rev. 02.04.25) (2).pdf
- RESOLUTION_34_Organizational_Chart_Revision_Approval.pdf

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday March 13, 2025 at 7:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

Agenda Google Doc:
https://docs.google.com/document/d/1ejBJbqYfZ11jyF83GAEndFQ2lgHwGPqitHvrp5pjLew/edit?tab=t.0

Trustees Present
A. Wolkowitz, D. Medina, G. Kuriakose, M. Harmon-Vaught, N. DeStefano, T. Frey, T. Gore (remote)

Trustees Absent
None

Ex Officio Members Present
T. Castanza

Non Voting Members Present
T. Castanza

Guests Present
C. Otterbeck, K. Baldassano (remote), R. Illuzzi, R. Peters (remote)

I. Opening Items

A. Record Attendance

Board member Rebecca Peters is participating via audio only and therefore not counted toward quorum or eligible to vote at this meeting.

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Mar 13, 2025 at 7:09 PM.

C. Approve Minutes

G. Kuriakose made a motion to approve the minutes from the Board Meeting on 02-08-25.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 02-08-25 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

D. Vote on 2025-26 calendar

G. Kuriakose made a motion to approve the Bridge Preparatory Charter School Academic Calendar for 2025-2026 as presented to the Board at tonight's meeting.
M. Harmon-Vaught seconded the motion.
T. Castanza shared the school's *Academic Calendar* for 2025-2026 with the Board and said that Bridge Prep continues to program instructional days in excess of the DoE district, as required by our Charter; we are scheduled for 182 instructional days next school year and for the first time our school year will end on the same date in the end of June as DoE schools. In January, DoE schools are scheduled to return to school from the holiday recess on Friday, January 2nd. However, due to push-back they are receiving, we anticipate that DoE will probably change that to January 5th; we proactively made January 2nd part of our holiday break and Bridge Prep will resume classes on January 5th; we are still able to meet 182 instructional days. Connect Saturday sessions will still be held, but are not considered to be instructional days and therefore don't appear on this *Academic Calendar*. We did include State test days which have a testing window from April 13th through May 15th. We will create a different calendar for families that contain dates for Connect Saturdays,

5th Grade Graduation events, Award Ceremonies and other school-wide events, which will also be posted to our website.
A question and answer session followed regarding events shown on the calendar.
The board **VOTED** unanimously to approve the motion.

II. Committee Updates

A. Academic Committee

T. Frey gave the following update on topics covered at the last *Academic Committee Meeting* on March 3, 2025:

- **SCHOOL CALENDAR:** T. Castanza reviewed the school calendar for the committee, which the Board voted to approve at tonight's meeting.
- **STAFF CHANGES:** We have an upcoming teacher vacancy that we're hoping to fill soon; the teacher is moving. E.D. and the School Leadership Team have some paths they can follow to replace the teacher. We also need to hire a full-time ESL teacher for the upcoming school year.
- **PRINCIPAL SEARCH UPDATE:** The search committee has a meeting scheduled for March 20th, when they're going to produce additional candidates to the 3 candidates that they had at their last meeting. We hope that the new principal will be selected by the end of April or beginning of May. ***T. Castanza added the following update: The search committee will be considering approximately 10 candidates after another round of vetting and filtering; since we last spoke there was a bigger spike in interest in our principal job posting; it's been a very comprehensive search given the specific nature of our school. There probably won't be a perfect candidate since not many will check all the boxes, but we should have 10 strong candidates with the intent of whittling it down to 4 or 5 candidates for the final interview. That will be the work of the committee next week.*
- **ORGANIZATION CHART:** T. Castanza shared the new organization chart with the school staff and has been having one-on-one meetings with individuals who will be directly impacted by a change in title, a change in job description, or if their job is no longer on the organization chart and need to transition to a different role. The entire staff has been made aware of the changes.
- **SUMMER BOOST:** The application was completed except for some of the budgeting items. It's due tomorrow. They've embedded project-based learning. Busing transportation is key to get the students to the program, and that's something that we're hoping to have in place. ***T. Castanza added the following update: Thank you to Ms. Otterbeck for working with him to actually get that application done. We have requested approximately $97,000 in summer funding including money for bus transportation so we can have busing similar to what we have for Saturday Academy.*
- **MAP DATA:** We'll be diving into MAP mid-year data review at tonight's Board meeting with a deep-dive into the Data Dashboard.
- **EXECUTIVE LEADERSHIP TEAM CONFERENCE & RETREAT:** The school's Leadership Team is attending the National Charter Schools Conference (NCSC) held

in Orlando, Florida in June and will be having a retreat - hopefully including the new principal.

B. Academic Data Review - Data Dashboard

T. Castanza stated that we shared this student data with the *Academic Committee* at our meeting this month, and we made some tweaks to the data format specifically because we wanted to talk about more than just growth. We're getting away from this idea of only focusing on growth and really start talking about proficiency. We added some new metrics to focus on some of the student data and not spend a lot of time on student attendance. We can focus more on data that shows growth towards proficiency, since that is a metric that NYSED measures and one that is a really good gauge for us to know. As long as we're seeing growth towards proficiency, we're good. We will cover mid-year student assessment data obtained in January 2025 and we have until the State tests in April to continue this growth. He then gave the floor to C. Otterbeck to discuss the *Data Dashboard.*

C. Otterbeck shared the 2024-2025 *Data Dashboard* with the Board members. The following items were discussed:

- **INCIDENT REPORTING:** Most of the incidents reported are due to actions of our newest students (48 incidents); the levels shown are categories of consequence which have decreased significantly over the past 2 years. The data shows the percentage of new students in each grade: 2nd grade 66%; 3rd grade 38%; 4th grade 26% and 5th grade 10%. 1st grade and Kindergarten 100% new students. T. Castanza added that this new student data also indicates enrollment trends. This is actually showing us that the way that we're doing student recruitment is working because our goal is to take a higher percentage of new students into Kindergarten through grade 2. You'll see that the number goes down as they get closer to 5th grade and 10% new students in 5th grade is approximately only 5 or 6 children.
- **PERCENTAGE OF STUDENTS WHO MET OR EXCEEDED RIT SCORE:** The graphs indicate grade-wide growth and proficiency from beginning of year to middle of year. **Math:** Kindergarten 50%, 1st grade 64%, 2nd grade, 47%, 3rd grade 51%, 4th grade 52% and 5th grade 56%. **ELA:** Kindergarten 50%, 1st grade 46%, 2nd grade 55%, 3rd grade 52%, 4th grade 52% and 5th grade 72%. A student's RIT score represents their current achievement level, and the RIT scale tracks growth as students move through different grades and subjects. The RIT scale also shows the change in a student's RIT score over time. It assesses where the student technically stopped the year before, or the test before and it's based on the growth from there matched against the national average growth.
- **GROWTH & PROFICIENCY**: Graphs indicate 7% of our students are proficient in Math with another 4% above proficiency for a total of 11% of our students meeting or exceeding proficiency in Math. All growth is moving towards proficiency, but only 11% of our school is proficient in Math. 12% of the school is proficient in ELA, with 4% above proficiency for a total of 16% of our students are meeting or exceeding proficiency in ELA. Discussion followed regarding how to work with the students who

are 2 years below proficiency, 1 year below proficiency and approaching proficiency. We are working toward having all students be proficient, but it's going to take time to get new students to that point, and many are not going to be proficient by this April's State tests. How many kids can we move from either 1 year below proficiency or approaching proficiency to being proficient? Mid-year is the point where we look at what we need to adjust based on this data, so that we get the results we want to see. The teachers see the reports and are learning to use the MAP scores to know which students they need to focus on and work with to get them to the level of "meeting or exceeding proficiency". MAP data also tells teachers which standards students are not mastering so that teachers can go back and reteach. All this data can be overwhelming for a teacher; it's impossible to focus on all the standards, but it's important to identify the priority standards and make sure that students are at least proficient in those because that will be on the State tests. Classroom observations show that some teachers are doing too much talking, and the students aren't doing enough engaging. We realized that there are some classes that are doing it well, but there's some that aren't. And we're really putting a focus on creating lab classes so that teachers can come and see the classrooms that are working well; teachers can go in and see what we're talking about. One of our 5th grade classes with the best growth data had things happening in that classroom; the kids are learning, and they're doing it on their own. Some of them have tools and some of them don't need tools. Some students are with small groups in the back, and we're trying to facilitate that in every classroom. This is the first time some of our newer teachers are teaching in a school. They don't know what to do, and they're scared to try something new. The coaches are trying to tell them not to be afraid, that it's going to be hard but we have do this for the kids.

A question and answer session followed regarding: State test data; projected/expected rate of growth and how that is determined; growth towards proficiency; how students who already exceed their projected rate of growth are considered and assessed; what does "towards proficiency" mean; how the proficiency percentages add up; how the school leadership is using all this data to recalibrate the steps they're taking; what key levers the school is pulling both to drive the progress, and also to generate the urgency around the progress; the work that the team is doing as they look at their data and are targeting; is what we've been doing efficient and is it translating into results; are the students in after-school and summer session improving and moving forward; is the after-school program effective; the biggest hurdles for teachers on the ground; is the feedback that teachers getting correct and appropriate; are the teachers implementing the feedback that they're getting and if not, is there any accountability.

C. Finance Committee

R. Peters gave the following update on the topics covered at the *Finance Committee Meeting* on March 11, 2025:

- **INSURANCE**: T. Castanza gave some updates on insurance policies and an annual review of what's new there.
- **BUDGET:** We talked about the budget and initial thoughts on the first draft of the budget is that it looks really good. It's conservative, but not too conservative. We are buffering for an increasing amount per pupil, but not the full amount in terms of number of students. She actually likes the number we're at. Historically, we're under-budgeted. We're always under budget of our actual student count. But she thinks this number is a really good one. It's also really nice to see the new organization chart reflected in the budget. There's also a lot of flexibility for the new principal coming in; there's options in terms of line items. We can move things if the principal wants to focus on certain areas. The *Finance Committee* is still reviewing the budget. We'll give comments back to E.D. and Josh Moreau, and we'll be approving the final budget in the months to come.
- **INVESTMENT POLICY:** We wanted to have the investment policy approved at tonight's Board meeting, but the *Finance Committee* has not had enough time to truly digest it before we implement a policy that will become a part of our audit. There are internal controls that our auditor expects to have, which are still being drafted. We just want to make sure that our investment policy is something we're going to commit to and follow. That is why it's not yet updated, but what we have so far has been shared with the Board. If Board members have any comments on the investment policy, feel free to let the *Finance Committee* know.
- **RECRUITING:** We discussed that topic briefly, but we are okay in that area.

D. Governance Committee Report & Board Recruitment Check In

M. Harmon-Vaught stated that he and N. DeStefano had started the discussion on Board governance and recruitment last month at the strategy session, but due to the rich and full discussion at that meeting, we didn't get to cover everything. We asked the Board members to complete a survey that was a quick inventory of members' skills. This is different from the Board Assessment Survey, which is still being filled out and should be submitted soon as you can. But the Member Inventory was more about the specific domain knowledge that Board members bring to our roles to help us with future recruitment. We took the skills inventory forms and fed them into a GPT model that was designed to look at best practices from charter schools, our specific charter school, and our specific board composition. It gave us some recommendations on areas to focus on as we recruit additional board members as well as some potential ways of doing that. He added the results to the agenda just prior to tonight's meeting and which has been printed out for the people here tonight and can be accessed by people attending remotely via the link on the agenda. He asked that everyone take a few minutes to read the Member Inventory results entirely generated by GPT. The survey that we completed asked us for to rank ourselves (no expertise, some expertise, moderate expertise and deep expertise) on various metrics within 5 domains. GPT analyzed it to find our key areas. The strengths were in financial knowledge and educational practices. We have knowledge in the community engagement area, and we have some good knowledge in Board governance. The one domain that fell below the strengths of the Board

was legal and policy experience, which isn't surprising. It identifies our Board's expertise gaps. He then asked everyone to share what they notice about the inventory results.
Discussion followed: we've lost our legal expert on the Board; we have some education expertise, but not necessarily specific to dyslexia intervention; fundraising was always something that we talked about as an area of need so that isn't surprising; we have expertise in certain areas but we're also missing knowledge in charter school areas, such as charter school financial and legal; we have broad knowledge, but not very specific to charter schools. We could direct Board recruitment strategy towards educational law firms or local pro bono networks, and to recruit specific candidates in the legal field. Considering that we are a charter school is very crucial because it drives what we do and growing the Board will allow us to bring in not only new members with specific skills, but also other wide-ranging community members and help raise community awareness; we can look at other successful charter schools' boards to see who is on those boards; what makes a good charter school board and what is their make-up of members. We need to start thinking about specific events we attend and find people there that we want to recruit for our Board.
M. Harmon-Vaught added that there are a few more potential recruitment strategies such as engaging with law firms and literacy organizations that we could tap into or church school associations. We need to think about how we can do this in a concerted way, because best practices recommends that we can consider growing our Board by 2 or 3 additional members, and acknowledging that we have a constantly changing Board due to term limits. The *Board Governance Committee* will need to codify a set of particular recruitment strategies. This was really just to open the conversation on this topic. We should do a follow-up conversation on this topic and have an open *Governance Committee Meeting* so that anyone who wants to join can help us strategize there.

III. Other Business

A. Leadership Team Role Descriptions

T. Castanza shared a document with written descriptions of the school's leadership team roles. Just as a review for the Board because we're still working on hiring and we want the Board to feel free to ask what does one role do compared to another role. He added the principal's role description as part of this working document as we create new job descriptions. You can see the key information core in some of the job descriptions. It's really not an item for discussion, as much as it is just for Board review. If you have questions about any of the descriptions feel free to reach out and we can talk about them.

B. Family Association Update

D. Medina gave the following *Family Association* report:

- The *Association* is in a lull right now but we're moving forward and meeting with T. Castanza next week to plan our year ahead.
- We are talking about what kind of Read-a-Thon event we want to work on; there is some back-and-forth debate on whether we want to hold a huge platform-based

fundraiser or just a smaller event like we did last year. We've been discussing the different benefits of doing it each way. We plan on meeting next week and will decide what to do and plan out the rest of the year's events.

- We are holding a Bake Sale on Monday, and all Board members are invited to come to the Bake Sale.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:11 PM.

Respectfully Submitted,
K. Baldassano

Documents used during the meeting

- SY2526 BPCS School Calendar - SY2526 School Calendar.pdf
- SY2425 BP Data Dashboard .pdf
- BPCS Board Experience & Recruitment Report.pdf
- Senior Leadership Team Job Responsibilities.pdf

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday April 10, 2025 at 7:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

[redacted]

Agenda Google Doc:
https://docs.google.com/document/d/1ejBJbqYfZ11jyF83GAEndFQ2lgHwGPqitHvrp5pjLew/edit?tab=t.0

Zoom Meeting
https://us02web.zoom.us/j/4116293460?pwd=TexfxTCRQf2wdnqWQkUFcG148XidDJ.1&omn=88457695597

Meeting ID: 411 629 3460
Passcode: 717305

One tap mobile

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Dial by your location
• +1 646 558 8656 US (New York)
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Trustees Present
A. Wolkowitz (remote), D. Medina (remote), G. Kuriakose, M. Harmon-Vaught, N. DeStefano, R. Peters (remote), T. Frey

Trustees Absent
T. Gore

Ex Officio Members Present
T. Castanza

Non Voting Members Present
T. Castanza

Guests Present
C. Otterbeck (remote), F. Ebanks (remote), K. Baldassano (remote)

I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Deirdre Medina, Amanda Wolkowitz and Rebecca Peters are not present in-person for this meeting, they are attending via videoconference from locations posted on the public meeting notice/agenda and open to the public; they are therefore considered to be in attendance for purposes of quorum and are permitted to vote. QUORUM IS MET.

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Apr 10, 2025 at 7:03 PM.

C. Approve Minutes

G. Kuriakose made a motion to approve the minutes from Board Meeting on 03-13-25.

G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 03-13-25 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

II. Votes

A. BoostEd Contract Extension

G. Kuriakose made a motion to approve an extension of the contract with BoostEd for the period July 1, 2025 to June 30, 2026 as indicated in the agreement presented tonight.
M. Harmon-Vaught seconded the motion.
The Term of the Agreement originally dated June 28, 2019 is to be extended for one (1) year from July 1, 2025 to June 30, 2026 under the same conditions at an annual fee of $88,000.
The board **VOTED** unanimously to approve the motion.

B. Tax Return

G. Kuriakose made a motion to approve the Bridge Prep 2023 Exempt Organization Tax Return for Fiscal Year 2023-2024 as presented to the Board at tonight's meeting.
T. Frey seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Investment Policy

M. Harmon-Vaught made a motion to approve the Bridge Prep Investment Policy as presented to the Board at tonight's meeting.
G. Kuriakose seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Committee Updates

A. Academic Committee

T. Frey gave the following report on the *Academic Committee* meeting of April 7, 2025; after her report, T. Castanza will elaborate on the new curriculum for the new school year:

- **STAFF CHANGES:** A 3rd grade teacher is relocating and her last day is tomorrow; an internal associate teacher will be shifting her role to support the co-teacher and families have already been notified. Both 1st grade teachers are leaving and are being replaced. One new teacher started this week and T. Castanza interviewed someone today who looks very promising. They are trying to work out some of the specifics and then hopefully, the 1st grade will have 2 new teachers. NYC DoE must abide by the state mandate to reduce class size, and as such DoE is hiring a large number of additional teachers (3,700 city-wide and the Staten Island target is approximately 500 new hires). So we will be competing with DoE schools for

teachers hires, which will be challenging for us as we look at the voluntary and involuntary turnover happening at the end of the school year. We suspect we will lose teachers to the DoE because of this push to hire. We may have a problem finding teachers to staff classrooms. Also we might be expanding our kindergarten-level section. We need to figure out if we will stay in the 2-teacher model for K or should we move to a teacher and an associate teacher for K classes. School leadership is looking at what will work best for K students and will structure accordingly. Assistant principals' hiring should be completed by the end of April for Operations A/P and Specialized Instruction A/P.

- **NEW PRINCIPAL UPDATE:** The search has narrowed down to 2 final candidates for the Principal position. Both will be virtually interviewed on April 29th at 3:30 pm via Zoom; we'd like all Board members to participate. An official invitation will be sent to the Board to sign into Zoom on the 29th from 3pm-6pm. The 1st half-hour before the interviews we will cover the process, the rubric and Board members will need to agree to a confidentiality waiver. We'll decide what questions to ask the candidates and who will be asking those questions. Then we will virtually meet individually with each candidate. After speaking to the first candidate, there will be a 5-minute break before we start the next interview. There will be a quick debrief afterwards, and Board members will complete a feedback form to be submitted to the recruitment agency assisting in the search. Final deliberations will happen during the 1st week of May so that we can officially hire the new principal before May 31st.
- **FACILITY SPACE PLANNING:** We're still trying to get a walkthrough date with DoE space planning so we can see where there's potential for us to grow in this building. Hopefully, by the end of April we'll have a sense of how many sections of each grade we need to plan for and how many additional classrooms will be required.
- **STUDENT MAP DATA:** Regarding the midterm data which we discussed at our last meeting, T. Castanza already met with the 2nd grade and 4th grade teams and coaches to talk about how to move students toward higher proficiency. They've identified students who are high level-2 with the potential to score level-3 and be considered proficient. What do teachers need to do to work with those students? C. Otterbeck and consultant Kara are looking at MAP data to identify which students could be moved to the next level and sharing that with the teachers. We're also pushing student MAP assessments forward so that they happen after the state tests are finished.
- **NEW ELA & PHONICS CURRICULUM:** Will be covered tonight by T. Castanza, along with the latest enrollment figures and the admission lottery.

B. Executive Director Update of Student Enrollment & New ELA Curriculum

T. Castanza gave the following update:

- **ADMISSION LOTTERY:** The lottery was held on April 2nd. We received a late surge in applications, causing us to hold the lottery for every grade. We're experiencing real competition among our partners in the charter school sector for the 1st time. The charter sector on Staten Island is experiencing saturation in the market due to more

school choices and a private school renaissance emerging here causing all Staten Island charter schools to compete in a smaller pond for the same number of fish. So far we have 41 students who've accepted admission offers, and 34 outstanding offers across grades with the most applicants for kindergarten. This year we have 64 students in 5th grade and next yea we'll have 70 students in 5th grade. That's134 students that will articulate out within 2 years so we have to do our best to replicate those numbers at the early childhood level. It's going to be hard in the beginning while we start the new focus on kindergarten through grade 2. Realistically how many can we can fit here in the building and what's sustainable from a budgetary standpoint?

- **STUDENT ENROLLMENT:** NYSED approved our enrollment increase to 270 students last year. So we're allowed to add about 30 more students. We're really trying to find our optimal enrollment school size and to get enrollment consistency. It would be good to have the same number of students year after year to help us with budgetary planning. There will be some impact in the short term, but in the long term we can likely stabilize it. This will also be part of the conversation at the next charter renewal time. From a recruitment standpoint, it might be advantageous for us to begin that conversation next year as a team so we can plan staffing., plan facility space effectively, and plan budgeting. A big concern is the amount of students that are leaving the NYC every day, and are not coming back. We are anticipating that 10 to 20 of our students will be moving out of New York State next year, which is a significant number when you have a small school. For every 10 students, the school loses $200,000 in the budget. A drop in enrollment is something that both charter schools and NYC public schools are experiencing. We have to be able to adapt to decreases in enrollment. In the event we get an enrollment crunch how are we adapting from our strategy standpoint and from a fundraising standpoint, to offset the cost of lost students in the budget. We have some strategies that we're implementing; our enrollment team has been doing drop-offs of welcome packages/acceptance packages to families We've had many requests for school tours this year. Some families are talking about comparisons of different schools. Parents want to choose a school for their children based on different factors, like student test scores, or building/facilities upgrades. It's something that we're very attuned to and aware of. We'll have to be a little bit more strategic and realistic with our plans - maybe another recruitment push in late spring if student seats are still available. We have more students applicants from Brooklyn this year than from multiple zip codes on Staten Island. We looked into what it would cost to secure school busing for students from Brooklyn as an option. There may be an opportunity to tap discretionary funding from Brooklyn Council members for busing of Brooklyn students to be appropriately placed at our school. We have good relationships with Brooklyn elected officials that we haven't tapped yet, but now maybe we will start to engage. Student recruitment is becoming a year-long process that looks different at different times. Some of the larger charter school networks that are really successful have a perpetual recruitment cycle. Their application launches at a certain time, but they consistently recruit students all year. He will be meeting tomorrow with the other CEOs of charter schools

on Staten Island and one of the topics will be student enrollment decline. He will continue to keep the Board updated.

- **NEW ELA CURRICULUM - WIT & WISDOM:** T. Castanza shared a print-out of a proposed new ELA curriculum *WIT & WISDOM by Great Minds*. *The Board reviewed an overview which indicated that Wit & Wisdom by Great Minds is a K–8 ELA curriculum where students dive deep into topics and authentic core texts to build knowledge of the world around them and focus on building skills in reading, writing, and communication The curriculum is designed to help students by exploring literature, history, art, and science. Each grade level is divided into 4 modules, each focusing on a specific topic. Modules consist of 30-38 lessons, spanning 6-8 weeks of study. Each module features several core texts that delve into the module's topic. The curriculum utilizes a framework of recurring content stages (Wonder, Organize, Reveal, Distill, Know) to guide students through the learning process. Craft stages support students' writing process. Following core lessons, 15-minute Deep Dives focus on vocabulary and grammar in the context of the module's texts.*
- **WIT & WISDOM RECOMMENDED**: This new ELA curriculum is being recommended by a committee comprised of T. Castanza, C. Otterbeck, 2 instructional coaches, and Mrs. Meglio, our literacy interventionist. The committee likes the Wit & Wisdom curriculum because it aligns very well to NYS next generation learning standards, and is able to articulate by grade standard how they align, which is very clear and something we don't currently have. Also it's one of the top *Science of Reading*-based curricula on the market right now. We knew that when we began researching ELA curricula. We met with them at the *Reading League*, where we were introduced to the Wit & Wisdom program. It's a research-based curriculum, with proven results for increasing proficiency across school districts; it's content heavy and it's a different type of ELA curriculum than we have now. It would be replacing *HMH Into Reading* which we've had since we began. We've made modifications to every subject's curricula except ELA, until now. One of the issues that we struggled with was how do we align our phonics-based program, Edwards Orton-Gillingham with our standards-based curriculum. Our structured reading period has seen multiple adaptations, and it's taken a lot of work for us to get to the right place. Our ELA proficiency data shows growth, but not enough growth. And we agree that if something's not working, we're going to look at something different. We've just been a little bit more hesitant to do that with ELA given the investment we had previously made. So to change our ELA curriculum is not a decision that we take lightly, or that has come just out-of-the-blue. We've been doing some real research on this. Some of the structures that we already have will lend to a more seamless implementation of Wit & Wisdom because we already have a strong foundational skills program to go with it. We have Edwards Orton-Gillingham, which is very structured and our staff are comfortable with OG's structure. This new structure will further push our teachers and provide our teachers with resources. This also has a really good family resource component - one that we've been missing. With every module we can send home a *Family Tip Sheet* which shows the content of the module, the text their children are reading, and why we picked these texts. It gives parents sample questions to ask of their children at

home. Parents can know what their child is learning. There is a vocabulary resource glossary in 13 languages for families that shows them every vocabulary word that a student is learning for a whole year. *A brief question and answer session followed.*

- **NYSED MIDTERM SCHOOL VISIT**: We are still awaiting a response from NYSED to the dates that we provided for the midterm visit. T. Castanza will reach out again to NYSED via email tomorrow morning with a reminder of the 2 dates on the table, May 1st or May 5th. Their last response to us in late March is that they're waiting to hear from SEQA *(Special Ed Quality Assurance)* who will be joining the visit here. Our school team is ready and has been doing a lot of work to prepare. There are some documents that NYSED asks for as part of the midterm visit, but they haven't told us what those are yet. We hope that we have an answer from them by the end of the day tomorrow, because when we return from Spring Recess, we jump right into state testing.

C. Finance Committee

R. Peters gave the following report on the *Finance Committee* meeting of April 8, 2025:

- **BUDGET**: Next month the school budget approval is coming up; we are working on budget version 2 and it's looking really good. And of course it's an ever-changing document, especially with student enrollment. We always budget conservatively, but obviously want to keep an eye on those enrollment numbers as well.
- **SUPERPOWER MENTORS:** T. Castanza stated that we are trying to find creative ways to continue our partnership with the *Superpower Mentors* program, which continues to get really good reviews. Many 5th grader's families are asking us about it. We asked Superpower Mentors about a partnership, and what that would cost, and they gave us 2 different prices: a 50 student program or a 30 student program. 30 students would be roughly half of our 5th graders participating. This year we have 18 students participating. We only had 6 participants the first year. So we are continuing to increase our participating students. We would love to be able to to offer the program to all of our 5th grade students, but the cost is too high at $100,000. This is something for a grant to fund. But the grants that we're applying for now are for next year. We have already engaged one foundation that we think might be a good partner for this. We're going to continue to look for others. If we can find some funding in the budget to offer the program again, we'll try to do so. We have a meeting for 5th grade families coming up in May and this is usually where we share this program as an opportunity to find out how many families are interested. We are meeting with Laura Jean Waters of *Staten Island Foundation* after Spring Recess; they already give us a grant that covers our Practicum. But we may try to shift some funding because Superpower Mentors supports 5th grade students that eventually go onto Staten Island middle schools. N. DeStefano added that if you have support in the pipeline already, there are grants that support our student population and if you already have money committed by the school and another foundation, you can just continue to grow the funding because it's matched by others. T. Frey commented that it may be worthwhile getting testimonials from parents and students about the impact of

Superpower Mentors, so when you go to meet with funders, that's part of your evidence package. T. Castanza added that Jake Sussman of Superpower Mentors has offered to come to any funding meeting. R. Peters wanted to highlight that these are funds we would be spending for graduating students. She said that she loves the mentor idea but obviously we have to make sure we spend the school's funds in line with our mission. Keep in mind that Superpower Mentors are serving students that are leaving our school to move onto middle schools. It's a great cause for other people within the community to participate in this type of mentorship, but just highlight that these students are leaving. T. Frey said perhaps if we build some kind of a component that Superpower Mentors starts while they're in 5th grade and is used to help the transition from elementary school into middle school, the funding could work. T. Castanza said that they actually recommend starting the mentor program here in 5th grade, so by the time the 1st semester of 6th grade is complete, the students have had over a year in the program. But that's part of a longer term funding strategy, because it comes with a cost of $1,500 per student regardless of when it begins.

D. Governance Committee Report & Board Recruitment

N. DeStefano stated that we have a new Board member application from Jennifer Sammartino-Mallen who is the Executive Director of Community Media of Staten Island. In addition she has a long history working at the Borough President's Office, and at Richmond University Medical Center; she is really grounded in community engagement and can help from a fundraising and community building lens - we are really excited about that. Her paperwork has been given to M. Harmon-Vaught, so we can vote to select her as a Board member right away. Her materials are attached to the agenda, as is the draft resolution for a vote. If there's any comment, question or concern, we can discuss that. If not, I would recommend that we move to a vote tonight.

E. Approval of Resolution #35 Selecting Jennifer Sammartino as Member of Board of Trustees

M. Harmon-Vaught made a motion to approve Resolution #35 selecting Jennifer Sammartino-Mallen as a member of Board of Trustees.
G. Kuriakose seconded the motion.

RESOLUTION #35 – Selecting Jennifer Sammartino-Mallen as Member of Board of Trustees

WHEREAS, the Board of Trustees of Bridge Preparatory Charter School (“Bridge Prep”) deems it to be in the best interests of Bridge Prep that the following action be taken by the Board of Trustees of Bridge Prep pursuant to this Resolution:

WHEREAS, The Bridge Preparatory Charter School Board of Trustees, having conducted a thorough criminal history record check via fingerprinting which is deemed acceptable by 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 **Jennifer**

Sammartino-Mallen as a member to its Board of Trustees, with a term expiring on **June 30, 2028** pending approval by NYSED. The resolution approving **Jennifer Sammartino-Mallen** is adopted upon NYSED's approval.
The board **VOTED** unanimously to approve the motion.

Roll Call	
T. Frey	Aye
M. Harmon-Vaught	Aye
T. Gore	Absent
A. Wolkowitz	Aye
N. DeStefano	Aye
R. Peters	Aye
D. Medina	Aye
G. Kuriakose	Aye

IV. Closing Items

A. Family Association Update

D. Medina gave the following update on the *Family Association*:

- **5th GRADE EVENTS:** We're focusing now on 5th grade; getting ready for the 5th Grade Dance and 5th Grade Trip. All of the 5th grade Graduation activities.
- **MOTHER'S DAY**: We're going to have a Plant Sale for Mother's Day and a (Moretti Bakery) Dream Cake Sale
- **FUNDRAISING**: We're hoping to get some more fundraising events planned. We're holding an Ice Skating fundraiser event on April 26th from 2:30 PM - 4:30 PM at the Staten Island Skating Pavilion, 3080 Arthur Kill Road. We have discounted skating tickets.
- **FAMILY ASSOCIATION OFFICERS' ELECTIONS:** We're working on our upcoming election, to be held in May, which is very big thing. We are forming our nominating committee and several people have expressed interest in all the officers' positions. Hopefully, we'll get some former members back and we'll be back to having a full Board.

B. New Business

T. Frey stated that if there are no objections, she would like to propose that the **June Board Meeting be moved from Thursday June 12th to Tuesday June 10th** at the usual time of 7 PM.
There was no objection to the change of meeting date. **All attendees were in agreement that the meeting date will now be June 10th at 7 PM.**

M. Harmon-Vaught announced that 2 of our colleagues are receiving prestigious awards this month:

- Board Co-Chair **Traci Frey** will receive the **FIRST GENERATION AWARD** from the Staten Island JCC, at the *16th Annual Nancy Avis L'Dor V'Dor Awards Ceremony* on April 27th.
- Executive Director **Tim Castanza** has been named a recipient of the **"20 UNDER 40" LEADERSHIP AWARD** from the SIEDC and will be honored at the SIEDC Business Conference on April 30th.

Congratulations to you both.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:04 PM.

Respectfully Submitted,
K. Baldassano

Documents used during the meeting

- FY26 BPCS Extension of Service Agreement (3.27.25) (1).pdf
- 2023 Bridge Preparatory Charter School 990 Draft (1).pdf
- Investment Policy_Board Share (1).pdf
- Resolution_35_Jennifer Sammartino-Mallen.pdf
- Resolution_35_Jennifer Sammartino.pdf

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday May 8, 2025 at 7:00 PM

Location
https://us02web.zoom.us/j/86306448947?pwd=Da05DbHULgWJRawVu0U32rIte1PWSR.1

Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium (Main Floor)
Staten Island, NY 10301

[redacted]

[redacted]

Trustees Present
A. Wolkowitz, D. Medina, G. Kuriakose (remote), M. Harmon-Vaught, N. DeStefano, R. Peters (remote), T. Frey, T. Gore

Trustees Absent
None

Ex Officio Members Present
T. Castanza

Non Voting Members Present
T. Castanza

Guests Present
C. Otterbeck (remote), F. Ebanks (remote), K. Baldassano (remote), R. Illuzzi (remote)

I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Geena Kuriakose and Rebecca Peters are not present in-person for this meeting, they are attending via videoconference from locations posted on the public meeting notice/agenda and open to the public; they are therefore considered to be in attendance for purposes of quorum and are permitted to vote.

B. Call the Meeting to Order

G. Kuriakose called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday May 8, 2025 at 7:01 PM.

C. Approve Minutes

G. Kuriakose made a motion to approve the minutes from Board Meeting on 04-10-25.
G. Kuriakose stated if there is no objection, the motion to approve the minutes of the 04-10-25 board meeting will be adopted. As there was no objection, the motion is adopted and the minutes are approved by unanimous consent.
The board **VOTED** unanimously to approve the motion.

II. Votes

A. Edwards Orton-Gillingham Contract

G. Kuriakose made a motion to approve the contract for Edwards Orton-Gillingham Inc. for comprehensive training, coaching, curriculum and practicum services for the staff at Bridge Prep Charter School for the 2025-2026 school year.
M. Harmon-Vaught seconded the motion.
T. Castanza said the contract for Edwards Orton-Gillingham was discussed at the prior *Academic Committee* meeting, along with the new ELA curriculum, which is standards-based with a new reading portion. We had to choose the phonics-based component of our ELA curriculum. There were a couple of options as well as the option to continue working with Edwards Orton-Gillingham, who's our current phonics-based provider and a coach from the Orton-Gillingham Academy. We've been with them for 6 years now. Jill Edwards came to the *Academic Committee* meeting and gave a presentation on their new innovative curriculum that will be really helpful for our teachers. After much thought and discussion, the

Academic Committee recommends staying with Edwards Orton-Gillingham and ask that the Board approves the new contract.
The board **VOTED** unanimously to approve the motion.

B. Super Power Mentors

M. Harmon-Vaught made a motion to approve the Superpower Mentors Fall 2025 contract as presented to the Board.
N. DeStefano seconded the motion.
T. Castanza explained the contract for Superpower Mentors, which is a very popular program for students who participate. Last year there were 18 fifth graders in the program. This year the program will start in May with mentor-matching. This new contract will cover 43 participating students.
The board **VOTED** unanimously to approve the motion.

C. FY26 Budget

M. Harmon-Vaught made a motion to approve the Bridge Preparatory Charter School budget for Fiscal Year 2026 as presented to the Board.
T. Frey seconded the motion.
T. Castanza and R. Peters reviewed the proposed budget, section by section; the NYS pupil finance rate is currently $19,905 per student and our estimated enrollment is 235 students. They discussed various individual budget lines and a question and answer session followed each section of the budget.
The board **VOTED** unanimously to approve the motion.

III. Committee Updates & Reports

A. Academic Committee Report

T. Frey gave the following update on the *Academic Committee* meeting held on May 5, 2025;

- **NYS EXAMS:** The state Math tests were given yesterday and today; there haven't been many absent students for the ELA and Science and Math exams. The computerized testing didn't have many problems, except for a PIN issue with the ELA exam which was resolved quickly. The Science exam students took more time then they expected; we aren't sure how prepared students were for the constructed response questions on the Science exam. Since the Science exam no longer has a hands-on component, students must read and write more. The goal is to incorporate more constructed response writing in next year's curriculum as well as professional development for teachers on getting students to write constructed responses. That will be a change for teachers as well as students. As of Monday, 56 students in grades, 3 to 5 opted out of testing which is higher than last year; some opted out of only one of the exams as opposed to 2 or all 3 exams. That means between 25% and 30% opted out this year; last year was probably somewhere between 18%

and 22% opting out. Also our school was selected for field testing for the 3rd grade computer-based exam of ELA Part I.

- **CLASS SECTION COUNT & ENROLLMENT** was discussed in the *Academic Committee* meeting.
- **DOE SPACE PLANNING MEETING:** T. Castanza and T. Frey are meeting tomorrow with the DoE Space Planning staff for a building walk-through since we're going to be tight on space and we're also looking for additional instructional indoor related-services space. We have a sense of where we'd like to ask for space, but we'll see how open they are.
- **EDWARDS ORTON-GILLINGHAM:** New contract was already discussed tonight.
- **NEW PRINCIPAL & ASSISTANT PRINCIPALS:** T. Castanza briefed the *Academic Committee* on the new hires; 2 of the 3 Assistant Principal positions have been filled. Ms. C. Otterbeck is our new A/P of Students and Mrs. Ramirez, who is currently a coach, will be our new A/P of Specialized Instruction. The only A/P that has not yet been hired is the A/P of Operations. They've completed a few rounds of interviews and are down to 2 final candidates; we're hoping to have a decision by tomorrow. An offer has been made and accepted for a new Principal which will be publicly announced tomorrow.
- **NYSED MID-YEAR SCHOOL VISIT** is scheduled for next Friday May 16th; NYSED will meet with the Board of Trustees between 11:00 AM-12:00 PM that day; we have a Zoom option for those who want to attend but can't come in-person. Just let us know who will attend either in-person or remotely. NYSED will spend a whole day in the school, visiting many classrooms and groups, including the Board of Trustees; we've historically done well in these conversations since we're a knowledgeable and engaged Board.

B. Finance Committee Report

R. Peters stated that there aren't any further updates from the May 6, 2025 *Finance Committee* meeting other than the FY 2026 budget which was already covered at tonight's meeting.

T. Castanza added that we worked with the audit firm to file the IRS Form 990 and we've begun engaging them about the annual fiscal audit. We have some dates in August when the auditors will be requesting materials from us. Josh Moreau does most of that for us. It's good to get that booked since we usually don't plan for that so early; we're a little bit ahead of the game with our auditing partners at MMB.

C. Board Governance Committee Update

N. DeStefano gave the following Board Governance Committee update:

- **NEW BOARD MEMBER**: Our new Board member, Jennifer Sammartino-Mallen **i**s unavailable to attend today's meeting, but she's planning to attend our Board meeting in June.

- **BOARD OF TRUSTEE SURVEY**: Still awaiting completed surveys from some Board members. Please submit surveys ASAP because you're going to get another one soon at the end of the school year regarding the Executive Director Evaluation. If there are any outstanding surveys next week she'll send a 3rd reminder.

D. Executive Director Update

T. Castanza gave the following update:

- **STAFF HIRING:** Our administrative portion of hiring is done. That's the easy part. Now we are entering the teacher retention/recruitment phase where we talk about the NYC Department of Education's hiring blitzkrieg, an all-out hiring full-court press on any available or currently working teacher. In this district alone, they're hiring 700 teachers in all certification areas. It's the first time there's been this large of a hiring push for so many teachers; we are fully anticipating a major hit on our teaching staff as are all of our colleagues in the charter sector. We are doing everything that we possibly can to mitigate this. That means having open and honest conversations with teachers to let them know they're valued here. We're going to lose teachers that we really value, that we've invested money in, and that we've invested time in. We believe that the salaries that we will present to staff in their new offer letters are competitive with the NYC Department of Education's salaries, and if salary is the determining factor, then we stand a good chance. Ms. Otterbeck and Mrs. Ramirez, have already begun thinking about how they can work as leaders in this process. We do have teacher-applicants and we will engage those candidates. But we are competing against the large city Department of Education. DoE is hosting a hiring fair on this campus at the end of the month. We have a staff meeting scheduled for next week to prepare for NYSED's midterm visit, but we'll also share with staff their offer letters. And we've begun having strategic conversations with some of those teachers that we think might be potentially leaving. Our class section count is higher, and our teacher count is higher than some other places because we aim to keep our class sizes small. That is the exact reason that DoE is hiring so many teachers right now. Our goal is to put the highest quality teacher in front of students. We've begun to resume share with other charter schools in the community. At some point we may have to have a conversation around what is more important, quality of teacher or size of class? We may have to combine class sections and increase the number of students per class. This is something the *Academic Committee* may have to discuss this summer. We plan to engage our new Principal to understand what role they'd like to play in our teacher recruitment process. We anticipate a large hiring and retention challenge. We're doing our best.

E. Family Association Update

D. Medina gave the following *Family Association* update:

- **PLANT SALE**: We have a lot of exciting events happening. We're having a a Plant Sale tomorrow in the rain, and we have which is very exciting. I'm very thrilled about that.
- **FIFTH GRADE DANCE & EVENTS:** We have the 5th grade dance coming up in 2 weeks and a lot of end-of-year activities.
- **APPRECIATION BREAKFAST** for teachers and school staff this week.

A lot of fun, very hectic, but very positive events in the next couple of weeks.

IV. Other Business

A. JUNE SCHOOL EVENTS

T. Castanza reminds the Board about the following upcoming JUNE events:

- **STUDENT AWARD CEREMONY** will be June 17th AT 6:00 PM in the evening in the quad here at Petrides.
- **KINDERGARTEN STEPPING-UP CEREMONY** for our first Kindergarten class will be at 9:30 AM on June 17th.
- **FIFTH GRADE KICKBALL GAME** will be on June 17th in the middle of the day, followed by the Awards Ceremony that night. It's actually a very fun week.
- **FIFTH GRADE GRADUATION CEREMONY** will be the next day, June 18th at 4 PM. Board members will receive formal invitations to the event.

V. Closing Items

A. Closed Executive Session

M. Harmon-Vaught made a motion to enter into CLOSED EXECUTIVE SESSION for the purpose of discussing the employment history of a particular person.
A. Wolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

Roll Call

G. Kuriakose	Aye
A. Wolkowitz	Aye
M. Harmon-Vaught	Aye
N. DeStefano	Aye
T. Gore	Aye
D. Medina	Aye
R. Peters	Aye
T. Frey	Aye

The Board of Trustees then entered into **CLOSED EXECUTIVE SESSION** at 8:05 PM. *Recordings were paused.*

The Board of Trustees returned to **OPEN PUBLIC SESSION** at 8:14 PM.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:14 PM.

Respectfully Submitted,
K. Baldassano

DRAFT

Bridge Preparatory Charter School

Minutes

Special Meeting

Date and Time
Thursday June 26, 2025 at 6:00 PM

Location
Bridge Preparatory Charter School
715 Ocean Terrace
Building A - Atrium
Staten Island, NY 10301

Additional locations:

[redacted]

https://us02web.zoom.us/j/82293816340?pwd=WgL1M7fa1waJaqOrXQuFRE2s6Ufmh6.1
Meeting ID: 822 9381 6340
Passcode: 858400

One tap mobile
+13092053325,,82293816340#,,,,*858400# US

+13126266799,,82293816340#,,,,*858400# US (Chicago)

Dial by your location
Meeting ID: 822 9381 6340
Passcode: 858400
Find your local number: https://us02web.zoom.us/u/k30nnzFv3

Trustees Present
A. Wolkowitz (remote), G. Kuriakose (remote), M. Harmon-Vaught (remote), N. DeStefano (remote), R. Peters (remote), T. Frey (remote), T. Gore (remote)

Trustees Absent
None

Guests Present
Garrett Kennedy (remote), K. Baldassano (remote), Susan Briggs (remote)

I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Mark Harmon-Vaught, Traci Frey, Amanda Wolkowitz, Nicole DeStefano, Tara Gore, Geena Kuriakose and Becky Peters are not present in-person for this meeting, they are attending via videoconference from locations posted on the public meeting notice/agenda and open to the public; they are therefore considered to be in attendance for purposes of quorum and are permitted to vote. **QUORUM IS MET FOR THIS MEETING.**

B. Call the Meeting to Order

M. Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Jun 26, 2025 at 6:01 PM.

II. Executive Session

A. Executive Session

M. Harmon-Vaught made a motion to enter into CLOSED EXECUTIVE SESSION as per as per Public Officers Law, Article 7, §105 (1)(f) to discuss the employment history of a particular person.
T. Frey seconded the motion.
The Board entered into CLOSED EXECUTIVE SESSION at 6:02 PM.
The board **VOTED** unanimously to approve the motion.

The Board returned to public OPEN MEETING SESSION at 6:35 PM.

III. Other Business

A. Authorize Engagement of an External Investigator

M. Harmon-Vaught made a motion to authorize the engagement of an external investigator and empower the Board co-chairs to execute all necessary engagement documents.
G. Kuriakose seconded the motion.
The board **VOTED** unanimously to approve the motion.

B. Authorize Board Co-Chairs to Oversee the Investigation

M. Harmon-Vaught made a motion to authorize Board co-chairs to oversee the investigation as discussed in tonight's Executive Session.
A. Wolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

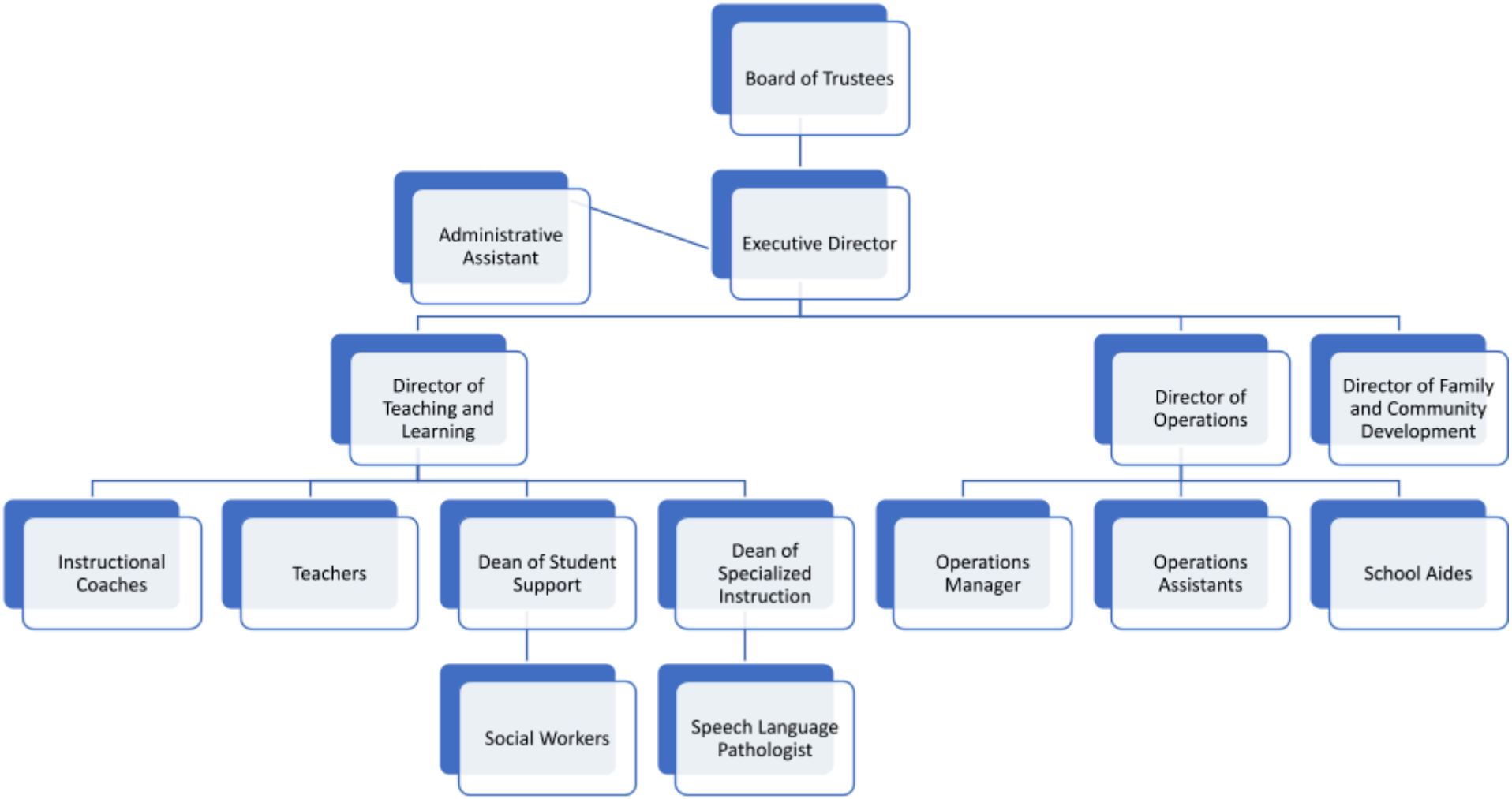
IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:36 PM.

Respectfully Submitted,
K. Baldassano

BPCS Organizational Chart



BPCS 2025-2026 Calendar

· 715 Ocean Terrace · Staten Island, NY 10301 · 718-274-3437 ·

KEY			
	Holiday - No School		Trimester Ends / Progress Reporting Due
	Professional Learning Day - No Students		Family-Teacher Conferences - 4:00-7:00pm
	Early Dismissal - 1:15pm		State Testing Window
	First or Last Day of School		Summer School

August 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

18-22 New Staff Orientation
25-28 Staff Summer Institute
29 Student Orientation - Early Dismissal
1 Instructional Day

September 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

1 Labor Day - School Closed
2 Early Dismissal for Students Only
3 First Full Day of School
23-24 Rosh Hashanah - School Closed
19 Instructional Days

October 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

2 Yom Kippur - School Closed
13 Columbus / Indigenous Peoples' Day - School Closed
17 Progress Reports Due
20 Diwali - School Closed
22 Family Teacher Conferences - Early Dismissal
20 Instructional Days

November 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

4 Professional Learning Day - No Students
11 Veterans Day - School Closed
26 Early Dismissal
27-28 Thanksgiving Break - School Closed
17 Instructional Days

December 2025

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5 First Trimester Ends
23 Early Dismissal
24-31 Holiday Break - School Closed
17 Instructional Days

January 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

1-2 Holiday Break - School Closed
19 Dr. Martin Luther King Jr. Day - School Closed
20 Professional Learning Day - No Students
30 Progress Reports Due
19 Instructional Days

February 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

4 Family Teacher Conferences - Early Dismissal
16-20 Winter Break - School Closed
15 Instructional Days

March 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3 Professional Learning Day - No Students
19 Second Trimester Ends
20 Eid-al-Fitr - School Closed
21 Instructional Days

April 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

2-10 Spring Break - School Closed
22-23 Grades 3-5 ELA State Testing Window
29 Grade 5 Science State Test
15 Instructional Days

May 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

6-7 Grades 3-5 Math State Testing Window
8 Progress Reports Due
13 Family Teacher Conferences - Early Dismissal
25 Memorial Day - School Closed
26 Professional Learning Day - No Students
27 Eid al-Adha - School Closed
19 Instructional Days

June 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

4-5 Early Dismissal for Students Only
17 Grade 5 Graduation - Early Dismissal for Students Only
19 Juneteenth - School Closed
24-25 Early Dismissal for Students Only
26 Last Day of School - Early Dismissal
19 Instructional Days
182 Total Instructional Days

July 2026

Sun	Mon	Tue	Wed	Thu	Fri	Sat
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

1-2 Summer School Assessments
3 Independence Day Observed - School Closed
6-31 Summer School
22 Summer Instructional Days

BRIDGE PREPARATORY CHARTER SCHOOL

STATEN ISLAND, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2025
(With Comparative Totals for 2024)

MMB+CO | BUSINESS ADVISORS AND CPAS

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INDEPENDENT AUDITOR'S REPORT

Board of Trustees
Bridge Preparatory Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the financial statements of Bridge Preparatory Charter School, which comprise the statement of financial position as of June 30, 2025, and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended and the related notes to the financial statements.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of Bridge Preparatory Charter School as of June 30, 2025, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinion

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Bridge Preparatory Charter School and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about Bridge Preparatory Charter School's ability to continue as a going concern for one year after the date that the financial statements are available to be issued.

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Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of Bridge Preparatory Charter School's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Bridge Preparatory Charter School's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control–related matters that we identified during the audit.

Report on Summarized Comparative Information

We have previously audited Bridge Preparatory Charter School's June 30, 2024 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 11, 2024. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2024 is consistent, in all material respects, with the audited financial statements from which it has been derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 24, 2025 on our consideration of Bridge Preparatory Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Bridge Preparatory Charter School's internal control over financial reporting and compliance.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 24, 2025

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BRIDGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2025
(With Comparative totals for 2024)

ASSETS	June 30, 2025	June 30, 2024
CURRENT ASSETS		
Cash and cash equivalents	$ 8,632,658	$ 7,370,104
Prepaid expenses	80,698	-
Grants and contracts receivables	44,574	106,519
TOTAL CURRENT ASSETS	8,757,930	7,476,623
PROPERTY AND EQUIPMENT, net	500,913	555,777
OTHER ASSET		
Cash in escrow	110,457	106,706
TOTAL ASSETS	$ 9,369,300	$ 8,139,106
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 709,581	$ 561,001
Deferred revenue	73,920	-
TOTAL LIABILITIES	783,501	561,001
NET ASSETS - Without donor restrictions	8,585,799	7,578,105
TOTAL LIABILITIES AND NET ASSETS	$ 9,369,300	$ 8,139,106

The accompanying notes are an integral part of the financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL

STATEMENT OF ACTIVITIES AND CHANGES IN NET ASSETS

YEAR ENDED JUNE 30, 2025
(With Comparative totals for 2024)

	Year ended June 30,	
	2025	2024
Operating revenue and support:		
State and local per pupil revenue - regular education	$ 4,932,854	$ 4,380,454
State and local per pupil revenue - special education	2,768,036	2,568,786
Government grants	237,694	323,546
Contributed facilities rent	450,000	450,000
TOTAL OPERATING REVENUE AND SUPPORT	8,388,584	7,722,786
Expenses:		
Program services:		
Regular education	2,607,685	2,257,659
Special education	4,201,791	3,643,335
TOTAL PROGRAM SERVICES	6,809,476	5,900,994
Management and general	948,181	858,402
TOTAL EXPENSES	7,757,657	6,759,396
Support and other revenue:		
Contributions	139,361	133,527
Interest income	237,406	126,856
TOTAL SUPPORT AND OTHER REVENUE	376,767	260,383
CHANGE IN NET ASSETS	1,007,694	1,223,773
Net assets at beginning of year	7,578,105	6,354,332
NET ASSETS AT END OF YEAR	$ 8,585,799	$ 7,578,105

The accompanying notes are an integral part of the financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2025
(With Comparative totals for 2024)

		Year ended June 30,					
		2025					2024
		Program Services			Support Services		
	No. of Positions	Regular Education	Special Education	Sub-total	Management and General	Total	Total
Personnel services costs:							
Administrative staff personnel	7	$ 300,278	$ 187,674	$ 487,952	$ 262,742	$ 750,694	$ 594,154
Instructional personnel	43	1,263,598	2,303,651	3,567,249	-	3,567,249	2,870,624
Non-instructional personnel	7	-	-	-	299,475	299,475	274,343
Total salaries and wages	57	1,563,876	2,491,325	4,055,201	562,217	4,617,418	3,739,121
Fringe benefits and payroll taxes		323,562	515,448	839,010	54,361	893,371	732,318
Retirement		35,988	57,331	93,319	6,046	99,365	84,291
Legal service		-	-	-	10,217	10,217	-
Accounting and audit services		-	-	-	115,000	115,000	112,000
Other purchased, professional and consulting services		14,164	22,563	36,727	106,981	143,708	158,237
Contributed rent		153,000	243,000	396,000	54,000	450,000	450,000
Repairs and maintenance		12,305	19,603	31,908	2,067	33,975	99,700
Insurance		20,046	31,935	51,981	3,368	55,349	47,117
Supplies and materials		59,233	104,453	163,686	35	163,721	201,218
Equipment and furnishings		649	1,035	1,684	109	1,793	21,818
Staff development		177,368	306,288	483,656	6,481	490,137	388,596
Marketing and recruitment		25,767	41,048	66,815	4,329	71,144	60,513
Technology		6,516	10,380	16,896	1,095	17,991	12,581
Student services		85,024	149,987	235,011	-	235,011	311,151
Office expense		44,855	71,457	116,312	7,536	123,848	127,548
Depreciation and amortization		60,427	96,263	156,690	10,152	166,842	169,141
Other		24,905	39,675	64,580	4,187	68,767	44,046
		$ 2,607,685	$ 4,201,791	$ 6,809,476	$ 948,181	$ 7,757,657	$ 6,759,396

The accompanying notes are an integral part of the financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2025
(With Comparative totals for 2024)

	Year ended June 30, 2025	Year ended June 30, 2024
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ 1,007,694	$ 1,223,773
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	166,842	169,141
Changes in certain assets and liabilities affecting operations:		
Prepaid expenses	(80,698)	-
Grants and contracts receivables	61,945	204,772
Accounts payable and accrued expenses	148,580	41,581
Deferred revenue	73,920	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	1,378,283	1,639,267
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(111,978)	(433,167)
NET CASH USED FOR INVESTING ACTIVITIES	(111,978)	(433,167)
NET INCREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	1,266,305	1,206,100
Cash and cash equivalents and restricted cash at beginning of year	7,476,810	6,270,710
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH AT END OF YEAR	$ 8,743,115	$ 7,476,810
SUPPLEMENTAL DISCLOSURE OF CASH FLOW INFORMATION		
Reconciliation of cash reported within the statement of financial position that sum to the total amounts shown in the statement of cash flows:		
Cash and cash equivalents	$ 8,632,658	$ 7,370,104
Cash in escrow	110,457	106,706
Total cash and cash equivalents and restricted cash shown in the statement of cash flows	$ 8,743,115	$ 7,476,810
NON-CASH OPERATING ACTIVITIES		
Contributed rent	$ 450,000	$ 450,000

The accompanying notes are an integral part of the financial statements.

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Charter School

Bridge Preparatory Charter School (the "Charter School") is a not-for-profit education corporation that operates as a charter school in Staten Island, New York. The Charter School is specifically designed to meet the needs of students struggling with literacy, specifically those students with dyslexia or other language-based learning needs. The Charter School ensures that students gain the skills and confidence to meet their full academic potential and the Charter School's innovative and rigorous student centered environment develops students to be confident, creative, life-long learners. In August 2019, the Board of Regents of the State of New York granted a provisional charter valid for a term of five years through June 30, 2024 and renewable upon expiration. On June 10, 2024, the Board of Regents granted a renewal valid for a term of three years through June 30, 2027.

Basis of accounting

The accompanying financial statements are prepared on the accrual basis of accounting in accordance with accounting principles generally accepted in the United States of America.

Classification of net assets

To ensure observance of limitations and restrictions placed on the use of resources available to the Charter School, the accounts of the Charter School are maintained in accordance with the principles of accounting for not-for-profit organizations. This is the procedure by which resources are classified for reporting purposes into net asset groups, established according to their nature and purpose. Accordingly, all financial transactions have been recorded and reported by net asset group.

The assets, liabilities, activities, and net assets are classified based on the existence or absence of donor or grantor-imposed restrictions. Accordingly, net assets and changes therein are classified and reported as follows:

Net Assets Without Donor Restrictions

Net assets available for use in general operations and not subject to donor (or certain grantor) restrictions. The Board of Trustees has discretionary control to use these in carrying on operations in accordance with the guidelines established by the Charter School.

Net Assets with Donor Restrictions

Net assets subject to donor (or certain grantor) imposed restrictions. Some donor-imposed restrictions are temporary in nature, such as those that will be met by the passage of time or other events specified by the donor. Other donor-imposed restrictions are perpetual in nature, where the donor stipulates that resources be maintained in perpetuity. Donor-imposed restrictions are released when a restriction expires, that is, when the stipulated time has elapsed, when the stipulated purpose for which the resource was restricted has been fulfilled, or both. The Charter School had no net assets with donor restrictions at June 30, 2025 or 2024.

Revenue recognition

Revenue from Exchange Transactions: The Charter School recognizes revenue in accordance with Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) 2014-09, Revenue from Contracts with Customers, as amended. ASU 2014-09 applies to exchange transactions with customers that are bound by contracts or similar arrangements and establishes a performance obligation approach to revenue recognition.

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

The Charter School records substantially all revenue over time as follows:

Public school district revenue

The Charter School recognizes revenue as educational programming is provided to students throughout the year. The Charter School earns public school district revenue based on the approved per pupil tuition rate of the public school district in which the pupil resides. The amount received each year from the resident district is the product of the approved per pupil tuition rate and the full-time equivalent student enrollment of the School. Each NYS school district has a fixed per pupil tuition rate which is calculated annually by NYSED in accordance with NYS Education Law. Amounts are billed in advance every other month and payments are typically received in six installments during the year. At the end of each school year, a reconciliation of actual enrollment to billed enrollment is performed and any additional amounts due or excess funds received are agreed upon between the School and the district(s) and are paid or recouped. Additional funding is available for students requiring special education services. The amount of additional funding is dependent upon the length of time and types of services provided by the Charter School to each student, subject to a maximum amount based upon a set rate for each district as calculated by NYSED.

The following table summarizes contract balances at their respective statement of financial position dates:

	June 30,		
	2025	2024	2023
Grants and contracts receivables	$ -	$ 7,904	$ -

Contributions

The Charter School recognizes contributions when cash, securities or other assets, an unconditional promise to give, or a notification of a beneficial interest is received. Conditional promises to give, that is, those with a measurable performance or other barrier, and a right of return, are not recognized until the conditions on which they depend have been substantially met.

Contributions and unconditional promises to give are recorded as revenue in the appropriate class of net assets depending on the existence of any donor restrictions. A contribution that is received and expended in the same period for a specific purpose is classified as revenue without donor restrictions.

All donor-restricted contributions are reported as increases in net assets with donor restrictions depending on the nature of the restrictions. When a restriction expires, net assets with donor restrictions are reclassified to net assets without donor restrictions and reported in the statement of activities and changes in net assets as net assets released from restrictions.

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Grant revenue

Some of the Charter School's revenue is derived from cost-reimbursable federal and state contracts and grants, which are conditioned upon certain performance requirements and/or the incurrence of allowable qualifying expenses. Amounts received are recognized as revenue when the Charter School has incurred expenditures in compliance with specific contract or grant provisions. Certain grants are subject to audit and retroactive adjustments by its funders. Any changes resulting from these audits are recognized in the year they become known. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants and other receivables in the accompanying statement of financial position. There were no amounts received prior to incurring qualifying expenditures, which would be reported as deferred revenue in the accompanying statement of financial position, at June 30, 2025 and 2024. Qualifying expenditures that have been incurred but are yet to be reimbursed are reported as grants receivable in the accompanying statement of financial position.

Cash and cash equivalents

Cash and cash equivalent balances are maintained at financial institutions located in New York and are insured by the Federal Deposit Insurance Corporation up to $250,000 at each institution. The Charter School considers all highly liquid instruments purchased with a maturity of three months or less to be cash equivalents. In the normal course of business, the cash account balances at any given time may exceed insured limits. However, the Charter School has not experienced any losses in such accounts and does not believe it is exposed to significant risk in cash and cash equivalents.

Cash in escrow

The Charter School maintains cash in an escrow account in accordance with the terms of its charter agreement. The amount in escrow was $110,457 and $106,706 at June 30, 2025 and 2024, respectively. The agreement requires a balance be maintained to fund any audit and legal expense should the Charter School cease operations and dissolve.

Grants and contracts receivables

At each fiscal year end, the Charter School evaluates the need for an expected allowance for credit losses for all outstanding balances that fall under ASU 2014-09. As necessary, the allowance for credit losses is updated at fiscal year-end to reflect any changes in credit risk since the receivable was initially recorded. The allowance for credit losses is calculated on a pooled basis where similar risk characteristics exist.

The Charter School uses historical loss data as a starting point to estimate expected credit losses, given consistent revenue sources since its inception. There were no write-offs for the years ended June 30, 2025 and 2024 and no allowance for credit losses was considered necessary.

Property and equipment

Property and equipment are recorded at cost. Depreciation and amortization are computed using the straight-line method on a basis considered adequate to depreciate the assets over their estimated useful lives, which range from three to seven years.

Major renewals and betterments are capitalized, while repairs and maintenance are charged to operations as incurred. Upon sale or retirement, the related cost and allowances for depreciation are removed from the accounts and the related gain or loss is reflected in operations.

NOTE A: THE CHARTER SCHOOL AND SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Cont'd

Contributed services

The Charter School receives contributed services from volunteers to develop its academic program and to serve on the Board of Trustees. These services are not valued in the financial statements because they do not require "specialized skills" and would typically not be purchased if they were not contributed. In addition, the Charter School received donated transportation services, occupational, physical, and speech therapy, and counseling that was provided for the students from the local district. The Charter School was unable to determine a value for these services.

Tax exempt status

The Charter School is a tax-exempt organization under section 501(c)(3) of the Internal Revenue Code and applicable state regulations and, accordingly, is exempt from federal and state taxes on income.

The Charter School files Form 990 tax returns in the U.S. federal jurisdiction. The Charter School's current and prior three years tax returns remain subject to review by taxing authorities. Management of the Charter School believes they have no material uncertain tax positions and, accordingly, they have not recognized any liability for unrecognized tax benefits.

Marketing costs

The Charter School expenses marketing costs as they are incurred. Total marketing and recruiting costs approximated $71,100 and $60,500 for the years ended June 30, 2025 and 2024, respectively.

Use of estimates in the preparation of financial statements

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses during the reporting period. Actual results could differ from those estimates.

Comparatives for year ended June 30, 2024

The financial statements include certain prior year summarized comparative information in total but not by net asset class or functional classification. Such information does not include sufficient detail to constitute a presentation in conformity with accounting principles generally accepted in the United States of America. Accordingly, such information should be read in conjunction with the Charter School's financial statements for the year ended June 30, 2024, from which the summarized information was derived.

Reclassifications

Certain prior year amounts have been reclassified to conform with the current year presentation.

Subsequent events

The Charter School has conducted an evaluation of potential subsequent events occurring after the statement of financial position date through October 24, 2025**,** which is the date the financial statements are available to be issued. No subsequent events requiring disclosure were noted.

NOTE B: LIQUIDITY AND AVAILABILITY

The Charter School regularly monitors liquidity required to meet its operating needs and other contractual commitments. The Charter School's main source of liquidity is its cash accounts.

For purposes of analyzing resources available to meet general expenditures over a 12-month period, the Charter School considers all expenditures related to its ongoing activities of education, and public service as well as the conduct of services undertaken to support those activities to be general expenditures.

In addition to financial assets available to meet general expenditures over the next 12 months, the Charter School operates with a surplus budget and anticipates collecting sufficient revenue to cover general expenditures not covered by donor-restricted resources. Refer to the statement of cash flows which identifies the sources and uses of the Charter School's cash.

Financial assets available for general expenditure, that is, without donor or other restrictions limiting their use, within one year of the statement of financial position date, comprise the following:

	June 30, 2025	June 30, 2024
Cash and cash equivalents	$ 8,632,658	$ 7,370,104
Grants and contracts receivables	44,574	106,519
Total financial assets available within one year	$ 8,677,232	$ 7,476,623

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	June 30, 2025	June 30, 2024
Furniture, fixtures and equipment	$ 609,934	$ 549,501
Computer equipment and software	531,212	479,667
	1,141,146	1,029,168
Less accumulated depreciation and amortization	640,233	473,391
	$ 500,913	$ 555,777

NOTE D: NET ASSETS

Net assets without donor restrictions consist of the following:

	June 30, 2025	June 30, 2024
Undesignated	$ 8,084,886	$ 7,022,328
Invested in property and equipment	500,913	555,777
	$ 8,585,799	$ 7,578,105

NOTE E: SCHOOL FACILITY – GIFT-IN-KIND

The Charter School's facility at 715 Ocean Terrace, Staten Island, NY 10301 is provided by the New York City Department of Education at no charge under the New York City School Rental Assistance Program. The Charter School utilizes approximately 10,000 square feet and recognizes contributed use of space and a corresponding expense in an amount approximating the estimated fair value, which is estimated using the average price per square foot of rental listings in the Charter School's service area. The total amount recognized for the contributed facility is approximately $450,000 for both years ended June 30, 2025 and 2024.

See the table below for program utilization:

Program or Supporting Service	Year ended June 30, 2025	Year ended June 30, 2024
Regular education	$ 153,000	$ 139,500
Special education	243,000	252,000
Management and general	54,000	58,500
	$ 450,000	$ 450,000

NOTE F: FUNCTIONAL EXPENSES

The financial statements report certain categories of expenses that are attributed to more than one program or supporting function. Therefore, expenses require allocation on a reasonable basis that is consistently applied. All expenses that are allocated to more than one program or supporting function are allocated on the basis of estimates of time, effort and usage.

NOTE G: RETIREMENT PLAN

The Charter School sponsors a tax deferred 403(b) retirement plan. All employees are eligible to participate by designating a percentage of their salaries, subject to regulatory limits, to be contributed to the plan on a pre-tax basis. The Charter School matches employee contributions to the plan on a discretionary basis and these contributions are immediately vested in full. Matching contributions amounted to approximately $99,000 and $84,000 for the years ended June 30, 2025 and 2024, respectively.

NOTE H: CONTINGENCY

Certain grants and contracts may be subject to audit by funding sources. Such audits might result in disallowance of costs submitted for reimbursement by the Charter School. Management is of the opinion that such disallowances, if any, will not have a material effect on the accompanying financial statements. Accordingly, no amounts have been provided in the accompanying financial statements for such potential claims.

NOTE I: CONCENTRATIONS

At June 30, 2025 approximately 100% of grants and contracts receivables are due from federal programs relating to certain grants. At June 30, 2024, approximately 93% of grants and other receivables are due from federal programs.

For the years ended June 30, 2025 and 2024, approximately 92% and 90%, respectively, of total operating revenue and support came from per-pupil funding provided by New York State through the New York City School District. The per-pupil rate is set annually by the state based on the district in which the Charter School's students reside.

BRIDGE PREPARATORY CHARTER SCHOOL

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

Board of Trustees
Bridge Preparatory Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Bridge Preparatory Charter School, which comprise the statement of financial position as of June 30, 2025 and the related statements of activities and changes in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated October 24, 2025.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Bridge Preparatory Charter School's internal control over financial reporting (internal control) as a basis for designing procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Bridge Preparatory Charter School's internal control. Accordingly, we do not express an opinion on the effectiveness of Bridge Preparatory Charter School's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether Bridge Preparatory Charter School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of This Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Mengel, Metzger, Barr & Co. LLP

Rochester, New York
October 24, 2025

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BRIDGE PREPARATORY CHARTER SCHOOL

REPORT TO THE BOARD OF TRUSTEES

JUNE 30, 2025

October 24, 2025

Board of Trustees
Bridge Preparatory Charter School

We have audited the financial statements of Bridge Preparatory Charter School as of and for the year ended June 30, 2025, and have issued our report thereon dated October 24, 2025. Professional standards require that we advise you of the following matters relating to our audit.

Our Responsibility in Relation to the Financial Statement Audit

As communicated in our engagement letter dated June 25, 2025, our responsibility, as described by professional standards, is to form and express an opinion about whether the financial statements that have been prepared by management with your oversight are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States of America. Our audit of the financial statements does not relieve you or management of its respective responsibilities.

Our responsibility, as prescribed by professional standards, is to plan and perform our audit to obtain reasonable, rather than absolute, assurance about whether the financial statements are free of material misstatement. An audit of financial statements includes consideration of the system of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control over financial reporting. Accordingly, as part of our audit, we considered the system of internal control of Bridge Preparatory Charter School solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are also responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures for the purpose of identifying other matters to communicate to you.

Planned Scope and Timing of the Audit

We conducted our audit consistent with the planned scope and timing we previously communicated to you.

Compliance with All Ethics Requirements Regarding Independence

The engagement team, others in our firm, as appropriate, and our firm have complied with all relevant ethical requirements regarding independence. Safeguards in place to eliminate or reduce threats to independence to an acceptable level include a skilled, knowledgeable, and experienced Executive Director and School Leader, in conjunction with the outsourced finance team, who review draft financial statements prior to issuance and accept responsibility for them.

Significant Risks Identified

We have identified the following significant risks:

- The potential for management override of controls.
- The potential for improper revenue recognition.
- The potential for improper allocation of expenses to grants.
- The potential for misappropriation of assets.

Professional auditing standards require that we identify and assess risks and design and perform our audit procedures to address those risks. The identification of a risk does not mean that it has occurred, but rather it has the potential to impact the financial statements.

Qualitative Aspects of the Entity's Significant Accounting Practices

Significant Accounting Policies

Management has the responsibility to select and use appropriate accounting policies. A summary of the significant accounting policies adopted by Bridge Preparatory Charter School is included in Note A to the financial statements. There have been no initial selection of accounting policies and no changes in significant accounting policies or their application during 2025. No matters have come to our attention that would require us, under professional standards, to inform you about (1) the methods used to account for significant unusual transactions and (2) the effect of significant accounting policies in controversial or emerging areas for which there is a lack of authoritative guidance or consensus.

Significant Accounting Estimates and Related Disclosures

Accounting estimates and related disclosures are an integral part of the financial statements prepared by management and are based on management's current judgments. Those judgments are normally based on knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ markedly from management's current judgments.

The most sensitive accounting estimates affecting the financial statements are the allocation of operating expenses for the statement of functional expenses. We evaluated the key factors and assumptions used to develop the estimates and determined that they are reasonable in relation to the basic financial statements taken as a whole.

Financial Statement Disclosures

Certain financial statement disclosures involve significant judgment and are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting Bridge Preparatory Charter School's financial statements relate to revenue and support recognition, which are referred to in the notes of the financial statements.

Significant Difficulties Encountered during the Audit

We encountered no significant difficulties in dealing with management relating to the performance of the audit.

Uncorrected and Corrected Misstatements

For purposes of this communication, professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that we believe are trivial, and communicate them to the appropriate level of management. Further, professional standards require us to also communicate the effect of uncorrected misstatements related to prior periods on the relevant classes of transactions, account balances or disclosures, and the financial statements as a whole. In addition, professional standards required us to communicate to you all material, corrected misstatements that were brought to the attention of management as a result of our audit procedures. We did not identify any material corrected misstatements during the audit.

Disagreements with Management

For purposes of this letter, professional standards define a disagreement with management as a matter, whether or not resolved to our satisfaction, concerning a financial accounting, reporting, or auditing matter, which could be significant to Bridge Preparatory Charter School's financial statements or the auditor's report. We are pleased to report no such disagreements arose during the course of the audit.

Representations Requested from Management

We have requested certain written representations from management, which are included in the management representation letter.

Management's Consultations with Other Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters. Management informed us that, and to our knowledge, there were no consultations with other accountants regarding auditing and accounting matters.

Other Significant Matters, Findings or Issues

In the normal course of our professional association with Bridge Preparatory Charter School, we generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the entity, and business plans and strategies that may affect the risks of material misstatement. None of the matters discussed resulted in a condition to our retention as Bridge Preparatory Charter School's auditors.

* * * * *

Should you desire further information concerning these matters, Sarah Cannon or Shayla Scott will be happy to meet with you at your convenience.

This report is intended solely for the information and use of the Board of Trustees and management of Bridge Preparatory Charter School and is not intended to be and should not be used by anyone other than these specified parties.

Very truly yours,

Mengel, Metzger, Barr & Co. LLP

MENGEL, METZGER, BARR & CO. LLP

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Statement Period
From June 01, 2025
To June 30, 2025

PRIVATE CLIENT GROUP 181
1400 BROADWAY, 26TH FLOOR
NEW YORK, NY 10018

BRIDGE PREPARATORY CHARTER SCHOOL 8-181
ESCROW DISSOLUTION ACCOUNT
715 OCEAN TER
STATEN ISLAND NY 10301

See Back for Important Information

Primary Account: [redacted] 0

Relationship Summary		Opening Bal.	Closing Bal.
BANK DEPOSIT ACCOUNTS			
[redacted]	MONOGRAM INSURED MMA	110,162.32	110,456.97
	RELATIONSHIP TOTAL		110,456.97

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Statement Period
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PRIVATE CLIENT GROUP 181
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NEW YORK, NY 10018

BRIDGE PREPARATORY CHARTER SCHOOL 8-181
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STATEN ISLAND NY 10301

See Back for Important Information

Primary Account: [redacted] 0

MONOGRAM INSURED MMA [redacted]

Summary

Previous Balance as of June 01, 2025		110,162.32
1 Credits		294.65
Ending Balance as of June 30, 2025		110,456.97

Deposits and Other Credits

Jun 30	Interest Paid	294.65

Daily Balances

May 31	110,162.32	Jun 30	110,456.97

Interest Summary

Year-To-Date Interest	1,765.83		
Interest Paid This Period	294.65	Annual Percentage Yield Earned	3.30 %
Avg. Balance this Period	110,162.32	Days in Period	30