Application: Bridge Preparatory Charter School

Jen Pasek -
2025-2026

Summary

ID: 0000000192
Status: Annual Report Submission
Last submitted: Nov 2 2026 08:36 PM (EST)

Entry 1 – School Information and Cover Page

Completed - Aug 3 2026

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 2025-2026 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, 2026)** 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, 2026)

Please select the correct authorizer as of June 30, 2026 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)

1. A Multisensory, Cross-Curricular Instructional Design
2. Innovative Charter Program
3. Interdisciplinary Literacy, Rooted in the Science of Reading
4. A Student-Centered School Structure
5. A Supportive Network for Families
6. Extensive, Supportive Staff Development
7. Connections to the Larger Community

i. School Website Address

www.bridgeprepcharter.org

j. Authorized Charter Enrollment for 2025-2026 School Year

272

k. Actual Enrollment on June 30, 2026, Excluding Pre-K Program Enrollment

251

l. Grades Served

Grades served during the 2025-2026 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 2026-2027?

	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 2025-2026 School Year (K-5, 6-9, etc.)	Grades to be Served at Site for 2026-2027 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, Bldg. A, Staten Island, NY 10301	718-274-3437	New York City Community School District #31			

n1a. Please provide the contact information for Site 1.

	Name	Title	Work Phone	Alternate Phone	Email Address
School Leader	Chris Zilinski	Executive Director			
Operational Leader	Fahron Ebanks	Director of Operations			
Compliance Contact	Fahron Ebanks	Director of Operations			
Complaint Contact	Chris Zilinski	Executive Director			
DASA Coordinator	Dashun Duran	Dean of Culture			
Phone Contact for After Hours Emergencies	Chris Zilinski	Executive Director			

n1b. Is site 1 in a public space or in a 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	N/A	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

181

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 2026	0
August 2026	0
September 2026	110
October 2026	130
November 2026	105
December 2026	105
January 2027	119
February 2027	93
March 2027	132
April 2027	94
May 2027	118
June 2027	112

CHARTER REVISIONS DURING THE 2025-2026 SCHOOL YEAR

q. Summary of Material and Non-Material Charter Revisions submitted or approved since August 1, 2025, 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, 2025?

No

ATTESTATIONS

r. Name/Position of Person Completing/Submitting the 2025-2026 Annual Report. (To 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	Jen Pasek
Position	Consultant
Phone/Extension	
Email	

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):

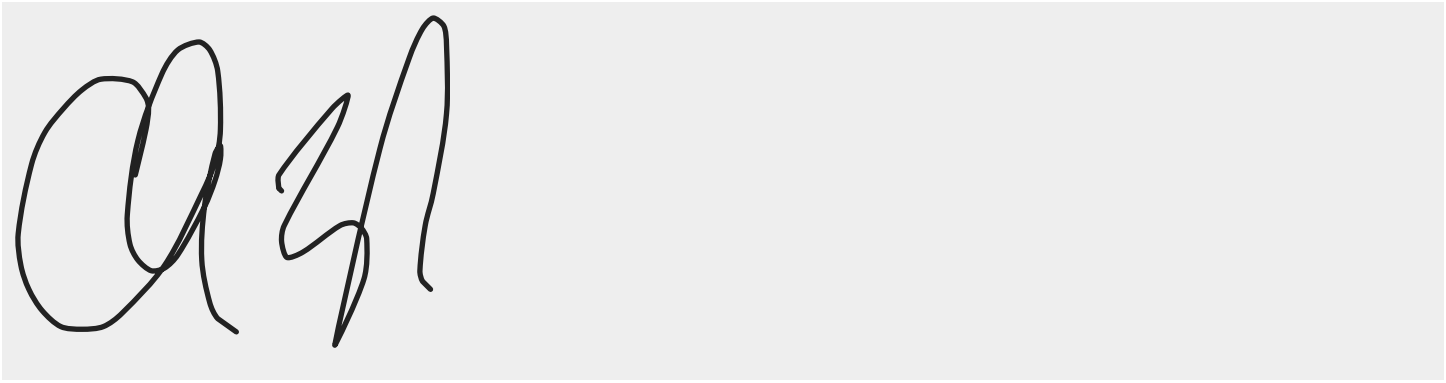
Our E-Signatures (not digital signatures) (Executive Director/School Leader/Head of School and Board President) below attest that our school has reviewed, understands and will comply with the employee clearance and fingerprint requirements as outlined in Entry 7 and found in the NYSED CSO Fingerprint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

Responses Selected:

Yes

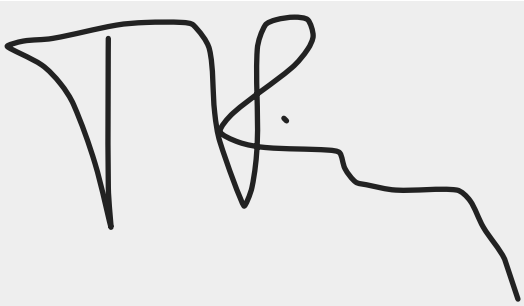
Signature, Head of Charter School

(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

Aug 3 2026

Thank you. 

Entry 2 – Links to Critical Documents on School Website

Completed - Aug 3 2026

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 a 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 or PDF.**

1. Current Annual Report (i.e., 2025-2026 Annual Report);[1] Please note: schools are responsible for redacting their own annual reports for posting.
2. All Board of Trustees documents, including calendar, meeting notices, agendas, and 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 2024 Emergency Response Plan Memo – Charter Schools Only);
6. Authorizer-approved FOIL Policy; and
7. Subject matter list of FOIL records.

[1] **Each charter school is required to make the Annual Report publicly available by August 1 and to post it 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] School Report Card 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 to the page on the school's website where each document can be accessed.

	Link to Documents
1. Current Annual Report (i.e., 2025-2026 Annual Report)	https://www.bridgeprepcharter.org/community-resources/nysed-reporting
2. Board meeting notices, agendas, and documents, including board meeting minutes	https://www.bridgeprepcharter.org/about/board-of-trustees
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://www.bridgeprepcharter.org/community-resources/nysed-reporting
4a. Authorizer-approved DASA Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.bridgeprepcharter.org/community-resources/nysed-reporting
4b. Authorizer-approved School Discipline Policy (For Regents, NYCDOE, and Buffalo BOE-Authorized Charter Schools ONLY)	https://www.bridgeprepcharter.org/community-resources/nysed-reporting
5. District-wide safety plan, not a building level safety plan (as per the 2024 Emergency Response Plan Memo)	https://www.bridgeprepcharter.org/community-resources/nysed-reporting
6. Authorizer-approved FOIL Policy	https://www.bridgeprepcharter.org/community-resources/nysed-reporting
7. Subject matter list of FOIL records (e.g., see NYSED Subject Matter List)	https://www.bridgeprepcharter.org/community-resources/nysed-reporting

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 2026

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 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.

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. 2025-2026 Board Member Information (Enter information for each Board of Trustees 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 2025-2026
1	Mark Haamon Vaught	[redacted]	Chair	E.D. Eval, Fundraising	Yes	2	07/01/2024	06/30/2027	10
2	Traci Frey	[redacted]	Chair	Academic	Yes	1	04/01/2023	06/30/2026	11
3	Rebecca Peters	[redacted]	Treasurer	Finance	Yes	1	11/01/2022	6/30/2026	10
4	Amanda Wolkowitz	[redacted]	Trustee/ Member	Finance, Fundrasing, Capital Improvement	Yes	2	07/01/2025	6/30/2028	10
5	Nicole DeStefano	[redacted]	Secretary	Academic, Board Development and Governance	Yes	1	05/01/2024	6/20/2027	8
6	Tara Gore	[redacted]	Trustee/ Member	Academic	Yes	1	07/01/2024	6/30/2027	9

7	Jennifer Sammartino-Mallen	[redacted]	Trustee/ Member	N/A	Yes	1	04/01/2025	6/30/2028	5 or less
8	Christina Caputo	[redacted]	Parent Rep	N/A	No	1	01/01/2026	06/30/2028	5 or less
9	Geena Kuriakose	[redacted]	Secretary	Executive, Academic	Yes	2	07/01/2024	06/30/2027	5 or less

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

No

2. Number of board meetings conducted in 2025-2026

11

3. Number of board meetings scheduled for the 2026-2027 school year

11

4. INFORMATION ABOUT MEMBERS OF THE BOARD OF TRUSTEES

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

a. Total number of Voting Members on June 30, 2026	7
b. Total number of Voting Members added during the 2025-2026 school year	1
c. Total number of Voting Members who left the board during 2025-2026 school year	1
d. Maximum number of Voting Members in 2025-2026, as set by the board in by-laws, resolution, or minutes	15
e. Board members attending 8 or fewer meetings during 2025-2026	4

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, 2026	1
b. Total number of Non-Voting Members added during the 2025-2026 school year	1
c. Total number of Non-Voting Members who left the board during the 2025-2026 school year	0
d. Maximum number of Non-Voting members in 2025-2026, 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 - Nov 1 2026

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 2025-2026 school year must complete and sign the most up-to-date version of the Trustee Disclosure of Financial Interest Form **no later than 11:59 PM on August 3, 2026**. 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 2025-2026 school year completes the form.**

Trustees serving 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.

BPCS BOT Disclosure Form 2025-26_Nicole DeStefano

Filename: BPCS BOT Disclosure Form 2025-26_Nicole DeStefano.pdf **Size:** 301.1 kB

BPCS BOT Disclosure Form 2025-26_Traci Frey

Filename: BPCS BOT Disclosure Form 2025-26_Traci Frey.pdf **Size:** 299.3 kB

BPCS BOT Disclosure Form 2025-26_Tara Gore

Filename: BPCS BOT Disclosure Form 2025-26_Tara Gore.pdf **Size:** 303.8 kB

BPCS BOT Disclosure Form 2025-26_Rebecca Peters

Filename: BPCS BOT Disclosure Form 2025-26_Rebecca Peters.pdf **Size:** 308.1 kB

BPCS BOT Disclosure Form 2025-26_Mark Haamon Vaught

Filename: BPCS BOT Disclosure Form 2025-26_Mark Haamon Vaught.pdf **Size:** 303.6 kB

BPCS BOT Disclosure Form 2025-26_Amanda Wolkowitz

Filename: BPCS BOT Disclosure Form 2025-26_Amanda Wolkowitz.pdf **Size:** 307.9 kB

BPCS J

Filename: BPCS J.pdf **Size:** 131.4 kB

Entry 5 – Board Meeting Minutes

Completed - Jul 31 2026

Instructions

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

Schools must upload a complete set of final monthly board meeting minutes (July 2025-June 2026), which should match the number of meetings held during the 2025-2026 school year, as indicated in Entry 3. 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 3, 2026**.

2026_01_22_board_meeting_minutes

Filename: 2026_01_22_board_meeting_minutes.pdf **Size:** 589.5 kB

2025_08_29_board_meeting_minutes

Filename: 2025_08_29_board_meeting_minutes.pdf **Size:** 515.4 kB

2025_12_11_board_meeting_minutes (1)

Filename: 2025_12_11_board_meeting_minutes (1).pdf **Size:** 558.9 kB

2025_11_13_board_meeting_minutes (1)

Filename: 2025_11_13_board_meeting_minutes (1).pdf **Size:** 627.1 kB

2025_09_11_board_meeting_minutes (1)

Filename: 2025_09_11_board_meeting_minutes (1).pdf **Size:** 607.7 kB

2025_10_23_board_meeting_minutes

Filename: 2025_10_23_board_meeting_minutes.pdf **Size:** 620.1 kB

2026_02_12_board_meeting_minutes (2)

Filename: 2026_02_12_board_meeting_minutes (2).pdf **Size:** 624.6 kB

2026_04_16_board_meeting_minutes

Filename: 2026_04_16_board_meeting_minutes.pdf **Size:** 562.9 kB

2026_03_12_board_meeting_minutes (2)

Filename: 2026_03_12_board_meeting_minutes (2).pdf **Size:** 567.7 kB

2026_06_11_board_meeting_minutes

Filename: 2026_06_11_board_meeting_minutes.pdf **Size:** 623.1 kB

2026_05_21_board_meeting_minutes

Filename: 2026_05_21_board_meeting_minutes.pdf **Size:** 549.9 kB

Entry 6 – Enrollment & Retention of Special Populations

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Describe the good faith efforts the charter school has made in 2025-2026 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 2026-2027.

Entry 6 – Enrollment and Retention of Special Populations

Good Faith Efforts to Meet Recruitment Targets

	Describe Recruitment Efforts in 2025-2026	Describe Recruitment Plans for 2026-2027
Students with Disabilities	As of June 2026, Bridge Prep enrolled 256 students in grades K–5. Of these, 165 students (64.5%) were identified as students with disabilities. 0 students (0.0%) were formerly identified as students with disabilities. The local district enrolled 30.3% students with disabilities (SWD) in the 2025-26 school year in grades K-5. BPCS continues to serve a significantly higher proportion of SWDs than the district, city, and state averages. The school has built a reputation as a school designed to meet the needs of diverse learners, and families of SWDs choose the program accordingly. When recruiting, BPCS partners with local organizations that work with diverse learners to ensure all families are aware of its mission and vision. The admissions policy allows for a preference for SWDs, specifically those in the school's target population.	BPCS will continue with recruitment strategies that have proven effective, while also conducting new outreach in the district about its mission, the Science of Reading, and its unique academic offering for SWDs through specialized information sessions, presentations, and family trainings with the Principal, teaching staff, and organizational team members including the CEO, Director of Strategy, and Director of Community Development.
English Language Learners	4 students (1.6%) were English language learners. 4 students (1.6%) were formerly English language learners. The local district enrolled 11.9% English language learners (ELL/LEP) students in the 2025-26 school year in grades K-5. Since launching kindergarten in 2024-25, BPCS has seen an increase in ELL families applying, as feedback indicated that many ELL students join a program in kindergarten and remain through	BPCS plans to continue engaging with local community organizations supporting ELL students and families, expanding recruitment into neighborhoods outside of Staten Island — including Brooklyn — that serve large numbers of ELL students, and adjusting recruitment materials accordingly with translated messaging. We hired our first Multilingual Learner (MLL) teacher this year, in a part-time capacity, which allowed us to begin

	their education. BPCS also added a lottery weight for ELLs beginning in the 2024-25 school year and has continued engaging with local community organizations that support ELL students and families.	administering WIDA and NYSITELL screeners. For 2026-27, we are refining our process for identifying students who require ELL screening at intake, ordering screening materials in advance so that students can be assessed during the first week of school.
Economically Disadvantaged	191 students (74.6%) were economically disadvantaged. The local district enrolled 61.1% economically disadvantaged (ED) students in the 2025-26 school year in grades K-5. BPCS continues to exceed the district average for ED students. All recruitment materials describe the school's inclusive model and supports, including Saturday programming, athletics, and after-school programs. Leadership team members attend community meetings to distribute materials and engage families, and BPCS collaborates with community partners that serve ED students and families.	BPCS will continue targeted recruitment in low-income communities in the district through information sessions and a new recruitment partner leading ground teams to meet families where they are.

Good Faith Efforts To Meet Retention Targets

	Describe Retention Efforts in 2025-2026	Describe Retention Plans for 2026-2027
Students with Disabilities	Bridge Prep retained 85.2% of eligible students from 2024-25 to 2025-26 (167 of 196 eligible students returned). Among students with disabilities, the retention rate was 83.3% (105 of 126 eligible students returned). 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 SWDs. 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. Our 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 current successful strategies, given the school's higher than district average in SWD students, BPCS will provide all staff with additional trainings and supports for SWD students, including professional learning around the Science of Reading and multisensory math instruction, which will support student learning in our inclusive classrooms.

English Language Learners	Among English language learners and former ELLs, the retention rate was 62.5% (5 of 8 eligible students returned). Note: subgroup is fewer than 10 students — figures are for internal tracking only. As a school built to support the needs of students with learning differences, many elements of our program also support the retention of ELLs. A BPCS classroom is rooted in multisensory, research-based instructional strategies designed to target the needs of ELLs. Our integrated co-taught classroom model provides small group instruction that targets individual students' needs and differentiation and scaffolding to bolster students' skills.	As we look to increase the number of ELL students served through recruitment, BPCS plans to hire a dedicated ELL teacher on staff, add bilingual staff members including a parent coordinator, and provide social workers and instructional leaders with additional trainings and supports for ELLs. BPCS will also continue its partnership with the NYC Charter School Center's team that supports Multilingual Learners.
Economically Disadvantaged	Among economically disadvantaged students, the retention rate was 84.4% (124 of 147 eligible students returned). 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 current successful strategies, given the school's 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 - Aug 3 2026

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 making an offer of 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 - Aug 3 2026

Instructions

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

Upload the school's currently approved **2025-2026 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 2025-26 Organizational Chart

Filename: BPCS 2025-26 Organizational Chart.pdf **Size:** 78.8 kB

Entry 9 – School Calendars

Completed - Aug 3 2026

Instructions

Required of ALL Charter Schools

Charter schools must upload final **2025-2026 and 2026-2027** calendars into the portal **no later than 11:59 PM on August 3, 2026**. The calendars must be separate files.

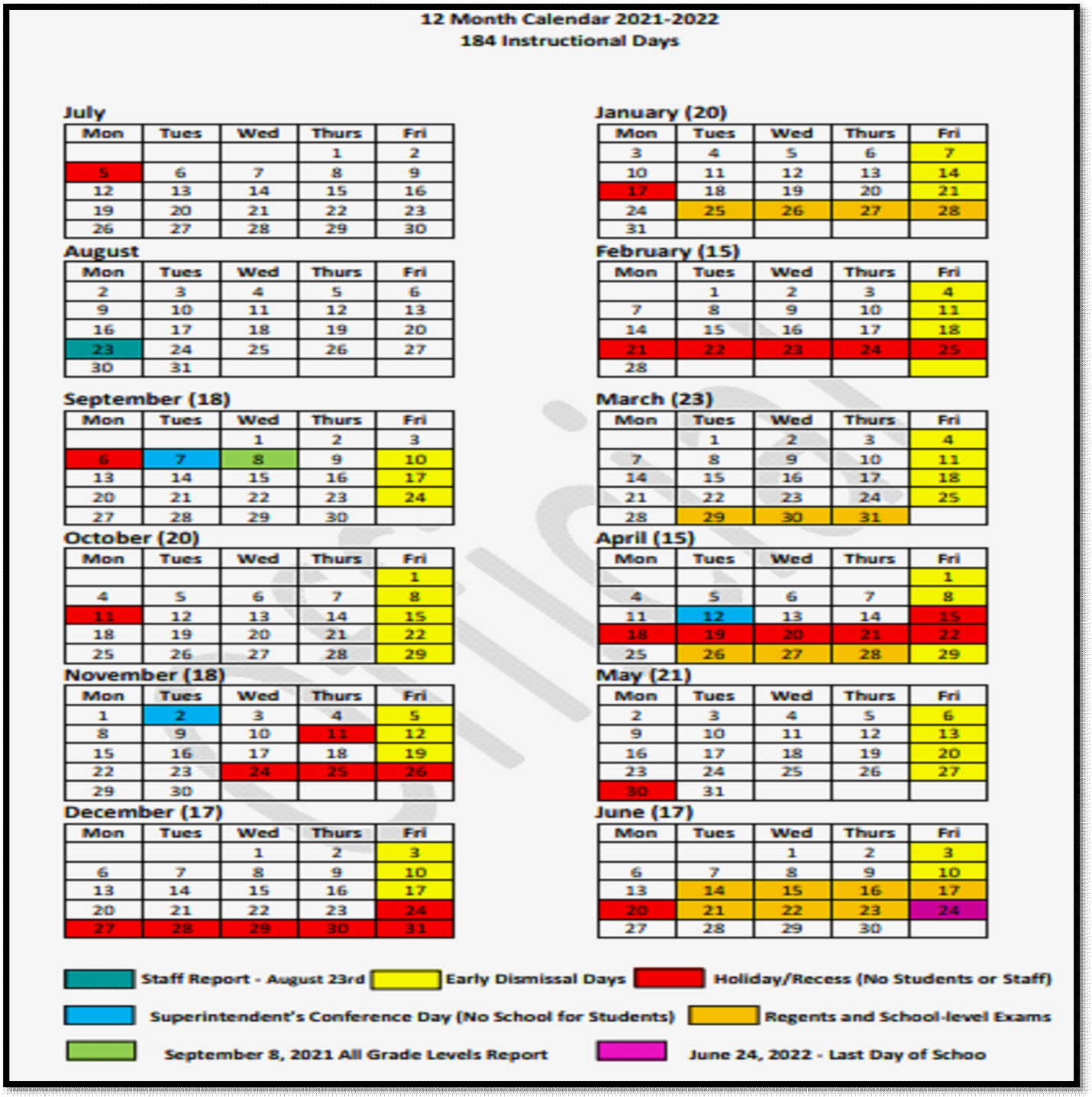
School calendars must meet the minimum instructional requirements as required of other public schools "… *unless the school's charter requires more instructional time than is required under the regulations."*

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:



SY2627 BPCS School Calendar FINAL UPDATED

Filename: SY2627 BPCS School Calendar FINAL UPDATED.pdf **Size:** 88.2 kB

BPCS 2025-26 Calendar

Filename: BPCS 2025-26 Calendar.pdf **Size:** 48.3 kB

Entry 10 – Faculty/Staff Roster Template

Completed - Aug 3 2026

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 2025-2026 school year.

Use of the 2025-2026 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 that staff roles (i.e., teacher, school leader, etc.) are accurately identified.

See below for a 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**.
Building ID	Enter **the site number (e.g., Site 1, Site 2, etc.)** as completed in the School Information and Cover Page **Entry 1 (n) – Facilities Information** section.
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

Annual Report Faculty Staff Roster 2026

Filename: Annual Report Faculty Staff Roster 2026.xlsx **Size:** 57.3 kB

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

Completed - Nov 1 2026

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, 2026**.

Schools must complete the "Goals" tables as provided in the tables below **OR** upload the most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

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 most current action plan that includes progress made during the 2025-2026 school year toward achieving or maintaining a “Meets” rating on the 10 Performance Framework benchmarks.

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

Responses Selected:

Upload Action Plan That Includes 2025-2026 Progress Toward Goals

1. Please upload a current action plan document.

BPCS 2025-26 PTGs.pdf

Filename: BPCS 2025-26 PTGs.pdf.pdf **Size:** 82.4 kB

Entry 12 – Audited Financial Statements

Completed - Nov 1 2026

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 2, 2026.** 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 submit the documents to the SUNY Compass system **no later than 11:59 PM on November 2, 2026**. **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 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

BPCS Fin Audit 2026

Filename: BPCS Fin Audit 2026.pdf **Size:** 699.1 kB

Entry 12a – Audited Financial Report Template (BOR)

Completed - Nov 1 2026

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 2, 2026.**

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 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

BPCS SED Audit Template FY26

Filename: BPCS SED Audit Template FY26.xlsx **Size:** 84.6 kB

Entry 12b – Additional Financial Documents

Completed - Nov 1 2026

Regents, NYCDOE, and Buffalo BOE-authorized schools must upload financial documents and submit **no later than 11:59 PM on November 2, 2026**. 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 3, 2026. After this date, the task will be identified as a required task due on November 2, 2026.

BPCS Escrow

Filename: BPCS Escrow.pdf **Size:** 112.2 kB

Entry 12c – Financial Contact Information

Completed - Nov 1 2026

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 2, 2026**.

PLEASE NOTE: This task appears as an optional task until August 3, 2026. After this date, the task will be identified as a required task due on November 2, 2026.

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
	SARAH K. CANNON, MMB & Co	[redacted]	[redacted]	3

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]	8

Entry 13 – Fiscal Year 2026-2027 Budget

Completed - Nov 1 2026

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 2, 2026**. 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 3, 2026. Thereafter, it will be identified as a required task due on November 2, 2026.

BPCS Final2026-2027ARBudgetTemplate (6

Filename: BPCS Final2026-2027ARBudgetTemplate (6.xlsx **Size:** 183.9 kB

Optional Additional Documents to Upload (BOR)

Incomplete

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Nicole DeStefano

Charter School Education Corporation: Bridge Preparatory Charter Schoo;

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

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.

3. Are you related by blood, 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.

-

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

○ **Yes** ● **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

○ **Yes** ● **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your 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 past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to 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) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member 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 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) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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. Please provide only contact information which may be made publicly available.

Business Telephone:

Business Address:

E-mail Address:

Nicole DeStefano 07/14/2026

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Traci Frey

Charter School Education Corporation: Bridge Preparatory Charter Schoo;

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

Co-chair of the Board
Chair, Academic Committee

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.

3. Are you related by blood, 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.

-

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

○ **Yes** ● **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

○ **Yes** ● **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your 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 past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to 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) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member 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 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) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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Business Telephone:

Business Address:

E-mail Address:



07/16/2026

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Tara Gore

Charter School Education Corporation: Bridge Preparatory Charter Schoo;

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

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.

3. Are you related by blood, 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.

-

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

○ **Yes** ● **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

○ **Yes** ● **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your 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 past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to 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) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member 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 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) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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. Please provide only contact information which may be made publicly available.

Business Telephone:

Business Address:

E-mail Address:

07/17/2026

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Rebecca Peters

Charter School Education Corporation: Bridge Preparatory Charter Schoo;

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

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.

3. Are you related by blood, 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.

-

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

○ **Yes** ● **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

○ **Yes** ● **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your 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 past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to 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) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member 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 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) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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. Please provide only contact information which may be made publicly available.

Business Telephone:

Business Address:

E-mail Address:

Rebecca Peters 07/20/2026

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Mark Haamon Vaught

Charter School Education Corporation: Bridge Preparatory Charter Schoo;

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

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.

3. Are you related by blood, 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.

-

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

○ **Yes** ● **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

○ **Yes** ● **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your 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 past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to 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) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member 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 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) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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. Please provide only contact information which may be made publicly available.

Business Telephone:

Business Address:

E-mail Address:

Mark Harmon-Vaught 07/13/2026

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Amanda Wolkowitz

Charter School Education Corporation: Bridge Preparatory Charter Schoo;

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

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.

3. Are you related by blood, 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.

my son Adin attended bridge prep as a 5th grader in thr 2025-2026 school year

-

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

○ **Yes** ● **No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

○ **Yes** ● **No**

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

6. 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 and your responsibilities.

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your 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 past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to 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) and the date of the board meeting documenting such steps	Name of person holding interest or engaging in transaction and relationship to you

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member 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 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) and your position if applicable	**Nature of business conducted and relationship between organization and the school**	**Approximate value of the business conducted**	**Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest**	**Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps**

-

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Business Telephone:

Business Address:

E-mail Address:

awolkowitzl 07/10/2026

Signature **Date**

Acceptable signature formats include:

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

last revised 04/2026

Disclosure of Financial Interest by a Current or Former Trustee

Trustee Name: Jennifer Sammartino-Mallen

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.) and the dates the positions were held. Board member, 2024-present

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

☐ **YesX No**

If **Yes**, please describe the nature of your relationship and the person's position.

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

☐ **Yes xNo**

If **Yes**, please describe the nature of your relationship.

-

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

☐ **Yes x No**

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

5. Are you a current or prospective employee of the charter school, education corporation, and/or an entity that provides comprehensive management ("CMO") services, whether for-profit or not-for-profit, that contracts, or may contract, with the charter school or education corporation?

☐ **Yes x No**

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

6. Do you serve as an employee, officer, or director of, or own a controlling interest in, a business or entity that contracts, or does business with, or plans to contract or do business with, the charter school, education corporation, and/or a CMO, whether for-profit or not-for-profit, including, but not limited to, the lease of real or personal property to the said entities?

☐ **Yes x No**

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

-

7. Identify each interest/transaction (and provide the requested information) that you, any of your 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 past five years or your current Board term, whichever is less, and, for new Board members serving less than one year, during the six months prior to 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) and the date of the board meeting documenting such steps**	**Name of person holding interest or engaging in transaction and relationship to you**

-

8. Identify each individual, business, corporation, union association, firm, partnership, franchise holding company, joint-stock company, business or real estate trust, non-profit organization, or other organization or group of people doing business with the school(s) operated by the education corporation **and** in which such entity, during the time of your tenure as a trustee, you and/or your immediate family member(s) or person(s) you reside with had a financial interest or other relationship.

If you or an immediate family member 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 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**.

XNone

Organization conducting business with the school(s) and your position if applicable	Nature of business conducted and relationship between organization and the school	Approximate value of the business conducted	Name of Trustee and/or immediate family member of household holding an interest in the organization and the nature of the interest	Steps taken to avoid conflict of interest; the date of the board meeting documenting such steps

-

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Business Telephone:

Business Address:

E-mail Address:

Signature Date *Jennifer Sammartino-Mallen*

Acceptable signature formats include:

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

last revised 04/2026

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday January 22, 2026 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Viewing Locations:

- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Amanda Wolkowitz, Mark Harmon-Vaught, Nicole DeStefano, Rebecca Peters (remote), Tara Gore (remote), Traci Frey

Trustees Absent
None

Ex Officio Members Present
Lauren (Liv) Livingston (remote), Tim Castanza

Non Voting Members Present
Lauren (Liv) Livingston (remote), Tim Castanza

Guests Present
Alyse Pecoraro, Barbara Stella (remote), Christina Caputo (remote), Cynthia Colonnello (remote), Fahron Ebanks (remote), Georgia Orosz (remote), Jennifer Sammartino-Mallen (remote), Joann Dembinski (remote), Kathy Baldassano (remote)

I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Becky Peters and Tara Gore 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, board member Jennifer Sammartino-Mallen is in attendance via videoconference from a location not posted on the public meeting notice/agenda and therefore not open to the public; she is therefore not counted toward quorum and is not eligible to vote at this meeting.
QUORUM IS MET FOR THIS MEETING.

B. Call the Meeting to Order

Mark Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Jan 22, 2026 at 7:03 PM.

C. Welcome & Kick-Off

M. Harmon-Vaught stated that this is CEO T. Castanza's last meeting with the Board in his capacity as CEO which is a really big occurrence and he just wants to say personally, what a remarkable experience it's been for 5 years getting to work with you, the school, and this community that you've shaped. A place that you have truly imagined into being, and a community of children and families you've loved and cared about and supported and advocated for, not just within the community, but across Staten Island, across New York,

and in the world beyond. You've seen the importance and the distinctiveness of the work we do, even within education where all the work is important. That's a mission that's been deeply inspiriting to me. It's the reason I come back every month. And I just want to say thank you, and there will be many more moments to say thank you but I just wanted to speak that tonight. I'm incredibly grateful for the leadership that has made all of this possible, and that that is always with us, even if you're not physically with us.

T. Frey added that she wants to thank T. Castanza for providing a space where kids feel loved and welcomed, seen and heard. Where that hasn't always been the case for them. They know that regardless of what their disability is, that people in this building care for them and are helping them learn and grow. And that is definitely because of the leadership that you have provided to staff. Also, personally, I loved the opportunity to come back into a school building. And I thank you for making me feel welcome. Making me feel useful again. And giving me the time to do things that I love in service of other educators to allow them to do what they love to do. I know that a lot of it was because of the leadership that you provided and the modeling that you did for your staff that everyone is open to feedback, everyone is a lifelong learner. So I just want to thank you for giving me a place where I feel like I belong, too.

II. Approve Minutes

A. Approve Minutes of Board Meeting of December 11, 2025

Mark Harmon-Vaught made a motion to approve the minutes from Board Meeting on 12-11-25.

M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 12-11-25 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.

III. Resolution #36 Selecting New Board Member

A. Resolution #36 Selecting Christina Caputo as Board Member

Mark Harmon-Vaught made a motion to approve Resolution #36 selecting Christina Caputo as a Board of Trustee member.

Nicole DeStefano seconded the motion.

RESOLUTION #36 – Selecting Christina Caputo 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 **Christina Caputo** as a member to its Board of Trustees, with a term expiring on **June 30, 2028** pending approval by NYSED. The resolution approving **Christina Caputo** is adopted upon NYSED's approval.
The board **VOTED** unanimously to approve the motion.

Roll Call	
Traci Frey	Aye
Amanda Wolkowitz	Aye
Tara Gore	Aye
Nicole DeStefano	Aye
Rebecca Peters	Aye
Mark Harmon-Vaught	Aye

C. Caputo stated that she's excited to join the Board but it's bittersweet because as she's hopping on, T. Castanza is hopping off from the school. She continued: I'm so thankful to all of you, and I'm so thankful to Bridge Prep, and I truly mean what I said a while back that there's not enough I could truly do to thank Bridge Prep for how much it's changed my child's life, and other children's lives. So, I think of acts of service, and being on the Board is just one way that I can give back. I don't know if it would ever be enough because I'm so grateful to the school. Thank you for having me. I'm looking forward to learning the ropes, and I'm really excited to be with everybody.
M. Harmon-Vaught responded that we are very glad to have you aboard.

IV. Special Focus & Deep Dive

A. Student Enrollment, Recruitment & Retention

M. Harmon-Vaught stated that this is a topic that was an initial goal of ours at the start of the year, and it's something that we named as a priority and had discussed prioritizing for enrollment, recruitment and retention of students. He then gave the floor to T. Castanza.

- T. Castanza said we are fortunate that we have a team that has been thinking about and continue to think about enrollment, recruitment, and retention as an annual effort that happens not just once, but all year round. Two of our team are at this meeting tonight: Fahron Ebanks, our *Director of Strategy*, and Joanne Dembinski, our *Media and Recruitment Coordinator*. Two staff members who have been with us for a really long time, and who will walk us through this deep dive into student enrollment, recruitment and retention. It's important when you're recruiting students and engaging families that you have people who have been with the school a long time and know who you are, what you do, and what makes you special and can communicate that in a way that resonates with families. We prepared some data that we want to share with the Board tonight. This is the time of year when the admissions process is just getting launched. So you can see where we are now. He then gave the floor to F. Ebanks to speak about the current situation, to be followed by J. Dembinski to cover some of the things that are on the horizon for the spring.

- F. Ebanks shared maps and charts showing **STUDENT ENROLLMENT DATA** by home zip code, gender and grade. We've increased our Brooklyn student residents by almost double; last year, we had 7 Brooklynites in our midst, and now we have 12. Our gender breakdown hasn't shifted much at all, but our grade shift is that we had 4 sections of 4th grade last year, and this year we only have 3 sections but we have increased our kindergarten section to 2. Our total enrollment numbers are a little lower this year at this current moment, but we still have the section count that we look forward to. She then shared graphs indicating data of student enrollment by race and then comparative data on race with the other Staten Island charter schools and DoE District 31 schools. T. Castanza added that all the data that F. Ebanks is sharing with us tonight is helpful when our charter renewal time comes because this is data that NYSED collects every year. We can look at the data that students provide in their registration and in our student information system that gets reported on the NYSED website. We are able to track from year to year the numbers that are going up and down to see trends. We have been intentionally targeting zip codes serving a high number of English language learners (ELL) with student admissions information based on NYSED's request to outreach to ELL students. We are able to show that in addition to what we do on Staten Island, we're also reaching out to ELLs outside of our borough. F. Ebanks then shared more student enrollment data in the categories of: Economically Disadvantaged, Students with Disabilities, Siblings and English Language Learners for Bridge Prep as well as comparatively with the other Staten Island charter schools and DoE District 31 schools.
- J. Dembinski gave an overview of the **STUDENT ENROLLMENT TIMELINE** with a graph indicating projects and events from April 2025 through August 2026, including the student admission lottery, Family Nights, Open Houses and informational tours, targeted marketing campaigns, website redesign, marketing materials, billboards and mailers, etc. She gave an details of each area and said that we have rolling student admissions all the way up until December because we're still filling seats, some students back out, or they move, and a seat opens up. So we're continuing to work on that and we will continue to do school tours upon request. She then spoke about the **MARKETING PARTNERSHIPS** that our school has with the following companies: Finalsite Media (website platform), SchoolMint (digital advertising & application platform), SI Chamber of Commerce (billboard), SI Parent Magazine/Schneps Media (print & electronic media campaigns), SI Media (custom SEO & local displays), Smartlite (mail advertisement rental) and Vanguard (distribution of marketing mailers). She gave details on what each company does for Bridge Prep and although we partner with all these media companies her focus is on what we get back from those partnerships and to make sure we're getting the biggest bang for our buck. Our contract with SI Media is up for renewal and she has some questions to discuss with them, before considering renewal. We'll have more information on that after we meet with them next week. We have some reservations about whether we should continue with them because we haven't seen the yield as much as we'd like. They gave us some analytics to go over before we decide.

A question and answer session followed each section of the presentations.
M. Harmon-Vaught thanked F. Ebanks and J. Dembinski for sharing that deep dive, which was really thoughtful. It's exactly the kind of meaty topic that we want to have discussions on and it's great to have you join us this way to walk us through as experts doing the work on the ground. It's really important, and we're eager to partner with you. T. Frey added thank you also for the invitation to the Open House. Please keep inviting the Board members to events. If you give us those dates ahead of time we can all clear our calendars to attend.

V. Reports & Updates

A. Academic Committee Report

T. Frey gave the following report on the *Academic Committee* meeting held on January 12, 2026:

- **PRINCIPAL'S ACADEMIC UPDATES:** Principal Livingston presented to the committee some of the work that they have been doing with the staff, including work with SEL *(Social-Emotional Learning)* and creating focus groups. A screener was given to 2nd graders through 5th graders; they also looked at Tier 2 behavior-identified students to see their specific needs. The specials teachers and the social workers facilitate these Tier 2 groups who meet weekly for about 30 minutes. The Art teacher incorporates art therapy and the Music teacher incorporates music and movement into the group, so the students aren't just sitting still, they're actually doing tactile, active learning. They're looking to see if there's a sense of self-efficacy and self-regulation in students after participating in these groups. It's based on the CASEL framework, and there are 50 SEL lessons by author David Harris that the teachers are using. They're going through 6 cycles of 3 weeks each.
- **STATE OF THE SCHOOL REPORT:** Principal Livingston also presented a winter *State of the School Report* that had been presented to the staff. It was the second one of the school year. They had team-building activities for staff where teams created their North Star and they shared with us those North Stars, some of which are posted around the building. Teachers did a crosswalk to their Phase 2 instructional template looking for which competencies need continued focus, so there was some self-reflection. We reviewed again the overall goals of the school. They presented a similar *State of the School Report* at a Town Hall meeting with families a couple of weeks ago. She then asked Principal Livingston if there anything she wants to add before she moves on to the Grade Team Leaders meeting; Principal Livingston replied that was everything that we discussed during the *Academic Committee* meeting.
- **GRADE TEAM LEADER MEETINGS:** They shared the agenda of a Grade Team Leader meeting. A *Grade Team Leader* is a teacher who represents a particular grade and shares items the principal has asked them to share with the other teachers on that same grade. Principal Livingston discussed the QRs *(Quality Reviews)* from Spring 2025 and Fall 2026 to look for areas of growth or where items remained unchanged. They modeled *close reading strategies* for students, which the teachers

then did in a later professional learning segment. They did a crosswalk of the Instructional Phase 2 Plan teacher-leaders need to get where they need to be so they can go back and share with their teams. And teachers are now data-tracking the criteria for success weekly. Principal Livingston also introduced a protocol that teachers can use when they're analyzing student work to change or revise instruction.

- **PRINCIPAL PERFORMANCE OBSERVATION (PPO):** We discussed the PPO that was happening in January. We visited different classrooms, including *Orton-Gillingham (OG)* classes and were looking specifically at how the *Wit and Wisdom* curriculum is being used in the ELA period, since that's a new curriculum. CEO T. Castanza, Interim Acting CEO A. Pecoraro and T. Frey held focus groups with *Grade Team Leaders*, new faculty, the new *Dean* and *Family Coordinator*, the OPS team, and the *School Leadership Team*. T. Castanza and A. Pecoraro also observed a professional development session where they focused on the *close reading strategies*.
- **INSTRUCTIONAL COACH:** Lastly, we talked about the *Instructional Coach.* There's a budget line for a full-time Instructional Coach, and the school opted to bring back a consultant who worked with some of the teachers and Ms. Otterbeck last year. Principal Livingston and the Coach were working on a plan for 3 new teachers and some co-teachers who need support.

B. Finance Committee Report

R. Peters gave the following report on the *Finance Committee* meeting held on January 13, 2026:

- **CONTRACTS & RENEWALS**: One of the vendors we keep in mind as we talk about contracts and renewals is *Staten Island Media*, so she's happy to hear that we are going to look into that. One of the struggles with them has been getting information on yield and ROI; *School Mint* and their information seems really helpful for the school; hopefully *Staten Island Media* can provide us with some of that as well and we can figure out if it's necessary to continue with them in the same capacity.
- **NEW INSTRUCTIONAL COACH:** Obviously, we need to stick to a budget, but ideally, we can plan out what we need to serve the students as a starting point, and then we'll see what that budget requires, and then we'll maximize and prioritize and do our best to accommodate that.
- **DECEMBER FINANCIAL REPORT**: We went through the December report, which looked great.
- **BANK ACCOUNT OWNERSHIP:** During a CEO transition, it can be difficult if only one person's name is listed on the bank accounts; part of our yearly process is going through the *Financial Policies & Procedures (FPP)* to see what makes the most sense for the school. That is something the school will look into, as we get later into the spring. In the meantime, Interim Acting CEO A. Pecoraro will be added to the bank account, because our current FPP as it stands has the CEO as the bank account holder. But definitely something to think about, for the future.

- **BUDGET REFRESH:** After the *Finance Committee* call, the team scheduled a meeting to go over the budget refresh one more time, so we don't have the most recent data. But something we emphasize with the team is to not only look at the current year, but also future years to make sure that the future will have a healthy budget as well. Next year looks fine, but future years may have a negative net income/net loss. We just want to make sure that the future looks bright as well for our school. T. Castanza added an update: since our *Finance Committee* meeting, we did a budget refresh with Josh, where we adjusted some things, and took into account a lot of what we call an overlap in spending; we had adjusted some of our actual projections, and what we found is a budget that shows long-term viability and strength if we continue existing trends of spending. There is no negative deficit. In future years, we'll continue to see some of the surpluses we're used to. Of course, the leadership will have to make decisions on what the specific individual budget lines look like, and we had some really in-depth conversations about our spending this year. So we have really good context on how the team might do it next year. We've had past success with early budgeting, getting into this process early and identifying key areas as priorities. We had some conversations with Josh about how we can get a little bit more out of all of our vendors. Not only enrollment-wise, but how can we do that with every one of our vendors. It took a long time to build relationships with some of our vendors. He's feeling good about where we left the meeting; with your support and the support of the *Finance Committee*, we'll be just fine. M. Harmon-Vaught said thank you for the diligent oversight, it's really important to make sure we're leveraging our resources to maximize our mission.

C. Board Development & Governance Committee Report

N. DeStefano gave the following update on *Board Development & Governance:*
We have some prospective new board members. Welcome, Christina. Glad to have you on board formally. At our last Board meeting we introduced a streamlining process around prospecting members, assessing alignments, and ultimately onboarding, just to have something official to reference. We began ticking away at the prospects we already had prior to the holidays, and are going full steam ahead. Thank you to R. Peters and T. Frey for your candidate referrals. We've slated two exploratory meetings: tomorrow we'll meet with Michael Taddei, who has a career in finance, an area of expertise that we'd like to have on our Board. Next Friday we have a meeting with Vincenza Gallassio, a former Staten Island DoE School Superintendent and her academic leadership adds robust conversation and oversight here. Fingers crossed, it's a mutually good fit, and we're excited to see what comes of those meetings. We'll keep you posted.

D. Family Association Report

C. Caputo gave the following *Family Association* update:
There is so much happening and so many wonderful events planned. The goal is to raise the engagement factor and meet families where they're at, so that is something that we're working on because geographically, the map shows our students come from all over and

we're a heavily bused school. The goal is how to meet more of our student's families, how to reach families and keep them engaged and involved.

- **VALENTINE'S DANCE** on February 12th; we've secured a reasonably-priced DJ and since the 100th day of school happens that same week we are working on celebrations for that too. We're asking for parents to accompany the children to the dance, for safety. I know that's something they spoke of at the school level. We're also going to see if we could add in a little fundraising and have raffles or baskets for the parents. Light refreshments will be offered and light snacks for the kids. The students and families are really excited that there will be a dance and everyone's looking forward to it.
- **VALENTINE-GRAMS:** We're going to create little Valentine-grams, like telegrams for each family to send to their student *(not student-to-student)* that way no child will be left out. Just a fun little thing that we're working on.
- **BOOK FAIR:** We're looking into finding a vendor for a Book Fair to help meet families where they're at. We're looking at cost effectiveness from larger retail suppliers. Traditional book vendors, really don't give much back for fundraising. So we're looking at smaller vendors where the fundraising percentage is higher and is more cost-effective for the kids and the families too.
- **FAREWELL EVENT FOR MR. CASTANZA:** The *Family Association* is planning, to say their thanks with the CEO transition and Mr. Castanza moving on, so that's something that we're working on and not giving any details away.
- **NEW ELECTION FOR TREASURER**: There will have to be a new election for the *Family Association* Treasurer position. Interested parents will be submitting an email to the Nominating Committee. The date of the election is to be determined.
- **FAMILY ASSOCIATION NEWSLETTER:** We're still working on trying to a newsletter out, and looking for somebody to work in that role of communications. Right now, we have social media with our Facebook page, which is popular and parents have a lot of their own independent text chains. Emails are also going out to families. *Class Parents* are very helpful and are getting a lot of the information and reminders out as well.
- **BOX TOPS FOR EDUCATION:** The *Family Association* was thrilled to receive a random little check for $90 from General Mills *Box Tops for Education* and were excited about it, Encouraging parents to keep eating that cereal and scanning their store receipts. (*Note: Box Tops for Education is a digital fundraising program where users scan store receipts featuring participating products using a mobile app to earn 10 cents per item for schools. There are hundreds of different products that qualify.)*
- **FUNDRAISING SUMMARY:** The *Family Association* fundraising was successful; there were Dream Cake Sales, the Pie Sales, the Holiday Fair, Box Tops for Education, etc. and after deducting expenses, the final fundraising balance is $2,695.34.

E. CEO Concluding Report

T. Castanza stated the following:

I did prepare some remarks for this evening, noting that in the past, I've been able to use the feedback that my team received, and I'll speak to all the work that we've done, but I'm culminating with you all tonight. So, if you'll indulge me for a little bit, I do have some prepared remarks. I will read right off my prepared remarks, as I've learned after many graduations, it's best to do that.

I've been reflecting, and on tonight, conversations that I'm having, evenings, talks… hallway grab-chats, and meltdowns, and all the things that are coming the next week, and I've been so struck by the weight and the meaning of these conversations more than I have been in quite some time. Even sitting at this table with you all as the founder of the school for the final time as the CEO, It's been weighing. it's been something that's been looming, we know it's coming, I know it's come, but here we are. I'm even more struck by the irony of my final week as the leader of Bridge Prep being *National School Choice Week*, starting on Monday. Bridge Prep began in the spring of 2016. Not many people knew that. I spoke to some 4th and 5th grade students today about - I'm using the term - retiring from Bridge Prep. And I asked them, how old are you? And I said, how many of you are 8, 9, or 10? And we had a conversation that this school began being talked about before they were born. Our 10-year-old 5th graders, the year that they were born is the year that Bridge Prep was born. And we had a really interesting conversation, and they were blown away by that. A lot of people don't know that Bridge Prep opened in 2019, was authorized in 2018, but began in 2016 in the spring. It began not as a school, but as a belief of some very committed people, that students with dyslexia and other language-based learning differences deserved a school that was built exclusively for them. Built in a belief and a possibility and ideas on how to give them this access, access that they'd been missing for so long. And so what exists today, as we sit here now, almost a decade later, no longer an idea, and it does far more than give students just access. It's a living community with a clear mission, and measurable results that we can discuss, debate, talk about, and improve. And more importantly, it has students and families whose lives are different because this place exists. And that's something I'm deeply proud of. I'm equally proud of how it was built. We built this school thoughtfully, with intention, and with a willingness to make hard decisions in service of students, and doing what it takes to transform them into lifelong learners. We stayed anchored in the mission, and the weight of its impact, even when it would have been easier to compromise, settle, or revert back to the textbook way of doing school. We know that that's not what our kids need, and we know that's not what we promised. Together, we position Bridge Prep not only to endure in the long run, but to grow and thrive beyond any one individual, including myself. Last night is the night that hit me the most in the past 6 months, because I started to see kids from our first graduating class getting their high school acceptance letters. And my wife asked what's going on? Are you okay? And I said it just hit me, all the impact of the work that we have done, that our first babies are gonna be in high school, and that they have thrived so much in middle school, exactly as we promised them they would. So I want to give a special shout out to the members of our founding staff and our founding cohorts who took a chance on something that was unproven. And entrusted us with their children and their careers. A long time ago, many left their careers, many came out of retirement to join this team, it took a lot to do that. We had no outcomes to lean on, no traditions to lean on, we didn't even have shirts with our name on it. And they took a chance on that.

And the students showed us - and showed their parents - what was possible when they're truly understood and valued, Bridge Prep exists because of their courage, because of their trust in the work.

I'm especially proud of our team of builders. We talk about bridge-building, but I have a team of builders here, a lot of builders - past and present, here and not here - who carry the vision forward with me day-to-day. They are talented, caring, relentless, committed people. That is the foundation of what we've done and leading alongside that has been an honor of mine.

Now, as a school's founder, I feel it's my professional responsibility to be clear about some things that need to endure here. From the very beginning, we made a promise to families that Bridge Prep would be a place built with intention, integrity, and an unwavering commitment to students who too often were misunderstood and unseen. And to families, who were disrespected, ignored, and unheard. And that promise is not symbolic, it is foundational. Protecting it is not optional.

Remaining deeply anchored in the mission is not a preference. And preserving what makes this place unique must remain non-negotiable, no matter the cost. For it to evolve, leaders will change. But the founding principles must remain. This school exists for a very specific reason. And it's my hope and expectation that it will continue to honor the reason it was created, the families and students it was created for, and the belief that bold, thoughtful work done with intentionality and belief in those students will transform their lives.

Now, on a personal note, founding and leading Bridge Prep has shaped who I am as a person and as a leader. This school will always be part of my story, and I'll always be part of its story. I talked to students today and told them I was having another baby, and they said, how many is that now? And I realized that I started here having no babies, having this baby here. And I will forever be a fierce champion of this place. I will carry its name, its mission, and the lessons I've learned here with me wherever the next chapter leads me.

And to the Boards, both past and present, I'm grateful for the partnership. I'm grateful for the challenges and the confidence that's been placed in me to build, shape, and steward this place, from its earliest days through nearly 10 years of growth and strength.

We began as a promise to families and students, and my greatest hope is that after I leave this role, no matter how long it takes, that we continue to meet the promise that we've kept.

And so as I close out, I've been doing a lot of artifact-finding, cleaning out my office and desk, you find stuff. I found this presentation deck that I made the first time I pitched this school to this community, Four slides nearly a decade ago. And the slide that stands out to me now is the one that I probably spent the least amount of time on, entitled "Imagine". In it, we identified the immediate goal of what we wanted to do: to create and open a charter school in Staten Island for 2018-19, designed to help students who struggle to read and write find success by breaking down the walls of frustration and exposing the true star inside of each child. At this moment, to this day, I believe we've answered this call. And I hope that this Board, future Boards, new members, future leaders, continue to ask the hard questions, and protect what makes this school special. So we can continue to achieve the mission, never lose sight of the students that are at the center of every decision that we make.

I am looking forward to a really nice week next week. By the way, shout out to our DLT today for talking about emergency preparedness plans for Monday's snowstorm. We're ahead of the game, and I appreciate you all.

We'll have some enjoyable conversations on Thursday with our alumni, when we see and talk to many of them. We have a wonderful day scheduled for Tuesday for *National School Choice Day* in Albany, where our school and the work that we've done will be honored by our State Assembly members. We have some vision boarding to share with families on Wednesday night. Really exciting things and a nice way for us to wrap up my work here. I hope that you leave knowing how grateful I am. My wife is very pregnant, like, super pregnant, going to give birth in 2 weeks, and she's so emotional, and it's starting to hit me now just how impactful this has been for our family. We've had difficult conversations at my house like, I'm gonna be home a lot more now. And my son is asking really good questions about why. Why is this happening? And we talked about how it's somebody else's turn now. I know that whoever that person is, they'll have the best job in the business because it's the best place in the business. And so, thank you for letting me do this. I'm looking forward to seeing what's next for you all, for this place, for our students, and our families. Anything I can do to make sure that Bridge Prep continues to be successful. Thank you.
M. Harmon-Vaught responded, thank you.

VI. 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 8:14 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Special Strategy Session

Date and Time
Friday August 29, 2025 at 2:00 PM

Location
Bridge Preparatory Charter School
Petrides Campus
715 Ocean Terrace
Staten Island, NY 10301

Trustees Present
Amanda Wolkowitz, Mark Harmon-Vaught, Tara Gore, Traci Frey

Trustees Absent
Nicole DeStefano, Rebecca Peters

Ex Officio Members Present
Lauren (Liv) Livingston, Tim Castanza

Non Voting Members Present
Lauren (Liv) Livingston, Tim Castanza

Guests Present
Kathy Baldassano (remote), Rose Marie Illuzzi

I. Opening Items

A. Record Attendance

Due to the recent departure of 2 Board of Trustee members, the Board now contains only 6 members and quorum consists of 4 members. Since 4 Board members are present at this meeting, **QUORUM IS MET.**

B. Call the Meeting to Order

Mark Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Friday Aug 29, 2025 at 2:11 PM.

C. Approve Minutes of June 10, 2025 Board Meeting

Mark Harmon-Vaught made a motion to approve the minutes from Board Meeting on 06-10-25.
M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 06-10-25 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.

D. Approve Minutes of June 26, 2025 Special Meeting

Mark Harmon-Vaught made a motion to approve the minutes from Special Meeting on 06-26-25.
M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 06-26-25 special 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. Kickoff

A. Welcome By Co-Chairs

T. Frey welcomed everyone and said she is very excited to be here for new school year, and with our new school leader. It's very exciting.
Two of our Trustees have left the Board:

- Deidre Medina resigned as President of the *Parent Association* in May 2025 and therefore relinquished her seat on the Board of Trustees. If she chooses to be an at-large member of the Board of Trustees, she can apply and then would be subject to the same application process as everyone else has been.
- Geena Kuriakose, our Board Secretary, resigned her seat on the Board due to personal family matters. She wants to remain involved with the school, but she cannot

dedicate the time that's necessary to remain as a Board member; she will remain a community member of the *Academic Committee* when she can. We invited her to please reapply to the Board when she has the time and is available to do so.

Our Board of Trustees now consists of 6 members. This is a clarion call for board member recruitment, which is something we'll return to. Board members Nicole DiStefano and Rebecca Peters are both out of the country on vacation and unable to attend today's meeting.

B. Ice Breaker: Mood Meter

T. Frey introduced an "ice breaker" at the start of the meeting with a Mood Meter developed at Yale University which contains a colored graph of moods and feelings. She asked each Trustee to choose a word from the graph that describes how they are feeling at this moment. In going around the room, the attendees chose: inspired, focused, proud, pleasant, optimistic, thoughtful and hopeful.

III. Review and Discussion of School Goals for SY 2025-26

A. Introduction of School Goals for SY 2025-26

- M. Harmon-Vaught stated that we're hopeful to hone-in on the academic goals, because we have Principal Livingston with us today and because academics are obviously a keystone part of the school's planning and work. There's some other goals that we hope to engage with more deeply in future conversations when we have other Board members in the room. Some of the agenda topics planned for today's meeting will be postponed until more Trustees are present and available to join in the discussions.
- T. Frey added that when T. Castanza presents the goals that there's a new column about specific board engagement, and which committees of the Board will be responsible for working with the school's leadership on those goals. Since R. Peters, our Treasurer, is not here today it doesn't make sense for us to deep dive into the finance goal. At our September *Academic Committee* meeting we'll dive more into the academic goals, but we can start the discussion today.
- M. Harmon-Vaught said that after we talk about the school's goals, we'll spend a little time thinking about how we can use Board meetings to best support pursuing those school goals and how we want to organize our time. Last year we tried structured meetings that were different from past meetings, and we want to think about what worked and what we want to change for the school year ahead. Finally, we have several items of new business that will require Board engagement and votes today. We'll close today with a closed Executive Session before adjournment.

B. Presentation of School Goals for SY 2025-26

T. Castanza gave the following presentation on the school's goals and the activities to be performed in service of these goals for the upcoming school year:

Goal 1 - IMPROVE SCHOOLWIDE ACADEMIC DATA/IMPROVE ACADEMIC OUTCOMES FOR STUDENTS. *Bridge Prep School will show increases on the 2025/2026 NYS Assessment as follows, compared to the 2024/2025 exam:*

1. *Aggregate Standards-Based Trend Toward Proficiency(All students)*
2. *SWD Standards-Based Trend Toward Proficiency*
3. *Aggregate School Level Proficiency in Math and ELA: at least 7% points in ELA and at least 8% points in Math*
4. *SWD School Level Proficiency in Math and ELA: at least 6% points in ELA and at least 6% points in Math*

Goal 2 - ROBUST RECRUITMENT TO CAPACITY - ENROLLMENT & STAFFING. *The CEO will ensure that the organization meets the designated enrollment targets outlined in its charter, including subgroup specific targets, for the upcoming school year (26/27) and that the organization's outlined staffing plan is met and executed for the upcoming school year (26/27).*

Goal 3 - ORGANIZATIONAL PRESENCE & INVOLVEMENT IN THE EXTERNAL COMMUNITY. *In the 2025-2026 school year, the CEO will identify and develop new partnerships within the community that yield increased enrollment, increased external revenue and secure new resources for the organization.*

Goal 4 - EFFECTIVE FISCAL MANAGEMENT. *By June 2026, BPCS will remain in sound and stable financial condition according to the NYSED Charter Performance Framework and will approve a FY27 budget aligned to the school's current and future needs.*

Further details were given in each section of the presentation and a question and answer session was included throughout. The goals' document was displayed for reference during the presentation.

C. Breakout Discussions on Goals

Among the many points which were discussed:
MOVING TO A NEW BUILDING: Perhaps it's time for us to start exploring a private facility for housing certain grades or our entire school; we need a longer-term facility; although we are fortunate to be here at the Petrides campus, there are limitations on our classroom space; we also need our own gymnasium and/or auditorium; every other charter school on Staten Island has a new building; the reality is, we are competing with these other charter schools who have brand new facilities and we are losing students to them based on their better facilities. In addition, many Staten Island residents are confused about where our school is located on the Petrides campus. Strategic space planning needs to be done for our future. Can we afford a new building? It would be helpful to ask BoostEd, our finance partner, to do a deep analysis and talk about the rental assistance process with the Board. Before we think about moving, we need to make sure that our students are actually

achieving and being successful, and that the work we're doing is having an impact on them. Because we have to make sure that we're doing the work to sustain a new building.

DEEP DIVES INTO AREAS THAT NEED IMPROVEMENT: How we can appropriately structure those into our full Board meetings for this year so that all Board members can be aware and able to support/hold accountable our school colleagues, and not just the Board committee members being familiar in each area. Build trimester checkpoints into our Board calendar for the year, so that we are also stepping back to ask how the students are doing each trimester.

SCHOOL EVENT CALENDAR FOR BOARD MEMBER ATTENDANCE AT EVENTS: It would be good for the Trustees to come to the school's information sessions/recruitment sessions/teacher-recruitment sessions, or similar events with elected officials. In order for the Board to know about school events, T. Castanza offered to share (quarterly) all upcoming school events with the Board starting at the September Board meeting.

PARTNERSHIPS: With local elected officials who can champion for our school in many areas; with local hospitals for pediatrician roundtables where we can present information about our school; with higher education institutions such as Wagner College for new student teachers and establish a student field work residency - we were able to secure 10 Wagner College students to come to our school to obtain field experience for Wagner's early childhood program. how can we replicate that with some of our New Jersey partners, Seton Hall or Fairleigh Dickinson, which has a dyslexia program. Part of our work as an organization and charter school board, is reintroducing ourselves to the community to establish who we are, what we do, and where they can find us.

IV. New Business & Votes

A. Amendment to Bylaws Regarding Family Association Board Representative

Mark Harmon-Vaught made a motion to approve a proposed amendment to the Board of Trustees Bylaws [Article III, § C4(c)-(d)] regarding the Family Association representative on the Board.

Traci Frey seconded the motion.

The proposed amendment would permit the Bridge Prep Family Association (BPFA) to designate another representative to the Board of Trustees other than the Family Association president should the president be unable or unwilling to serve as the Board designee. It provides guardrails for ensuring that that representative can and will represent the interests of the FA as a whole and the Bridge Preparatory Charter School (BPCS) family community. This amendment is endorsed by the BPCS central administrative team.

PROPOSED REVISION [Article III, § C4(c)-(d)]

c) Designation and Approval.

The Bridge Prep Family Association (“BPFA”) shall designate one (1) Family Association Representative to serve on the Board. The Representative may be the BPFA President or another BPFA member chosen in accordance with BPFA bylaws. Any designee is subject to the same eligibility, election, and approval requirements, including approval by the Charter Authorizing Entity, as all other Trustees.

d) Role and Authority.
The Family Association Representative shall be expressly empowered by the BPFA to:
1. Speak on behalf of the Bridge Prep Family Association; and
2. Serve as an authoritative voice for the entire Bridge Prep Charter School parent and guardian community.
The BPFA shall provide written certification of this authority with each designation.
e) Term of Service and Vacancy.
The Representative's term shall be two (2) years and may run concurrently with, but is not contingent upon, the individual's term in any BPFA office. If the Representative resigns, is removed, or otherwise ceases to satisfy BPFA or Board requirements, the seat shall be deemed vacant and may be filled by a new BPFA designee under this subsection.
The board **VOTED** unanimously to approve the motion.

B. Bridge Prep Charter School District Safety Plan 2025-2026

Mark Harmon-Vaught made a motion to approve the Bridge Prep Charter School District Safety Plan 2025-2026 as presented to the Board.
Amanda Wolkowitz seconded the motion.
A written copy of the District Safety Plan was shared with the Board of Trustees prior to the vote.
The board **VOTED** unanimously to approve the motion.

C. Modifications to the Bridge Prep Charter School Staff Handbook

Mark Harmon-Vaught made a motion to approve changes to the Bridge Prep Charter School Staff Handbook as presented to the Board of Trustees.
Tara Gore seconded the motion.
This summer, through a collaboration with Extensis HR, Bridge Prep made modifications to the Employee Handbook with the intention of assuring compliance with local, state and federal law and policy, adjusting to changes in organizational structure and to refine processes and procedures that will support situational specific needs and feedback received over the course of the past year. The table of contents will be modified upon acceptance of the final changes to the document.
A written copy of the changes to the Bridge Prep Charter School Staff Handbook was shared with the Board of Trustees.
The board **VOTED** unanimously to approve the motion.

D. Approval of BoardOnTrack Contract

Mark Harmon-Vaught made a motion to approve renewal of the Board-on-Track contract for 2025-2026 as presented to the Board of Trustees.
Traci Frey seconded the motion.
A copy of the written 1-year contract with Board-on-Track which takes effect October 15, 2025 was shared with the Board of Trustees.
The board **VOTED** unanimously to approve the motion.

V. Proposed Executive Session

A. Proposed Executive Session

Mark Harmon-Vaught made a motion to enter into closed Executive Session to discuss the employment history of a particular person.
Traci Frey seconded the motion.
As per NYS Public Officers Law, Article 7, §105(f), the Board of Trustees entered into CLOSED EXECUTIVE SESSION to discuss the employment history of a particular person at 4:36 PM.
The board **VOTED** unanimously to approve the motion.
The Board returned to OPEN PUBLIC SESSION at 4:40 PM.

VI. 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 4:40 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday December 11, 2025 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=ZIa4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
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+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present
Amanda Wolkowitz, Mark Harmon-Vaught, Nicole DeStefano, Rebecca Peters (remote), Tara Gore, Traci Frey

Trustees Absent
Jennifer Sammartino-Mallen

Ex Officio Members Present

Tim Castanza

Non Voting Members Present
Tim Castanza

Guests Present
Alyse Pecoraro, Christina Caputo (remote), Kafayat Jempeji (remote), Kathy Baldassano (remote), Valentina Reilly (remote), Vallerie Herskowitz (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Mark Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Dec 11, 2025 at 7:02 PM.

C. Welcome & Kickoff

M. Harmon-Vaught welcomed everyone to the meeting. We have some meaty topics tonight. Regular reports during the main section of the meeting, and then we have some proposed topics for board discussion and closed executive session. With that, we'll move to the first item on the agenda, which is the approval of minutes.

II. Approve Minutes

A. Approve Minutes of November 6, 2025 Special Board Meeting

Mark Harmon-Vaught made a motion to approve the minutes from SPECIAL VIRTUAL BOARD MEETING on 11-06-25.
M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 11-06-25 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.

B. Approve Minutes of November 13, 2025 Board Meeting

Mark Harmon-Vaught made a motion to approve the minutes from Board Meeting on 11-13-25.
M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 11-13-25 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.

III. Reports & Updates

A. CEO Report

T. Castanza gave the following CEO update:

- **TRANSITION TO NEW INTERIM ACTING CEO:** We welcome Alyse Pecoraro, our new Interim Acting CEO; A. Pecoraro and T. Castanza have been working together since she arrived at the school; the Board members know the work that was done to A. Pecoraro joining us, but he thinks that work has shifted now that she is here. We're able to get more focused on some of the topics that are really critical during our transition to make sure that the school continues to be not only viable, but strong and mission aligned. We will talk about mission alignment a lot over the next 6 to 8 weeks because it's super critical for the success of the school. He and A. Pecoraro have begun identifying the needs and really getting into the weeds of the school. When we transition this work, we're transitioning a lot of historical context, not just processes, He wants to thank A. Pecoraro for pushing him on how we organize information, and thanked M. Harmon-Vaught and T. Frey for pushing on getting things really calendared for the month of January. We need to get all the key topics done before the end of January and we now have a week-by-week calendar which I will summarize so the board understands what is going to be happening. A lot of this is also being discussed in each of the Board committees that we attend; the *Finance Committee* knows the financial timeline, same for the *Academic Committee*, etc. But, so far we've been really focusing on relationships, with one-on-one conversations that A. Pecoraro has been having with our ELT *(Executive Leadership Team).* This week, A. Pecoraro is here at tonight's Board meeting, and attended some Board committee meetings. We're starting to peel-the-onion a little bit on mission and vision, and really trying to understand what that means. Also doing a dump of all the key policies that we have; A. Pecoraro has been doing a lot of reading about those and diving in. Next week, she will join his individual check-ins with the Executive Leadership Team. We're going to do some classroom observations, see the new ELA curriculum and our Orton-Gillingham periods, two things that are really critical for the success of the school. And then we're going to be talking about admissions, specifically recruitment and retention, because that process is going to begin soon. We start doing student recruitment at the end of December. And when we get back in January, the topics will get more narrow because they're larger in their scope. We'll do 2 weeks of financial, handoffs. The 1st week will cover budget and accounts, A. Pecoraro was able to sit in a budget meeting with our team and Josh and also a Board *Finance Committee* meeting. We'll refocus again on mission alignment and what it looks like in practice. The 2nd week, we'll cover contracts. We have our team compiling all our contracts and I'll give some recommendations regarding what I would be thinking if I were looking at this item. And then we're going to cover a little of the external-facing part of the CEO role. Who are our key partners, and what do those partnerships look like? We also have a PPO that week, so it's going to be a busy

week. As we end the month of January, we'll be focusing specifically on what keeps the school sustainable long-term. NYSED, the Charter Performance Framework, and some partner handoffs. Our external partners have helped to keep our school successful, and that our team believes will continue to keep the school successful. We have a clear scope of what we want to accomplish and there will be things added along the way, but that's the general overview.

- **SUPPORTING STAFF & STUDENT FAMILIES:** We were able to attend the Family Association meeting last night and we're going to try to find ways for families, students and staff to have some authentic conversations with us over the next couple of weeks. We're also going to the SLT *(School Leadership Team)* meeting tomorrow, specifically to talk about teacher support and teacher coaching, and the plan to support teachers during the remainder of the school year. When we implemented the new school organizational structure with 3 new assistant principals, we thought this would be a good set-up to give teachers consistent support with regular and clear feedback. We want to make sure that's happening, and if it's not happening, understand why. How can we support our school in the continued development of teachers?
- **SHARING DOCUMENTATION WITH THE BOARD:** We have these documents that we're working on with documents in them, documents within documents. If any of those might be helpful for the Board as T. Castanza begins to transition off or if there are any specific documents that the Board would like - much of which has been shared with the Board already. He will take a look through his hard drive containing 10 years' worth of school documentation and a lot of historical context, particularly our marketing materials, how we talk about the school, how we successfully recruit students, the language we've used, strategies that worked and didn't work. And a lot of information regarding charter renewal, in case there's any renewal documents that we still have that the Board doesn't have. We will upload all that into the Board's shared Google Drive.

M. Harmon-Vaught added that we want to say thank you both to T. Castanza and A. Pecoraro for all the work that you are doing in the transition. It's an enormous amount of effort, and it's not without a heaviness that comes with this type of change for T. Castanza and for the community, We're just really grateful for the way you are approaching it. And the setting you're providing at a time of tremendous change for a community that we all care so deeply about. Also, it's rare to have the opportunity for this kind of overlap between CEOs, which was intentional and wasn't an accident. We really appreciate that as well.

B. Academic Committee Report

T. Frey gave the following report on the *Academic Committee* meeting held on December 9, 2025:

- **INTERIM ACTING CEO**: We welcomed Alyse Pecoraro to the committee meeting
- **BULLSEYE DATA ANALYTICS:** Principal Livingston discussed the Bullseye Data Analytics Program, which is the system that she and the assistant principals use to

enter observation information, and teachers can access it to get their feedback. She provided us with a cross-section of the data and highlighted cognitive engagement, time-on-task, use of verbal cues, use of exemplars, and lesson framing as priorities with teachers. The focus in the next phase for the teachers will be looking for continuing cognitive engagement, exit tickets, systems and routines, pacing, and continued lesson framing. They also are rolling out Instructional Phase 2 on December 8th. The assistant principals and Principal Livingston will be looking at student work quality, and how teachers are circulating around the classroom to check on students. They are couching all of their feedback in the Danielson rubric, which Principal Livingston has amended from the original Danielson language; it includes examples and action steps that teachers can take to move up the chain from developing to effective, or effective to highly effective. By now, all teachers should have been observed at least 3 times using an informal observation process. They acknowledged that there is a lapse from the time teachers are observed to the time that the data is entered into Bullseye. So we suggested giving them quick feedback via an email at the end of the day, or a post-it note just so teachers get some immediate feedback. It's not the detailed Bullseye results, but at least they'll have a sense of what changes they could immediately implement because if they wait too long, the feedback is not meaningful or actionable.

- **CLASSROOM DATA TRACKING**: In response to teacher feedback from the focus group that we had as part of the Quality Review process, Principal Livingston and her team shifted their data tracking, which was rolled out to teachers on Tuesday during the PD session. The data will be tracked in the classroom, under 3 umbrellas. Classroom data, maps data, and the IEP goal tracker, and one of the 2 teachers in the room will be carrying a physical tracker where they can log what they're observing in the classroom so that they have a running record. Students will be grouped during their Math Fluency and Humanities classes based on the data that's being collected.
- **MAP DATA WORKBOOK:** They shared with us the MAP workbook that's updated after each assessment. The teachers had been responsible for updating that workbook in their PLCs weekly, but Principal Livingston has taken that off their plate, and her team is doing the update instead, so teachers don't have to. This is very much appreciated by the teachers.
- **QUALITY REVIEW RESULTS:** We also engaged in a quick debrief of the results of the Quality Review. We saw progress in terms of systems and structures and high expectations. The focus is still on refining and pushing teacher pedagogy. There were some trends across the school that we noticed, which Principal Livingston has acknowledged, For example, when students are in stations, are students working independently monitored? Teachers are spending time with those designated Tier 2 and Tier 3 students, but how are the students working independently being monitored for accuracy, fluency, etc.
- **PRINCIPAL PERFORMANCE OBSERVATION:** We mentioned that T. Castanza and A. Pecoraro will be conducting a PPO (Principal Performance Observation) on January 13th. A Quality Review looks for trends across the school, and it's generally used as an evaluation tool for the CEO or the Executive Director, which is what it

used to be, whereas the PPO is an evaluation tool for the principal, and what moves the principal has taken or made to improve the school in a series of competency areas, including instruction and systems, etc. So, the 1st PPO will be in January, and there's another PPO scheduled in late spring.

C. Finance Committee Report

R. Peters gave the following report on the *Finance Committee* meeting held on December 9, 2025:

- **FINANCE SUMMARY FOR CEO TRANSITION:** Discussion was held on compiling information for the CEO transition on certain things like bank accounts, understanding our vendor profile and who we work with - gathering that all in one place, so it's easy for the new Interim Acting CEO to see what's going on with school finances. At the same time, re-evaluating those things and making sure that everything is in line with our current structure, since this is the first year we have the new organization arrangement in place.
- **BUDGET REFRESH:** We spent a good amount of time on the budget refresh, which is essentially looking at the budget that was approved last spring and comparing it to our actual expenses now, and our needs now. One note is that there are changes from what we originally budgeted to what's going on now, and there are some expenses that will remain. The finance team will let the *Finance Committee* know which of those changes are one-offs, and which of those changes will continue at the school so we can accurately see what we'll need to sustain school growth and proceeds in the next few years. More to come on that at a later date. M. Harmon-Vaught added that It was a really good meeting, but also highlighted some key areas which the *Finance Committee* will continue to monitor and be engaged to question. The whole finance team and leadership is problem-solving where we are, but we're ultimately in a good financial position, and we'll continue to monitor as we go.

D. Board Development & Governance Committee Report

N. DeStefano gave the following update on the *Board Development & Governance Committee:*

- **BOARD TRUSTEE RECRUITMENT:** The committee is working on creating a formalized system to recruit and appoint new trustees and to see where the process already in place can be enhanced regarding identification of candidates, reviewing candidates' strengths, aligning Board needs with individual candidates' expertise, meeting with board leadership, etc. If we think they're a good fit, taking it to the full board, all the way through recommending appointment to the Board, the NYSED approval process and eventual onboarding if we deem the candidate a good fit. We will share the formal process with the full Board once it is finalized, but wanted to inform everyone that the work is happening. We're also moving forward, with 3

potential candidates that we'll be following up with in the next couple of weeks using this as a test case of our formalized process to see if it will vet them appropriately.

E. CEO Search Process Update

R. Peters gave the following update on the *CEO Search Committee:*

- **CEO SEARCH COMMITTEE MEETING HELD:** We are well underway with our first kickoff meeting and have been working with the CEO search firm. We're doing our best to incorporate as many different viewpoints in this process as possible. As of this evening, we have an initial draft of a profile for the, position, so we are staying on track while also incorporating the intentional viewpoints we want to have when considering this CEO position. M. Harmon-Vaught added that we've had some listening sessions for various groups, parents and families, staff members, the leadership team, and those sessions are really helpful, because obviously, the work of this committee starts with defining what the CEO role should be, and that requires a lot of input from this community in an intentional way, so thanks to everybody who's leant their voices so far to that work. That will certainly continue as we go forward.

F. Family Association Report

C. Caputo gave the following *Family Association* update:

- **INTERIM ACTING CEO:** The IA CEO was discussed at the Family Association meeting. Introductions and greetings were very much appreciated. Welcome, Alyse Pecoraro. C. Caputo thanked her for being at tonight's meeting.
- **FAMILY ASSOCIATION MEETING SCHEDULE:** They're in the process of trying to figure out future meeting times, and what works best for different types of families. When should they hold their meetings, daytime or nighttime? They may poll the parents to see how to get the most parent involvement to attend the meetings. That also applies to in-person PTA meetings, and the barriers to having in-person versus virtual meetings, such as meeting space, security, a permit to use the school building, etc. That's something that the Family Association has been working on.
- **FUNDRAISING**: They're in the process of trying to recalibrate fundraising because it's a new executive board, and they're trying to figure out what fundraising works and what doesn't. It was mentioned that the Family Association might have spent an excessive amount for the Holiday Fair last year, which was a really big undertaking. So this year, they're scaling it down a bit. They're going to be doing some fundraising in the next week as a Bake Sale/Holiday Sale and they are asking parents to send in prepackaged goods.
- **FIFTH GRADE PLANS:** They're getting parent volunteers to work on planning 5th grade events.
- **FAMILY ASSOCIATION NEWSLETTER:** They're going to start working on a newsletter for families, which helps to engage families who might otherwise be unable to attend meetings. So they're working on creating a newsletter, and figuring out the format: weekly/monthly/quarterly? Something informative, and something

that would really help communicate with families since some parents are at the school more often to get information and some parents are not. Parents really do appreciate newsletters.

- **RECORDING SECRETARY ELECTION:** They're accepting nominations for the position of Recording Secretary since the previous Recording Secretary stepped down. They're going to be holding an election for the position.

M. Harmon-Vaught added a thank you to C. Caputo for diligently taking care of all the paperwork necessary to be formally added to the Board of Trustees. We expect that we'll be able to take a vote at our next meeting, and then move forward with your formal board membership. C. Caputo responded by thanking M. Harmon-Vaught for all his help with her questions and the documents.

IV. Public Comment

A. Comments From Public

- **VALENTINA RILEY** *(Parent of Twins in 1st Grade)*: My main concern at the moment with the way things are going at this school is that one of my son's teachers seems to have been dismissed. And we didn't get any notification of it, and I'm just concerned about the level of communication. None of the parents in the class received any notification. My son is a first grader with autism, and he was used to a certain routine. My concern as a mother is just more communication would actually be amazing. T. Frey responded thank you so much for sharing, and since Mr. Costanza and Ms. Pecoraro are here, they will be sure to take that up with Principal Livingston and their staff to make sure that that does not happen again. Also to send an email out to all of the parents in the class - not necessarily what happened, because that is confidential information - but at least to give the parents a heads up as to what the plan is moving forward. *T. Castanza asked V. Reilly if she received an email or any notification or communication introducing the new teacher? V. Reilly responded that she has not. T. Castanza added thank you; T. Frey added that we'll make sure that happens as well and that the new teacher reaches out to you and all the other parents in the class.*
- **VALLERIE HERSKOWITZ** *(Parent of 4th Grade Student):* Her daughter has been so successful at Bridge Prep with all of her subjects, and her current teachers are phenomenal, I'm literally having prayers every night, hoping they switch up to 5th grade, so the reason why I came on tonight was I noticed a lot of the Bridge Prep Family Association meeting was all about fundraising. How can we get people to go? And people want to come up to see their kids at school - they want to come. And when we had the talent show it was amazing, and I loved it, and I was crying the entire show of happy tears because of the judgment-free zone that my child can go to and be a part of, and I was so impressed by it, and now that we have a music teacher Ms. Bruschi at Bridge Prep, it would be great if you had a concert, a winter concert, a spring concert, for every grade kindergarten through 5th, and just let each class sing three songs. I'm telling you, everybody would fill that auditorium. Yes,

you'd have to get a permit. If you didn't want to do it in the auditorium, you could do it in the parking lot. There's so many ideas, but music is the way to get everyone to come, and fundraise, and $15 for tickets, or... So that's my little gripe. I just hope that maybe you can hopefully put something together for each class to do that, because everybody will come. Three times a year, I promise you. That's it. I love Bridge Prep. That's my only statement. *T. Frey responded thank you so much. I don't think it's a gripe, I think it's a great suggestion, and it's a great way to engage parents and families with the school, and I saw T. Castanza writing it down, so I'm sure he and A. Pecoraro will bring it up to Principal Livingston, and we'll make it happen. R. Peters agreed and she didn't think it was silly at all. She really appreciates hearing from all perspectives, whether it's communication or how to get more people involved, so thank you for sharing that.*

- **VALENTINA RILEY:** My other quick question was, one of the things that attracted us to Bridge Prep for my twins was we were told about all these great clubs that they would have during lunchtime to join, and all the extracurricular activities, like soccer that was supposed to happen, and I was just wondering if there was any progress on that. I know with principal changes and leadership changes, it can take a little bit. I was just wondering if we were moving towards that again. *T. Castanza responded that we heard from students that they wanted to see some of the clubs back. We heard it from some families and even some faculty who really enjoyed leading those clubs. So I did share that with the principal and with the assistant principal of operations, who was managing school culture and the schedule. My hope is that they're going to make that reappear, at least for the second half of the year. But we are going to the SLT meeting tomorrow, and we'll double down on that to make sure that that's something that's still on their radar. In the second half of last school year, every student was offered to be in a lunch club: art, yoga, dance, board games, and the kids loved it because they also got to pick their interest. And we do offer sports, but I think that's also more of spring activities: basketball, track. soccer. There was an issue last year with the soccer league at the last minute they bailed out on us, and our two athletics point people were trying to formulate that relationship again with the league, so we're still working on that. I'm happy seeing families at these Board meetings, and I appreciate however you all got here. I think you should continue to come. It's really important for the Board to hear from families, even though we have families on the Board. It's good to hear from others. We've heard a lot of feedback that our social media presence is different than it was in years past, and we're taking a look at some of the content that we post, and trying to bring back some of the ways we were highlighting student success on social media. We are planning an alumni series on social media as part of our way to highlight our historic first graduating middle-school class who's going to high school. So we're working on a few things and just keep an eye out and know that these types of things are very important to us. M. Hamon-Vaught added thank you, everybody, for joining. I want to just say you are always welcome in this space, absolutely, always. We're eager for parents to be part of these conversations, and your voice is really important to everything we do,*

so please know, please hear that from us. We are eager to be your partners in this work, so thank you for being here.

- **KAFAYAT JEMPEJI:** *(Mother of Zana and Frasal)* I just want to give a shout out to Ms. McKenna, and Ms. Lleshi. They've been awesome teachers to my kids, and I'm so happy to be a parent. And I'm so happy that my kids are in Bridge Prep, because ever since my kids have been in Bridge Prep, I've seen changes, and I just want to appreciate that's it. *T. Frey and M. Harmon-Vaught responded thank you so much.*

V. PROPOSED CLOSED EXECUTIVE SESSION

A. Vote to Enter Into Closed Executive Session

Mark Harmon-Vaught made a motion to enter into CLOSED EXECUTIVE SESSION as per Public Officers Law, Article 7, §105 (1)(f) to discuss the employment history of a particular person.
Tara Gore seconded the motion.
The Board entered into CLOSED EXECUTIVE SESSION at 7:41 PM.
The board **VOTED** unanimously to approve the motion.

B. Return to Open Public Session

The Board returned to public OPEN MEETING SESSION at 8:45 PM.

VI. 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 8:45 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

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

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Viewing Locations:

- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Amanda Wolkowitz, Jennifer Sammartino-Mallen, Mark Harmon-Vaught, Nicole DeStefano (remote), Rebecca Peters (remote), Traci Frey

Trustees Absent
Tara Gore

Ex Officio Members Present
Lauren (Liv) Livingston (remote), Tim Castanza

Non Voting Members Present
Lauren (Liv) Livingston (remote), Tim Castanza

Guests Present
Christina Caputo (remote), Kathy Baldassano (remote), Rose Marie Illuzzi (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

Mark Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Nov 13, 2025 at 7:02 PM.

C. Welcome & Kick-Off

M. Harmon-Vaught thanked everyone for being here this evening; we have some meaty topics, especially in academic data. We're going to move our committee reports to the top, because our new principal colleague will be joining us later and we want to wait on those. But before we begin, among our visitors today, we have a new colleague who will be joining the Board. He then asked T. Castanza to do a quick introduction of our new Board member. T. Castanza stated that he is excited to give this introduction because we've been really fortunate at Bridge Prep to have excellent family representation from the *Family Association* on the Board of Trustees, a choice that we made when we designed the Charter and one that we continue to feel is necessary and important particularly with the role that the Board plays in school governance and oversight. So he happy to learn that there was a special *Family Association* election for a representative to join the Board and an opportunity for

someone who's deeply passionate about doing the work. The FA representative for the next term will be Mrs. Christina Caputo who will tell you more about herself. He knows her as mom to Nicholas, who is now in the 3rd grade, and the first conversation T. Castanza had with Mrs. Caputo was a frank and honest one, when she said that her son needed a place like this, and she needed us to make sure that we all delivered for him. We've seen since then that Nicholas' growth is incredible, and we're happy about Mrs. Caputo joining this Board because she really buys into the school's mission. She understands what we do here, why we do it, and why it's important. She understands the special place that Bridge Prep has in the education community. The Caputo family makes the trip every day here from their home in Brooklyn. She'll have a wonderful experience serving on the Board, and he looks forward to the rest of the Board members getting to know her and seeing her work in action.

M. Harmon-Vaught echoed that welcome and said that we're excited to get to know Mrs. Caputo, and grateful for her partnership. We're really excited for the year ahead and happy to have a family representative formally be a member of the Board. It is really critical to everything that we do. He then gave the floor to Christina Caputo, the new *Family Association* representative on the Board of Trustees.

C. Caputo thanked everyone for their warm welcome and spoke briefly about herself and her son. She said that she is not only a parent of a little boy who has dyslexia and dysgraphia, but she's also a special education teacher, so she fights these battles during her day and she lives a life of being an advocate at work. She works with students who are dyslexic, does her science and reading trainings, and believes that much has gone wrong with special education. So, she's really happy that we have Bridge Prep. She's happy that she found Bridge Prep and she is happy to be joining the Board. She can't wait to work with the Trustees and continue to move this amazing school forward, because it really is a gift and a hidden gem. She wishes every child had the opportunity that her son has. She can't speak highly enough about all the work that everyone at Bridge Prep does, and she's looking forward to working with the Board of Trustees.

D. Approve Minutes of October 23, 2025 Board Meeting

Mark Harmon-Vaught made a motion to approve the minutes from Board Meeting on 10-23-25.

M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 10-23-25 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. Reports & Updates

A. CEO Report

T. Castanza gave the following CEO update:

- **FINANCES:** We've been doing really great work with the *Finance Committee*, specifically in-depth work for a couple of years now, and he's excited to hear the *Finance Committee* report later in tonight's meeting, because at the last finance meeting there was a lot to be put on the docket for December, January and February. He is looking forward to participating in that and making sure that is successful.
- **ACADEMICS:** Similarly, at the academic level, there's going to be a lot that's shared in the *Academic Committee* report tonight, and we're getting ready for the Quality Review coming next week. He's excited to participate in this Quality Review now that we have a Principal and 3 Assistant Principals in place running the day-to-day. It will be a good opportunity to check and see how we're meeting the goals that we set out at the beginning of the year - the goals that we set together as a Board and also that we set at the school level. Where are we on that, and where do we still need to improve? The school team has been doing some engagement with families through our first trimester surveys. We mandated that surveys be done each trimester with the 3 major subgroups of the school: families/students/staff. And that will help us not to rely on the DoE Family Survey as our only data point. We don't get the DoE data until very late. It's good for us to have our own internal data and he's received the first set of data from staff but has not seen the family data or the student data yet. He is working through the staff data and has asked the team to disaggregate that data. He's looking forward to sharing that with the entire Board, not just the *Academic Committee*, and he's hoping that we'll have that update in December.
- **BEHAVIORAL & MENTAL HEALTH INITIATIVES:** There's some things that have just been in the works for a few years now that are moving quicker to make sure that we are all set by the New Year. And some really exciting initiatives at the school level with partnerships regarding behavioral health and mental health for students and families, partnering with Dr. Ginny Mantello, *Director of Health and Wellness at the Office of the Staten Island Borough President* and some other charter school colleagues. He should have more information and be able to share more at the December Board meeting.
- **THANKFUL:** This is a time of thanks, and one of his favorite times as a school leader is holding the staff celebration next week and talking about what we're thankful for. And he wants to tell this Board and the school team that he is so thankful for the way that they are coming together and working through some challenges with the upcoming transition. Transitions are difficult in any way, shape, or form. We have had multiple transitions here, but we experienced a big one with a new principal and a new school leader, and they're rebounding nicely. They're not running away - they're diving into the challenges. They're embracing difficult conversations and continuing to put students first, He is really thankful for that. And it bodes really well for the organization as we go forward.

B. Academic Committee Report

T. Frey gave the following report on the *Academic Committee* meeting held on November 3, 2025:

- **MTSS UPDATE:** Principal Livingston gave an MTSS (Multi-Tiered Student Support) update; they're in their 3rd phase and have identified Tier 2 students from the Fall MAP data. Tier 1 is whole class instruction, Tier 2 is groups, and Tier 3 is individualized instruction. They looked at full MAP data and compared it to student IEP goals. Principal Livingston also made sure to let us know that the teachers classroom centers and their stations are also aligned to general education students' needs, so it's not just focusing on the special education students. The goal is to make sure that there is an alignment between students' IEP goals and the support that students are getting in the classroom, specifically during their humanities block of English and Social Studies. One of the criticisms that NYSED had last year was that they did not see IEP goals and mandates being acknowledged in the classroom, so this is a direct response to that.
- **CASEL FRAMEWORK:** Principal Livingston also shared that they have identified students who they labeled as Tier 2 Behavior students that are having a challenging time with their behavior in class, so they're starting CASEL *(Curriculum for Social-Emotional Learning)* framework groups. They're looking at the 5 CASEL competencies and they're going to create a rubric for students to help them improve in these 5 areas: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. The teachers are liking those structures for behavior. They're administering a social-emotional learning screener in grades 2 to 5 on November 25th, right before Thanksgiving.
- **STUDENT ATTENDANCE:** The Family Coordinator is using an attendance tracker to start a family attendance focus group and support parents whose children are struggling to get to school. They're going to incentivize attendance - our year-long attendance rate was 88% recently, and It should be in the 90%s. The goal is 90% but we've historically been above 90%. The percentage represents year-to-date of the total number of students who come to school every day.
- **PROFESSIONAL LEARNING DATA**: Teachers now have, professional learning groups where they look at data during their Tuesday PD time. They were doing that the day after the *Academic Committee* meeting. They were going to have an exemplar provided to them about what they should be looking for, and the principal said that teachers are liking how the process is cohesive and they can see their vision. Principal Livingston did a will-versus-skill activity with teachers to develop a coaching approach. Teachers are assigned to different school leaders, and are getting reassigned Monday so that they're moving through the different leaders and getting experiences being led by different leaders depending on what their needs are.
- **STAFF HIRING UPDATES:** The new HR Generalist, Kristin Gallichio, started working a few weeks ago. She's coming in 2 days a week in-person, and the rest of the week she's working remotely. She's going to be leading faculty focus groups to discover and listen to their concerns. T. Castanza added that the HR Generalist has already been setting up individual one-on-ones with faculty and staff, and they have been actively meeting. All staff are being asked to meet with the HR Generalist before December 19th just as an intro, to talk about any concerns or thoughts that

they have. Ms. Gallichio has already met with nearly a quarter of the staff, which is great. She will spend time learning what makes Bridge Prep tick, so she can make thoughtful recommendations about what needs to be modified. A new dean has been hired to start work next week and has experience being a dean, A new social worker has also been hired. Now there are no vacancies on the student support side. A new 4th grade teacher has been hired and will start working next week. We have a new ELL (English Language Learners) teacher as well. So we are now fully staffed. We discussed whether we will be hiring an Instructional Coach and there's still a budget line for that position. An Instructional Coach could be hired full-time, part-time, or as a consultant, but the this point, a decision had not yet been made regarding an Instructional Coach.

- **QUALITY REVIEW:** A School Quality Review will be conducted next Thursday and Friday. Board Co-Chairs M. Harmon-Vaught and T. Frey will be conducting the QR.
- **MIDTERM REVIEW REPORT FOCUS**: We talked about the NYSED midterm report focus areas and the next steps. We are going to reach out to CEQA to ask for specific feedback. We don't have a charter renewal date yet but are assuming it will probably be in the Fall of 2026, a year from now, Benchmarks 1, 7, and 9 need to move from "approaching" to "meets" before the renewal process begins.
- **REVIEW OF ORGANIZATIONAL CHART**: The Leadership Team is doing a "hot wash" of the school's organizational chart to focus on identifying both strengths and weaknesses and to see what needs to change, or what is working well.
- **STUDENT ENROLLMENT UPDATES:** The school is doing enrollment audits to determine why students are leaving. They noticed that there were more students leaving the school earlier in the year than usual, so they wanted to figure out why. Some families were moving, and some parents who had children in 2 different schools were taking their child out of Bridge Prep and enrolling the child in the school their sibling attends because it's just easier. Now that we have hired an ELL teacher, that teacher is working on ELL student recruitment.
- **SATURDAY ACADEMY & ACADEMIC INTERVENTION:** The *Saturday Academy* started 2 Saturdays ago, but Academic Intervention has not started yet. We hope to start it, within a couple of weeks. We were working through a staffing challenge with getting staff, and Principal Livingston and T. Castanza have been discussing potential ideas for how to recruit staff. We may have a solution, but we need to figure it out budgetarily; how many staff we might need, and what's the impact on our budget line which covers Saturday Academy/after-school enrichment/Connect Saturday. As we're doing this budget refresh, we just need to make sure there's adequate funding on that line.
- **NEW DEFINITION OF DYSLEXIA:** The *International Dyslexia Association* released a **new definition of dyslexia** in October 2025.
- **MISCELLANEOUS:** The school food drive happened a couple weeks ago. Today is *World Kindness Day,* tomorrow is *Wear Blue for World Diabetes Day*. The school held a staff wellness day a couple weeks ago. Staff giving is next week.

C.

Finance Committee Report

R. Peters gave the following report on the *Finance Committee* meeting held on November 12, 2025. There were 3 main topics covered in the meeting:

- **BANK ACCOUNTS & INVESTMENT ACCOUNTS**: We touched base with the people that support us in that area and we updated the investment policy to include quarterly reports from the finance team and CEO, showing where our money's allocated, and how much interest it's earning, and a more detailed version than what we get in the normal finance reports. So that is chugging along really well.
- **COMMUTER STIPENDS FOR STAFF**: The other thing we talked about was commuter stipends, about which CEO T. Castanza can add a little more color. The idea is that we have staff that travel from outside Staten Island to our school, similar to Mrs. Caputo traveling from Brooklyn. We discussed an idea of supporting those staff members getting to work with some sort of stipend. The *Finance Committee* supported that idea, but believe we need a formula of how we get the numbers for the commuter stipends. That's still being discussed. T. Castanza added that the commuter benefit is something that we have talked about for a couple of years. We committed to our staff during the hiring process the commuter benefit would happen and our staff is holding us accountable to that. He very much appreciates the *Finance Committee's* backing and support on the commuter stipend. We're working on getting the final numbers worked out so we can share the process with staff regarding when they will get that stipend, what will it look like and what is required to get it. All of that should be sorted out in the next couple of days, so that we can get that set up before the end of the calendar year for them. We now have teachers coming to us from New Jersey and Brooklyn and we want to be able to remain competitive for those teachers. So we're using the commuter stipend as a staff recruitment tool. It's pretty common in Staten Island, but not very common in charter schools across New York City because they don't have that same commuter travel experience, There's a path for us to do a very detailed, formulaic approach, and that would mean that maybe the stipend looks different depending on where you live.
- **BUDGET REFRESH:** Now more than ever, CEO T. Castanza has been looking at this budget refresh, almost on a daily basis. We approved our budget when we were worried student enrollment was going in one direction, but now we're in a very different place, so we're re-allocating funds accordingly. We discussed some of those details. It's still not settled at this point. We talked about some of the staff changes, and some staff additions to the budget. Keeping in mind the idea of spending money to support the students, and if paying a commuter stipend to employees who live outside of Staten Island to help them with their expenses for travelling to work. If that helps with staff retention, it will help to serve the students as well. Those are things we're looking at. T. Castanza remarked that now that we're fully staffed, we've seen some bigger expenses come in and hit the budget. We're re-allocating funding into various budget lines and now we have a better sense of where our budget is actually at right now in terms of surplus. We're at just under $200,000 of surplus, which is pretty good. It accounts for us having a more conservative enrollment than

we actually have by about 3 or 4 students so that we don't get a budget hit if some students transition in December. It also does not require us to do much decrease or re-allocation of existing budget lines, which is good. There are some things that the leadership team would like to move forward with regarding how we use the surplus funds in a really thoughtful way to support the people that work here at the school. We can have a much more clear conversation about that in December, so we don't need to go into that right now. We're also doing some additional analyses on staff compensation.

- **COMPLIANCE REPORTING & FEDERAL TITLE FUNDING**: We've completed all of our compliance reporting for NYSED. We submitted the annual report, containing a major financial component of the audit, and the updated budget. We submitted all of our title grants for Titles 1, 2, and 3. Only 4 is left and has to be completed in December. We do get revenue from the titles and there will be changes coming with title funding and allocations which T. Castanza will share with the Board. We were not impacted by the cuts at the federal level this year because that money still went to the state. However, starting next year, there will be some potential changes to how the state allocates that money and that could result in a reduction of federal funding to the school through title grants. We are not heavily reliant on federal dollars, but it's not a small amount, somewhere between $50,000 and $100,000 per year. The state has not given clear guidance yet as what that's going to look like, so it's something to watch in the Spring.

D. Update on CEO Search Process

E. Wrap-Up: Review of Action Items & Future Topics

III. Focus on Academics

A. Review of Student Academic Data/Formative Assessment Data/Classroom Learning Systems

Principal Livingston gave the a presentation on student academic data and formative assessment data and classroom learning systems by sharing the following information:

- **NYS ELA & MATH TEST DATA:** A comparison of grades from 2023-2024 and 2024-2025, a 2-year comparison, with the difference shown to the side. We were really strong in 3rd grade ELA, 4th grade Math, 4th grade ELA, and 5th grade ELA. We struggled in our 5th grade Math and 5th grade Science. One of the things that we really wanted to focus on this year was incorporating more of the multi-sensory and tactile approaches into Math, and making sure that teachers are using the coding of language that they're learning or teaching in OG and transferring that over to Math. Specifically in the form of word problems, and using the manipulatives, like counters so that students would be able to bridge the gaps that we're seeing. She then shared the same sort of data, showing the difference by cohort indicating that we did make gains, for example 3rd grade ELA in 2023-2024, compared with 4th grade ELA in

2024-2025 shows an increase of 7.62%. Even in 5th grade ELA, there's an increase of 18.39%. So this is comparing the same kid in different years, as opposed to different kids in the same grade as shown in the first group of data. A question and answer session followed regarding: DoE district up-and-down trends in data and whether our data follows those same trends since our data is judged against the district data. T. Castanza remarked that there were increases citywide in ELA and in fact, the district proficiency number in ELA increased and will continue to increase, which means we have to increase a little bit more than their increase every time. One thing we're going to really take a close look at is the proficiency of students with disabilities at the district level which decreased. We are well within striking distance of where we want to be to meet or slightly surpass proficiency levels for students with disabilities, compared to the district data.

- **STUDENTS ON THE CUSP**: We are focusing on our students, who are on the cusp. And they are being seen by our reading interventionists, and focusing on comprehension and fluency so that we can get over that hill, and really target that competency. That's one of the things that we're doing during the school day, and at Saturday Academy we're also focusing on students who are on the cusp. A lot of them happen to be students with disabilities. We're opening up our academic intervention to all students, to make sure that we get a full picture of support this year for all of our students, focusing on growth, but also proficiency. In 2023-2024 Science exam, there was a hands-on component and 27.5% of our students were proficient that year. For the 2024-2025 Science exam, they removed the hands-on component and the Science test basically became a reading comprehension test. So if we already have students that have reading challenges, it makes sense that they wouldn't do as well on the Science exam. Our performance on the first 5th grade Science test was higher than the district and higher than the state average, because we knew our students were going to be successful there. It was disappointing if they changed that Science assessment in New York.
- **MAP DATA:** Principal Livingston shared the MAP data for each individual grade; MAP data is collected in the beginning of the school year (Fall), and again at the end of the school year (Summer) to compare each student's data over the school year and see if there was any slippage over the summer; that was the first walkthrough of looking at the data. The second was for teachers to really hone in on the priority skills. The teachers are slowly breaking each of those, overarching strands down into specific skill gaps, and placing students in groups that will focus on these skill gaps during the humanities block, focused on station teaching, and also during the second half of our ELA block. Teachers are also working on this during our data professional learning centers which occur every Tuesday. We initially were looking at this data for all Tier 1, Tier 2, and Tier 3 students, but we wanted to get even more granular with our Tier 2 and Tier 3 students as part of our MTSS *(Multi-Tiered System of Supports)* Phase 3.
- **MTSS PHASES:** This what we are currently working on. We have drilled down to the specific standards that students are deficient in for both ELA and math. The next step is to develop the instructional strategy and intervention, and how often we're going to

progress-monitor it. We want teachers to be cognizant of skills that each student is deficient in. The leadership teams are responsible for going in and making sure that we're coaching teachers around how to address these skill gaps, making sure that the teachers have manipulatives, making sure that they understand the best practices. We also have 3 different phases for instruction, which are aligned to Danielson, and in MTSS Phase 2, with all of these skill gaps identified, we want to see differentiation, we want to see intentional, intellectual prep with benchmarks along the way that are tangible and actually, reachable for kids. And we want kids to also know what their goals are as well. This is something that teachers have been working on for 2 weeks now. When you come for the Quality Review on Friday, you'll be able to see the Kindergarten team in action working through this. MTSS Phase 1 and 2 were about laying the foundation, making sure that we had the right structures in place and the right systems, and MTSS Phase 3 is about strengthening it. MTSS Phase 3 ends tomorrow. We also began our PPT approach as an intervention. We rolled out PBIS *(Positive Behavior Intervention System)* and we are kicking off our school store next Monday. We're going to administer our SEL *(Social-Emotional Learning)* screener to grades 2 through 5 on the 25th. And we're going to use that to populate our MTSS Tier 2 SEL focus group. We're going to incorporate art therapy into it, to be facilitated by our 2 social workers and our specials teachers. We hope to kick that off in the beginning of December with 3-week cycles. She shared the MTSS Strategy Map. Principal Livingston said she has a really incredible leadership team that are so patient. They're able to actually work together and make her ideas come to fruition. She's really, really thankful for her team.

- **STUDENT ATTENDANCE TRACKER DATA**: Principal Livingston shared her Attendance Tracker Data spreadsheet and said that we're continuing our attendance policy, and our Family Coordinator is starting a family attendance focus group for our students that are chronically absent. Right now, students have been identified for our SEL focus group. They're all students that have 3 to 9 referrals. We want to continue to populate these groups based upon the SEL screener scores. We use the data on our Attendance Tracker for our attendance meetings to see what is happening with chronically absent students. We had our attendance meeting today and we look at the weekly attendance occurrences the number of absences for a given week, and then we identify the intervention based upon our policy. Then we look at the cumulative absences, a summation of all of the students' absences throughout the year, and there's a lot of cross-referencing. Our attendance percentage this month is 91%, and overall this year it's 88%, which is 2% below where we would like it to be. We still have a little work to do, but she's really proud of the work of the OPS team and the leadership team.
- **MTSS PHASE 4:** Is being rolled out to teachers tomorrow. This breaks down how we're building upon all of the other phases, and this is our high-intensity interventions for our Tier 3 students, while still continuing all of the interventions that we put into place for Tier 1 and Tier 2 students. We're deepening our Tier 3 interventions, and that has a lot to do with the MAPS tracker. We're refining our small group instruction, making sure that the intellectual prep is aligned to not only the scope and sequence

and curriculum, but the kids that are in front of teachers every day. We're really working on enhancing the OG, instruction, and making sure that that carries over to Math as well. The manipulatives are big. We've even gone in and started to review how we're writing some of the IEPs and making sure that the language really benefits kids and teaching and learning. We are really making sure that our PBIS system is, sustainable and systemic.

A question and answer session regarding interventions, MTSS phases and tier systems followed the presentation.

IV. PROPOSED CLOSED EXECUTIVE SESSION

A. Vote to Enter Into Closed Executive Session

Mark Harmon-Vaught made a motion to 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.
Amanda Wolkowitz seconded the motion.
The Board entered into **CLOSED EXECUTIVE SESSION** at 8:01 PM.

The Board will return to **OPEN PUBLIC SESSION** at the conclusion of the Executive Session
The board **VOTED** unanimously to approve the motion.

B. Return to Open Public Session

The Board returned to public **OPEN MEETING SESSION** at 8:23 PM.

V. Proposed Offer for the Position of Interim Chief Executive Officer

A. Vote to Authorize Offer to Interim CEO Candidate

Mark Harmon-Vaught made a motion to authorize the Board Co-Chairs to extend an offer to the discussed candidate for the position of Interim Chief Executive Officer, and to finalize the terms of that offer consistent with the Board's discussion.
Traci Frey seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. Closing Items

A. Possible New Candidates for Board of Trustees

- T. Frey stated that she had dinner with Vincenza Gallassio, retired Superintendent of District 31, former principal of PS 16, who indicated that she might be interested in joining our Board of Trustees. Need to figure out what that process looks like, and if the Board members want to talk to her beforehand. She's knowledgeable about literacy practices, and it would be nice to have another educator on the Board. It's also

a boon that the *Family Association* representative, Christina Caputo, is a special ed teacher. It's great to have other education perspectives on the Board of Trustees. Let her know what needs to happen next. As Chair of the *Board Governance Committee,* N. DeStefano thinks it's great.

- M Harmon-Vaught added that we also have 2 other potential Board members that we want to accelerate follow-through and follow-up on. He sent an email earlier today to N. DeStefano asking to schedule a special meeting of the *Governance Committee* to talk about it.

B. Thankful for Board of Trustee Members

M. Harmon-Vaught stated that since it's a month of thanks, he is eternally grateful for all of the Board members, for your dedication, your commitment, your being here, your partnership, and your strategic engagement. In this last month, we've had really engaged Academic Committee and Finance Committee meetings on meaty topics relating to important things. We're obviously carrying a lot right now. This is a heavy time for all of us, T. Castanza included. And he is grateful for continued collaboration and partnership in good faith. We are moving forward on a mission that matters, and he feels very positive about the trajectory of everything, notwithstanding the challenges of the current moment. Thanks, everybody.

C. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:27 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday September 11, 2025 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Locations:

- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Amanda Wolkowitz, Mark Harmon-Vaught, Rebecca Peters (remote), Tara Gore, Traci Frey (remote)

Trustees Absent
Nicole DeStefano

Ex Officio Members Present
Lauren (Liv) Livingston (remote), Tim Castanza

Non Voting Members Present
Lauren (Liv) Livingston (remote), Tim Castanza

Guests Present
Fahron Ebanks (remote), Jennifer Sammartino-Mallen (remote), Kathy Baldassano (remote), Rose Marie Illuzzi (remote)

I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although Board members Traci Frey 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.
As total Board membership currently totals 6 Trustees, quorum is 4 members.
QUORUM IS MET FOR THIS MEETING.

B. Call the Meeting to Order

Mark Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Sep 11, 2025 at 7:01 PM.

C. Approve Minutes

Mark Harmon-Vaught made a motion to approve the minutes from Board Meeting on 08-29-25.
M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the 08-29-25 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. PROPOSED CLOSED EXECUTIVE SESSION

A.

Board Vote to Enter Into Executive Session

Mark Harmon-Vaught made a motion to enter into CLOSED EXECUTIVE SESSION for the purpose of discussing the employment history of a particular person.
Traci Frey seconded the motion.
As per NYS Public Officers Law, ARTICLE 7, §105 (f), the Board entered into **CLOSED EXECUTIVE SESSION** at 7:03 PM to discuss the employment history of a particular person.
The board **VOTED** unanimously to approve the motion.
The Board returned to **OPEN PUBLIC SESSION** at 8:02 PM.

M. Harmon-Vaught stated that due to the extended timing of tonight's meeting caused by the lengthy closed Executive Session, we'll proceed with a few agenda items, and hold some items for our next meeting so that tonight's meeting doesn't run too long.

III. ELECTION OF BOARD OFFICERS FOR 2025-2026

A. Board of Trustees Officers' Election

A. Wolkowitz, acting a *Chair ProTem*, opened the nominations for Board of Trustees Officers as follows:
Officer Positions

- **Board Chair/Co-Chairs:** A. Wolkowitz nominated M. Harmon-Vaught and T. Frey for Board Co-Chairs. 2nd by R. Peters. There were no other nominations for this position. VOTE: 4 Yes; 0 No; 0 Abstentions. **M. HARMON-VAUGHT & TRACI FREY ARE ELECTED AS BOARD CO-CHAIRS.**
- **Board Secretary:** M. Harmon-Vaught nominated N. DeStefano for Board Secretary. 2nd by T. Frey. There were no other nominations for this position. VOTE: 4 Yes; 0 No; 0 Abstentions. **NICOLE DESTEFANO IS ELECTED AS BOARD SECRETARY.**
- **Board Treasurer:** M. Harmon-Vaught nominated R. Peters for Board Treasurer. 2nd by A. Wolkowitz. There were no other nominations for this position. VOTE: 4 Yes; 0 No; 0 Abstentions. **R. PETERS IS ELECTED AS BOARD TREASURER.**

M. Harmon-Vaught stated that because we don't have a lot of time, we don't want to go too far into tonight's agenda, and Board Secretary N. DeStefano is absent tonight, so we will postpone to a future meeting the following agenda items:

Special Areas of Focus & Unfinished Business discussion of:

- The CEO & Bridge Prep School’s Goals in the areas of External Community Involvement & Fiscal Management
- The Board Business Calendar & Meeting Calendar SY 2025-2026

We will also postpone ***Reports & Updates by:***

- CEO
- Academic Committee
- Finance Committee
- Board Development & Governance Committee
- Family Association Representative
- Board Co-Chairs Wrap-Up with Review of Action Items & Future Topics

We can now move forward to the new business item, an iReady contract with Curriculum Associates.

IV. NEW BUSINESS

A. Approval of I-Ready Contract with Curriculum Associates

Mark Harmon-Vaught made a motion to approve the contract with Curriculum Associates for the I-Ready Program assessments and teachers' toolbox for the period 07-30-25 through 12-31-25.
Tara Gore seconded the motion.
T. Castanza gave a brief presentation on the I-Ready Program and Contract with Curriculum Associates for 2025. He stated that at the Academic Committee meeting, we discussed bringing on iReady, which is not something that we've had in the past. It's a program that Principal Livingston and the SLT feel will go really well with how they're approaching viewing data and small groupings. We use IXL Learning Program right now, and iReady would replace IXL. The Academic Committee had no concerns with the contract, If the contract is approved tonight, we can discuss specific implementation at a later point when it's implemented, how it's implemented and scaled-in, and what it looks like. But first we wanted to make sure that the Board would approve the actual contract and agreement, and then we can go from there.
The board **VOTED** unanimously to approve the motion.

V. REPORTS & UPDATES

A. Chief Executive Officer Report & Updates

T. Castanza gave the following CEO update:

- **STUDENT ENROLLMENT:** We just had a Board Strategy Session, but we are well into the school year at this point. Our student enrollment is starting to level out a bit, so we now have about 260 students, significantly above where we projected to be at this time, which was around 245 students. That's well above what we budgeted for (232 students). We will keep monitoring enrollment until October 31st or November 1st which is usually when the numbers start to level out a bit. We are thankful to our recruitment team for doing good work and for pushing some families forward that were on the fence. We continue to get enrollment demand and we do have some seats available. There are no seats available in the grades where we have

applications. But we have seats available in 2nd grade. We currently have only 1 section of 2nd grade, and enrolling more of those students would push the class size to be just too high. Right now, 2nd grade is probably about as high as it can go for only 1 section. The only path forward for us to accept more 2nd grade students would be if we add a 2nd section of 2nd grade. Second grade would be approximately 27 students split into 2 sections of around 13 or 14 students which would be one of our smaller sections. There's some additional considerations that we need to look into, particularly the ability to hire enough quality teachers. Classroom space is another consideration, but that is something we could probably work through. Our team has done very well with over the past couple of years, so he's not concerned about that as much as making sure that we have 2 high-quality 2nd grade teachers. We're going to monitor this over the next couple of weeks, but overall, we're feeling really good about student enrollment. The higher student numbers will drastically change our budget, as I shared at the Finance Committee meeting. And this is one of the years that I was the most nervous about enrollment. And this is the year that he's most proud of where we are at this point with enrollment, which was a worry of this summer.

- **TEACHER RECRUITMENT**: We spent a lot of time this summer planning new ways, engaging new partners, thinking about different strategies and branding. Now we're going to shift the same level of energy to teacher recruitment and teacher hiring, because that'll be our next worthy endeavor. We're doing something we haven't done before for teacher hiring. We have a new partnership with Kokua, a company that connects candidates to jobs as student teachers in K-12 schools. They will send us substitute teachers when we need them. Right now, we have a teacher vacancy that we're working to fill. We have a teacher in the classroom right now, but we've been using the sub in the interim, and the subs that came to us from Kokua are really quality teachers. We have 1 really high-quality sub that we are going to explore an employment contract with. Kokua charges a finder's fee for any candidate that we hire, but high-quality teaching candidates who are looking for a full-time job will be great for us. Not just for our staff, but also as an alternate pipeline for potential teachers as they come in. The finder's fee is a percentage of the hire's total salary.
- **CALENDAR OF EVENTS**: We are still working on getting the Board a calendar of events, as a month-by-month calendar. The school team was gracious enough to provide him with a very detailed overview, so he will put some of those events and dates on a calendar that the Board might be interested in.

At this point of the meeting, a **FIRE ALARM** sounded in the building and the Board of Trustees were instructed to evacuate the school. Therefore, this meeting was adjourned.

VI. 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 8:13 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday October 23, 2025 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Locations:

- [redacted]
- [redacted]

Join Zoom Meeting:
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Amanda Wolkowitz, Jennifer Sammartino-Mallen, Mark Harmon-Vaught, Nicole DeStefano, Rebecca Peters (remote), Tara Gore (remote), Traci Frey

Trustees Absent
None

Ex Officio Members Present
Tim Castanza

Non Voting Members Present
Tim Castanza

Guests Present
Kathy Baldassano (remote), Rose Marie Illuzzi (remote)

I. Opening Items

A. Record Attendance

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. **QUORUM IS MET FOR THIS MEETING.**

B. Call the Meeting to Order

Mark Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Oct 23, 2025 at 7:03 PM.

C. Welcome & Kick-Off

T. Frey offered a welcome to everyone. We're very happy to welcome our brand new board member, Jennifer Sammartino. We're very excited to have you all here this month, so thank you for joining us.

D. Approve Minutes of Board Meeting on 09/11/25

Mark Harmon-Vaught made a motion to approve the minutes from Board Meeting on 09-11-25.
Nicole DeStefano seconded the motion.
The board **VOTED** unanimously to approve the motion.

E.

Approve Minutes of Special Board Meeting on 09/15/25

Mark Harmon-Vaught made a motion to approve the minutes from Special Board Meeting on 09-15-25.
Traci Frey seconded the motion.
The board **VOTED** unanimously to approve the motion.
M. Harmon-Vaught thanked everybody and said tonight's meeting will be in two parts. In the first portion, we'll do our committee updates and discuss our NYSED midterm report which was circulated to the board in advance, and then we'll move into closed Executive Session for other discussions. But we're beginning with our CEO report from T. Castanza.

II. Reports & Updates

A. CEO Report

T. Castanza gave the following CEO report:

- **FAMILY ASSOCIATION UPDATE**: The Family Association held their elections for their new president about 2 weeks ago and a new president was elected. We're excited because it is both a current parent and an alumni parent who was elected: Georgia Orosz. She has a lot of good ideas and a lot of passion, and someone that really knows the school as it was and as it is now. So we're excited about that, and we have that knowledge on the Board as well, so it's a good addition to have for us at the school level. The new president has decided not to seek a Board of Trustees seat. And so that means per the new changes to the bylaws, there will be a new election for the Board of Trustees representative from the Family Association. The only limitations being that that person has to be able to serve for the 2 year term that the Board bylaws set out, limiting the person to be a parent of a student in kindergarten through 5th grade parents. There's been some interest from members in that group, and the anticipation is that they will have their election, at their next meeting, which is scheduled for October 28th. Once that representative is elected, he will let the Board of Trustees know. T. Frey reminded him that we're still subject to approval by the state (NYSED). T. Castanza responded that's correct and we will do a clear job during that representative's election process of explaining specifically what the Board member role looks like because in the past the Family Association president has known what the role is, and it makes it a little easier. This may be someone who is new to this so we will do some good explaining on what the role entails. And he has some questions for the representative nominee because this will leave the hands of the nominating committee, and go to the new executive board who also need to understand some of the processes. The Family Association elections themselves were contested due to some process issues, but everything worked out fine. He's very pleased with the full slate of new Family Association officers from a very diverse group of families which really represent the community of students that we serve.

- **RESIGNING CEO POSITION:** T. Castanza stated that he will be stepping aside and leaving his role as Chief Executive Officer at Bridge Prep, effective January 2026. This timeline will allow time to gradually transition. He made this personal decision and shared his thoughts in person and through email with our families and staff. This has been a very emotional week, and he chooses not to use this time right now to rehash everything because we will have time together to do that later. He spoke with the staff on Tuesday afternoon and the reaction was as expected, with some shock and a lot of feelings. He told the staff how proud he is of their growth, and the growth that we've made as a school and a community over the course of 8 years. It is a drastically different place than where we started, The amount of growth that has been made by our teams also translates over to the Board of Trustees. The growth that the Board and the organization has made as a whole, and how it has evolved from an idea to a place where students feel truly seen, feel truly heard, feel truly valued, and are getting access to an education that they were not getting elsewhere. Parents continue to choose us and wonder how we do this. It is a testament to a lot of people, some who are no longer here but worked here at some point and contributed something. He was the face of Bridge Prep for a long time, but Bridge Prep is never one person and never about one person. It's about a group of people that really believe in what they do. He feels very hopeful about the team that sits on the Board of Trustees and those that work in this building every day. And he knows that Bridge Prep will continue to be strong and whoever comes next will take it to higher levels under the Board's leadership. This is his way of leading up to thank you, but we'll share more appreciation at a later time because there's still work to do. M. Harmon-Vaught remarked on behalf of the board and others that there will be plenty of moments to celebrate and recognize T. Castanza and his contributions, and he wants to mention one specific thing from yesterday, which relates to an item on tonight's agenda, the NYSED Midterm Review. Yesterday, we joined T. Castanza in a meeting with Paolo, our NYSED liaison. And our relationship with NYSED is challenging sometimes, although we're grateful for their leadership and support. But when we shared the news about T. Castanza's resignation, Paolo was saddened, but reflected just how positively he was feeling about where the school is now. It was the first time we've ever been on a call with a NYSED representative with that level of desire to support us and a genuine, clear sense that we are on the right path. And there will be so many moments to recognize T. Castanza's leadership in getting us there, but we are on the path we need to be on and our CEO's leadership has made that possible. We want to say thank you in this moment. There'll be more moments in the future to do that, but we just want to say thank you, Tim. Thank you. T. Castanza replied that Bridge Prep is feeling more comfortable, confident and positive. He led with the NYSED Midterm Report when he met with staff to let them know that a lot of staff worked really, hard last year. C. Otterbeck, worked hard to improve teaching and learning, the area we wanted to improve. And our team, Traci and Kara, really got that work done and they deserve to be recognized along with the teachers that continue to do the work. So we're on the right path. We need to keep going, because we're doing the right things. So thank you again, and he agrees that the call with

NYSED was very fine. NYSED was not only positive, but really hopeful and asked us to tell them more about what's next.

B. Academic Committee Report

T. Frey gave the following report on the *Academic Committee* meeting on October 6, 2025:

- **HIRING & STAFF UPDATE:** One of the social workers left. The vacancy was immediately filled with the current Dean of Culture, and no students are missing mandates. The Dean position was posted, and candidates were interviewed. T. Castanza will let us know if someone has been hired. One 2nd grade teacher left, and they filled that vacancy on October 16th. They had hired someone for the HR Generalist position, but the candidate backed out at the last minute, but they made an offer to a new person who accepted and starts on October 29th.
- **NYSED MIDTERM REPORT** was reviewed at the committee meeting, which we're going to go into more depth later tonight.
- **CLASS EXPANSIONS**: We are opening a second section of 2nd grade, and each section will have between 10 and 12 students instead of a larger classroom of 24 and they're hiring a new teacher. Keep in mind that this is the same group of students who, as 1st graders, went through multiple teacher changes, so we wanted to be wary of that and make sure that this particular group has a good start to their 2nd grade. T. Castanza and his staff met with families at Back to School Night, which went well. The new teacher is working out well and that group of 2nd grader's families are very happy. No sections other than that additional 2nd grade are going to be added.
- **STUDENT ENROLLMENT & RETENTION:** One of the things that we need to focus on is enrolling and retaining English Language Learner (ELL) students, which is something NYSED has pointed out to us multiple times, and we're very aware of. But we notice when we look at other charter schools on Staten Island that some of them do have a higher percentage of ELL students than the district schools but we have a higher percentage of students with IEPs and who are economically disadvantaged than the district schools, So it balances out, but it doesn't balance out enough for NYSED which still flags for it. So we have to do a better job of recruiting and retaining ELL students. Total student enrollment is fluctuating and we're in the 250 to 255 student range now, and our maximum student number is 270 so we still have room if we wanted to accept more students. T. Castanza and his staff noticed that more students are moving out or transferring earlier than before. Some of it has to do with a misalignment with placement of setting, if this is not the right setting for their IEP needs. Some of it has to do with siblings being enrolled in different schools and it's easier for the parent if they're both in the same school. We also noticed that the students who are leaving are tilted more towards students with IEPs than general education students. NYSED has repeatedly asked us how we are serving our General Education students, so we need to make sure that, in addition to serving our students with IEPs, that we're also looking at better serving our Gen Ed students.

Most of the student movement is in the early childhood grades (K-2) rather than in the upper grades.

- **NEW DATA SYSTEMS**: Principal Livingston shared some data from Culture. They use a program called Dean's List, which gives a breakdown of incidents. They're rolling out the Positive Behavior Intervention System (PBIS). They were doing a kickoff for students 2 weeks ago. As for the teacher observations, every teacher has been seen at least once, and they're in the middle of phase one. Teachers like the immediate feedback. A complaint that we heard from teachers at our focus group last year was that teachers were not getting feedback right away. Now teachers are getting immediate feedback and are sharing that they're welcoming it. And Principal Livingston also shared a MAP workbook that teachers use for data to identify students for MTSS (Multi-Tiered System of Supports) for the supports they need. Teachers are now meeting and discussing flexible grouping, which hadn't really happened before. Previously they were using MAP data to put kids in groups, but then those groups weren't changing until the next MAP assessment, which is a couple of months. Kids should be moving, changing groups much more fluidly. Teachers are now working in data Professional Learning Communities (PLCs) which are giving them skills on how to actually take the data and use it to change classroom instruction. Previously teachers mentioned that they were being given data but they didn't know how to use it or what to do with it. Now they're going through activities where they're learning what to do with the data, how to look at the data and figure out what the data is telling them how to regroup students or know what to reteach. They focus on this every Tuesday during their data PLC.
- **ACADEMIC INTERVENTIONS**: The Reading Interventionist is now focusing on Gen Ed students that are on the cusp of ELA proficiency (Level 3). If a student is considered proficient, that means they scored at least a 3 or a 4 on their NYS ELA exam. If they scored a Level 2, they are approaching proficiency and if they score a Level 1 they are not meeting proficiency. Students that are on the cusp are students that score as high Level 2 and it wouldn't take much to push them into Level 3. The Reading Interventionist has identified which students are high Level 2 and need a little extra support. After-school academic intervention will be open to every student that's on the cusp.
- **NEW READING PROGRAM:** *Wit & Wisdom* is the new reading curriculum that the school started this year, which teachers are still learning how to navigate the system, how to use the system, how to integrate the system. They're working on annotating lessons to be able to identify the learning objectives, how to scaffold learning for students, and how they can differentiate for the students in their classrooms. So there's a learning curve. There's a lot of resources that come with the program and teachers will be getting more professional development from the *Wit & Wisdom* company who will come and work with teachers so that they can get up to speed.

T. Castanza wants to add two further details to the *Academic Committee* Report:

- **AFTER-SCHOOL PROGRAMS**: He has been meeting with Principal Livingston to talk about the need to get started on after-school intervention. We're having a small issue with not having enough teachers that want to work after-school programs. This is the first time that's happened. The regular school day ends between 3 and 3:15 PM and after-school intervention ends at 5:30 PM two days per week. Saturday Academy is different. There's a demand for people to teach Saturday Academy, so you would think that we should have the opposite problem, right? But he understands why: childcare, also, teachers work a long day and are working really hard. They're being pushed hard, maybe harder than they have been pushed, and so they want to get home. We also have a lot of newer younger staff that are still attending classes themselves and many are going right from here to class. It's something that we're going to watch, and Principal Livingston and T. Castanza are trying to troubleshoot some ways to fix that because we don't want to not offer after-school intervention. Our families like it and been more historically successful for us than Saturday Academy, but we can't offer it without teachers that want to do it. And it's not something that we want to bring in external teachers to do, but it was a suggestion raised by a colleague. His colleague at the Hungerford School asked if we had any need for staff for some other things, and so that's something that we could discuss at the Campus Council if we decide we want to do that. We also have a NYCID after-school program, Monday through Friday, but it's not academic in nature. It's more of a social enrichment after-school program and gets its staffing through NYCID. We will be sending surveys at the end of the 1st trimester to staff, students and families and one of the questions for teachers asks what would incentivize them to want to work in after-school programs or why do they not want to work after-school so we can figure out the root causes for this. We've given the green light for Saturday Academy to go, and that's starting in November. He will give the *Academic Committee* the date at the next meeting.
- **ENROLLMENT UPDATE:** Student enrollment numbers are still around 253-254 students. We are seeing more movement in students leaving than we've seen historically this early in the school year. He asked our enrollment coordinator, who's done a phenomenal job keeping the enrollment process moving, to do an audit and to see who's leaving, what grade are they in, and do we know why they're leaving? And we did an exit interview, similar to what we do when a staff member leaves. We have a small enough school so we've been able to get reasons and rationale for why students are leaving. Is it something that was our fault, or was it something out of our control? And we're going to debrief the results at our cabinet meeting on November 4th. We'll keep everybody posted on that.

C. Finance Committee Report & Review of School's Audit

R. Peters gave the following report on the *Finance Committee* meeting held on October 14, 2025:

- **FINANCIAL AUDIT**: The committee was mainly focused on the audit, which was clean, as it has been in past years. As a reminder, the financial audit is a yearly

requirement that all charter schools must have. A quick audit conversation is always good - it's the lengthier and more detailed audits you need to worry about. We sat down with the auditor and she went through the report with us. There was nothing to note from our end, other than a few questions about some of the wording. Thank you to T. Castanza and the team for getting us through, and our financial consultant, Josh from BoostEd. The school is in very healthy financial condition and the audit was clean. The auditor didn't have any notes for us beyond the regular scheduled scope of the audit. So, all's good on that front.

- **OPTIMIZING BANKING STRUCTURE**: We were planning to move some bank accounts this past summer as a project for the *Finance Committee*, but we are still sorting that out. We want to make sure that we are making the most of our bank accounts and optimize our finances. Thankfully we're in a place where that is one of the tasks for the Finance Committee to look into. T. Castanza added that obviously, we always like a clean audit, and we've historically had perfectly squeaky clean audits, no school-based process issues. We updated the *Financial Policies & Procedures Handbook* this year, so in next year's audit, they'll be looking at how we adapted to the changes that were made to the policies and procedures in the new handbook. They were very clear, when they talk about strong fiscal condition, they're not just talking about good policies and procedures, or not doing anything crazy or out of the ordinary, They're talking about how much cash on hand we have in the bank and thinking about future goals. How are we maximizing that cash on hand? We're optimizing our bank accounts, but how are we really thoughtfully using that cash because it just continues to grow. On Monday, he will meet with Josh for a budget refresh, to look at the budget approved in June, and see where we are in terms of spending and projections. Based on the audit results we're going to see that the revenue that we have from cash interest is significantly higher than we budgeted for. And if not spent this year, it will continue to enhance and grow the cash on hand. So his recommendation is to give the *Finance Committee* some really thoughtful guidance, focus and support on using that cash. How are schools that have large cash on hand using their cash? What can we do with this cash, and what can we not do? How does it get realized/actualized for students in classrooms, or teachers, or families, and how does it not? We need to know because eventually NYSED will question what are we doing with all the cash on hand? M. Harmon-Vaught commented that it's a good problem to have that we need to focus on moving forward. It comes back to the question of the highest and best use of our money for our school's mission, and making sure that we're spending the money on students. The Board can vote on the audit now.

D. Approval of Bridge Prep Charter School's Financial Audit

Rebecca Peters made a motion to approve the Bridge Preparatory Charter School's financial audit for the year ended June 30, 2025, as presented to the Board.
Mark Harmon-Vaught seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Special Areas of Focus

A. NYS Education Department's Mid-Term Visit Report

T. Castanza began the discussion by explaining that Bridge Prep just recently completed a charter renewal cycle with NYSED; renewal terms come in the following increments. 2, 3, 4, and 5 years. Five years is the optimal goal, which means that NYSED believes your school is exemplary and is meeting or exceeding all of their charter performance benchmarks. This was our first charter renewal with NYSED and they gave us a 3-year renewal term because there were specific benchmarks that we were scored as "approaching" and other benchmarks that we scored as "meets". But we were scored as "approaching" in enough benchmarks that they awarded us only a 3-year renewal, A decision with which we disagreed and benchmark scoring that we disputed. But we're moving past that and trying to figure out the best strategy to get a better and longer renewal term next time with a goal of 4 or 5 years. Prior to NYSED's most recent mid-term visit on May 16, 2025, we looked at the areas where we were scored "approaches" to see how we could move those benchmarks to "meets". He then highlighted those specific benchmarks where we did make those gains in the latest NYSED visit report dated September 30, 2025. The NYSED report was shared with the Board members and discussion followed regarding the benchmarks which changed from "approaches" to "meets": Benchmark #2 *(Teaching & Learning)*; Benchmark #8 *(Mission and Key Design Elements)*; Benchmark #10 *(Legal Compliance)*. On the NYSED report, we now "meet" 7 out of the 10 benchmarks. There are only 3 benchmarks remaining "approaches": Benchmark #1 *(Student Performance)*; Benchmark #7 *(Organizational Capacity)*; and Benchmark #9 *(Enrollment, Recruitment, and Retention)*. The NYSED report is considered to be favorable and we are optimistic that we will see more growth and improvement in all benchmark areas.
A question and answer session followed regarding the NYSED report.

IV. Other Business

A. Proposed CLOSED Executive Session

Mark 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.
Traci Frey seconded the motion.
The Board of Trustees entered into CLOSED EXECUTIVE SESSION at 7:52 PM.
The board **VOTED** unanimously to approve the motion.
The Board of Trustees returned to public OPEN MEETING SESSION at 8:34 PM.

V. 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 8:34 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday February 12, 2026 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Viewing Locations:

- [redacted]
- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Mark Harmon-Vaught, Nicole DeStefano, Rebecca Peters (remote), Tara Gore, Traci Frey

Trustees Absent
Amanda Wolkowitz, Jennifer Sammartino-Mallen

Ex Officio Members Present
Lauren (Liv) Livingston (remote)

Non Voting Members Present
Lauren (Liv) Livingston (remote)

Guests Present
Alyse Pecoraro, Christina Caputo (remote), Kathy Baldassano (remote), Michael Taddei, Rose Marie Illuzzi (remote), Vincenza Gallassio

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I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Rebecca Peters and Tara Gore 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

Mark Harmon-Vaught called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Feb 12, 2026 at 7:00 PM.

C. Welcome & Kick-Off

D. Approve Minutes

Mark Harmon-Vaught made a motion to approve the minutes from Board Meeting on 01-22-26.
Traci Frey seconded the motion.
M. Harmon-Vaught stated if there is no objection, the motion to approve the minutes of the January 22, 2026 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. New Business

A.

Approval of RESOLUTION #37 Updating Bank Authorizing Representatives & Signers

Mark Harmon-Vaught made a motion to update authorizing representatives and signatories for Bridge Preparatory Charter School accounts at JPMorgan Chase Bank.
Traci Frey seconded the motion.
RESOLUTION #37 – Updating Chase Bank Authorizing Representatives and Signers
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 desires to update Bridge Prep's Authorizing Representative(s) and authorized signer(s) with Chase Bank;
NOW, THEREFORE, BE IT RESOLVED that, pursuant to applicable law and the authorizing Charter, the Board of Trustees hereby consents to, approves, and adopts the following:
1. ADD Authorizing Representative(s): Alyse Pecoraro (CEO)
2. ADD signer(s): Alyse Pecoraro (CEO)
3. REMOVE Authorizing Representative(s) and signer(s): Timothy Castanza (CEO)
BE IT FURTHER RESOLVED that the officers of Bridge Prep are authorized and directed to execute any and all documents and to take any and all actions necessary or advisable to effectuate the foregoing changes with Chase Bank, effective immediately upon adoption of this Resolution.
The board **VOTED** unanimously to approve the motion.

B. Approval of Contract With Consultant LAS Executive Search, Inc.

Mark Harmon-Vaught made a motion to approve the consultant agreement dated February 9, 2026 between Bridge Preparatory Charter School and LAS Executive Search, INC. / Cara DeAngelo.
Nicole DeStefano seconded the motion.
The board **VOTED** unanimously to approve the motion.

C. Approval of Agreement with Vanguard for Student Recruitment Mailing

Mark Harmon-Vaught made a motion to approve the agreement between Bridge Preparatory Charter School and Vanguard for recruitment mailings effective February 2026.
Rebecca Peters seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Special Topics & Deep Dive

A. Academic Data Update

Principal L. Livingston gave the following update on *MAPS Data Growth and Winter Assessments*:

MAPS FALL-WINTER DATA: Comparison of MAPS data from September 2025 to the 2nd week of January 2026. Our end-of-the-year, goals were to see a 7%, growth and also a 7% jump in proficiency; with proficiency tracked only for 3rd through 5th grade, because those are the only grades that take the NYS tests. She shared a chart indicating the following:

GRADE	KDG	1st	2nd	3rd	4th	5th
ELA Avg Growth	17.6%	10.6%	34.8%	18.6%	9.9%	-1.3%
ELA Avg Profi.	42.5%	28.5%	43.5%	40%	37%	38.3%
Math Avg Growth	16.7%	22.8%	14%	21.6%	20.2%	14%
Math Avg Profi.	58.5%	37%	25.5%	19.6%	33.6%	26.6%

Total ELA Average Profi. ***(3rd-5th)*** **38.4%**
Total Math Avg. Profi. ***(3rd-5th)*** **26.6%**

Principal Livingston covered the various grades and strategies being used to increase growth and proficiency in both ELA and Math. Teachers are setting winter-spring proficiency goals based upon the students' progress from the fall and winter, specifically MAPS-related goals, so that we can continue to push the needle. Teachers identify the students on the cusp of proficiency, so that we can develop really responsive action plans to get them over that hurdle into proficiency.

END-OF YEAR NYS TEST GOALS IN BOTH ELA & MATH:

- **3rd Grade:** 32%-42% of students will be proficient on the ELA State Test; 30%-40% of students will be proficient on the Math State Test.
- **4th Grade:** 24.7%-35% of students will be proficient on the ELA State Test; 22.8%-33.1% of students will be proficient on the Math State Test.
- **5th Grade:** 30%-40% of students will be proficient on the ELA State Test; 30%-40% of students will be proficient on the ELA State Test.
- **Whole School:** 28.9%-39% of students will be proficient on the ELA State Test: 28.3%-38.4% of students will be proficient on the ELA State Test.

She also discussed **Teacher Next Steps** and **Coach Next Steps** in the following areas: **MAPS, Rally! Math, Rally! ELA and Reading Progress Monitoring.**

A question and answer session followed the presentation.

B. Budget Check-In

R. Peters gave the following update on the school budget:
The main point that we want to discuss today is the differences, and drivers between the budget that was approved last year versus what we call a budget refresh - where we'll actually end up, or where we plan on ending up by the end of the year.
This year we have a whole new organizational chart that we are managing and figuring out what works. In addition to that, we had some one-off and some changing expenses

throughout the year. The most obvious one is the change in CEO leadership at the school. So, with that being said, it's not very concerning that the budget has moved and shifted, because we know where these changes are coming from and some of them were expected. She then shared an Excel spreadsheet with the Board which indicated *Budget vs. Actuals as of January 31, 2026*.

She presented a summary of the budget that was approved, along with a summary of the budget refreshed. We were expecting to have a net surplus of $195,000, and now we're at $58,000. This surplus number is usually much higher, even as we entered the last school year, we were still in a good spot. As things changed, the number is lower due to some positives and negatives. We actually had higher student enrollment than we had planned on, but even though we had more students, we actually spent more money recruiting students as well. Then special education funding decreased and seemed tighter. They seemed to be stricter with releasing some of those special education funds. So, while we had more students in total, the SPED funding was down. And then with salaries, the main driver would be one additional person added to payroll. That's the biggest expense, We had an overlap with the transition paying two CEO salaries for a period of time. Staff benefits also increased a little and we now have a Principal with general administration costs. We also had increases in professional services, direct educational costs, one-time legal costs, leadership search firms and the cost of student recruitment. Those are the biggest drivers in terms of spending more money. In Operations we have two buckets of money. We have Operations/Maintenance for smaller projects and Operations/Capital Expenditures (CapEx) for larger projects with $200,000 available. in that line If we needed to paint the whole school, that would be a leasehold improvement, whereas painting one classroom probably would fall within the facility renovation and repair category. We still have plenty of money on the balance sheet in CapEx, if we need to do big projects at the beginning of the summer. So, that is how we get to this $58,000 surplus and those were the main drivers of the differences between the allocated budget and the refreshed budget. M. Harmon-Vaught added that one of the things which is distinctive about Bridge Prep is the fact of our being located in DoE public space has substantially reduced our space-related costs. It has meant that, one, we've had a structural surplus, or positive operating margin and two, that we've been able to build up quite a strong reserve. R. Peters responded that in terms of our cash position we're very strong, and you can see that from the interest income we're earning. We are earning over $200,000 annually just from interest in our savings which is a great position to have and nice on our balance sheet. From a money perspective, it's a huge savings being in DoE shared space. *A question and answer session was ongoing during the presentation.*

IV. Reports & Updates

A. Academic Committee Report

T. Frey gave the following report on the *Academic Committee* meeting held on February 11, 2026:

- **STUDENT ENROLLMENT & RECRUITMENT** was covered; A. Pecoraro shared that as of yesterday, we had 30 student applicants today we have 36. There are a few recruitment events coming up. The mailers are going out this week pending Board approval today. We haven't yet heard anything about students leaving. There's an intent-to-return email that goes out in the spring to current families, and the office follows up with phone calls, so we don't really have that information yet. R. Illuzzi said that we usually send that much later in the year, but it's changed. One year we did it sooner, one year we did it later. It was former CEO T. Castanza's decision based on what was happening in enrollment at that time. So we don't have a specific time period for the intend-to-return letters to go out. M. Harmon-Vaught said he was curious about the threshold of, we want it to be early enough that it gives us indicative information, but also late enough that it's most likely to be accurate. He doesn't know what that sweet spot is. A. Pecoraro commented that she and the school team will follow up and try to zero in on that.
- **MAP DATA GROWTH PRESENTATION** was given to the *Academic Committee* as well discussing the coaching and teaching strategies, the Rally ELA and the Rally Math and basically just a more in-depth version of what they presented to the Board at today's meeting.

B. Finance Committee Report

R. Peters gave the following report on the *Finance Committee Meeting* held on February 10, 2026:

- **BANKING DETAILS**: We went over the banking details, and one of the things the Board approved today will help navigate that.
- We talked about this **BUDGET REFRESH**, and also we started having conversations about budgeting for next year, and what that looks like, and staff contracts, mapping out milestones for budgeting this spring, etc.
- **INSURANCE POLICIES**: Interim Acting CEO A. Pecoraro is already in talks with our insurance broker, so that'll be coming to the Board in the next month or two.
- We discussed the **NEW CONTRACTS** approved by Board today.
- We talked about presenting the **BUDGET TO THE BOARD IN JUNE** rather than May this year; last year, we were able to get the budget finished by the May Board meeting, and it just seems with all the different things going on, there's no problem with having the budget approved in June, as long as it's okay with the Board. I think presenting it in June would allow for more time to navigate all the different things that incorporate the budget. So, we're planning on getting the budget to the board at the June meeting this year.

C. CEO Report

M. Harmon-Vaught stated that this is officially WEEK 1 for Interim Acting CEO Alyse Pecoraro and he wants to want to thank her so much for jumping right in, in the midst of an intense transition. Thanks for engaging with the community, for quick problem solving, for

engaging with us, engaging with other members of the community, and just want to express our appreciation for the work she's already put in and she's worked so hard.

A. Pecoraro thanked him and the Board and said that because of the transition, even though I've been here, this really does feel like week one. Since the last board meeting we've finished all of the needed actions except this one regarding the change in bank signatories. Please don't leave until it's signed. This is really important.

Last week there was a amazing send-off for Mr. Costanza, with a really emotional, heartfelt clap-out. And I don't think I've ever been a part of a clap-out before, and the energy of this one was incredible. Transitions are inherently challenging for any organization, but especially a school where you want children to feel as much consistency as possible, so that's my priority right now, clarity and consistency.

Principal Livingston shared such great momentum in student learning, and we want the student learning and the student experience to keep moving in that direction. And a big part of that is communication, so I sent a hello message to families yesterday, introducing myself formally as the Interim CEO. Along with that message, the ops team created a very fun and functional *who-to-go-to* with different questions. I think change and transition gets confusing for families, and they don't know who to reach out to, and so hopefully this helps make that easier. And I received a lot of really, warm welcomes. Thank you, Ms. Caputo. Your shiny heart was the first one I received, and that felt really good as I stepped into this role.

I sent a message to the staff at the top of the week. I've already spent a lot of time in classrooms. I've met a number of teachers, I've been in PDs, but now I want to make a deeper connection. After the February break, I'm going to schedule some more structured time with them. Maybe some coffee chats, and make myself available. Staff retention is a huge priority and relationship building is going to be foundational to that. We want to keep our great teachers, and I want to get to know them, their experiences, their perspectives, so that I can be a great partner to Principal Livingston and her team to strengthen those retention efforts as we look towards next year.

Staff recruitment is another big priority right now. I'm working closely with Kristin Gallichio, our HR specialist, on recruitment planning. We're attending a number of open houses at colleges, and hiring events, expanding our outreach efforts. We're also revisiting how and where we post our roles, you know, to ensure we're competitive and we're reaching stronger candidate pools.

Enrollment and student recruitment, is another big topic. We heard some of that already, in a deep dive last month, and since then we held our Open House, which was incredible with great staff and student participation, but it was also the weekend of the snowstorm. We had had 27 families sign up for the Open House, but only 11 families showed up. J. Dembinski has been actively making sure we reach out to those families and we have another Open House scheduled on Connect Saturday. There's also an info session, a school tour, on the 16th of March. Regarding my leadership team, I'm new, but also this organizational structure is relatively new, and as we move towards the end of the year, I'm really thinking about coherence and alignment. Today I met with, my executive leadership team, essentially Principal Livingston, F. Ebanks and support to think about how we run our leadership meetings so that we're looking at the key priorities through the end of the year, and making sure that there's cross-functional alignment. And how to bring in the rest of the district team

so that we're mapping that out towards the end of the year, and that's really helpful for me, too, as I haven't been through a year before. And I'm trying to make sure we're clear on roles, and responsibilities so that we have those points of alignment mapped out at the right times.

D. Board Development & Governance Committee Report

N. DeStefano gave the following update on *Board Development & Governance:*
She has a two-fold thank you to T. Frey and to R. Peters for introducing us to Michael Taddei and Vincenza Gallassio, our 2 guests today; and thank you both for making the time to be here and also your continued interest in joining us officially. I think we've identified your areas of expertise and energy we'd love to have in the room. We think there's great alliance here, and are so excited to continue going down that path.
M. Harmon-Vaught wants to add one update which is that our new Board member approval process is a 2-step process. Once the Board votes, we then have to wait until the following meeting to approve the previous month's minutes and then the paperwork can be submitted to NYSED. We've now approved the minutes of our vote to select C. Caputo and now we'll work with A. Pecoraro to submit the documents to the state for final approval via the state portal. Previously the Board could submit the paperwork ourselves, but now we are fully reliant on our Interim CEO. A. Pecoraro added that she received her portal log-in today and she will work with M. Harmon-Vaught to go through the steps for submission via the portal.

E. Family Association Update

C. Caputo gave the following *Family Association* update:
Thank you for letting me know about submitting my Board documents to the state. Thanks for that update.

- **WHO'S WHO IN SCHOOL VISUAL GUIDE:** We had a *Family Association* meeting last night and they appreciated the staff visual guide. It was great, especially for parents who can't be at the school. Putting a face to the role staff has - our kids are the ones with the language-based learning disabilities who need visuals, but we're the parents of those kids and we totally need the visuals, too. So, thank you so much, that was very helpful. The parents were very excited about that. A. Pecoraro stated that she really has to give credit to the ops team, because parents asked for it, and she asked them for it, and they made it fun and functional. C. Caputo added just thank everybody, it is so well appreciated. It's saved, everyone has it, so please pass that message along from the Family Association, they really appreciate it.
- **FIFTH GRADE DANCE** is being held tonight.
- **FIFTH GRADE FUNDRAISING:** They're working on recalibrating this year, a revamp year building up the *Family Association*. They're trying to figure out ways to have 5th grade fundraisers, and how to work with the school for the end-of-year cost. In different years, it was different plans, who collected the money, or who booked the events. So they're working with the team at Bridge Prep to figure out what the 5th grade events will look like.

- **BOOK FAIR** is planned, but it's about 6 weeks out. she doesn't know which vendor yet. They did not say, but they are not going with one of the larger, well-known vendors, because fundraising percent is really not what it used to be, so they're going with a different, smaller scale vendor, which we are very happy about.
- **BAKE SALES**: At the end of February, early March, they're looking to have a Bake Sale, which is always fun and exciting. They will probably send home letters asking parents to send in packaged baked goods, and that's fun.
- **OPEN HOUSE:** The *Family Association* also talked about the Open House event; FA President Georgia O. was there with C. Caputo and we talked to the other parents about what a successful event it was. Great to interact with prospective incoming families from all different types of backgrounds. Some are in public school, some are just looking, some had two children with them. It was a terrific event, and J. Dembinski did a fantastic job. It was the coldest day of this Farmer's Almanac winter, and we're very thankful that another Open House event is coming up. We want more parents to join us; we want them to experience what we experience, and we want everybody to come and join our school.
- **PARENTS WANT TO GET TO KNOW THE BOARD:** When she met with them, the parents had not yet received the CEO search update so they were questioning and some were feeling a little uneasy. She told them an update is coming, and then sure enough, it arrived, right away. But, the *Family Association* feels that they do not know the Board members. And they want to know them. C. Caputo is so glad she's here, and she wants us to all know each other. And she told parents that it was so nice and welcoming when parents attended previous Board meetings. Some families were going to join tonight, but they're all at the dance. But they did want to know if something can be arranged, like a meet-and-greet on Zoom, just the Board and parents. A quick, short Zoom meeting, just to pop in and, ask what are your roles? Parents are very grateful for the work that the Board does. They just want to know the Board members. There has been so much uneasiness this year with many changes, and even though they know everything is okay, it's another way to calm anxious parents, She thought it was a really a great suggestion. They just want to connect with the Board and they understand Board members have full-time jobs, but if we could arrange a meet-and-greet, it would be great. Of course, when there are parent events in the school, they want to send invites for whoever can make it. She wants to pass that along for them. Again, parents thank everybody for all they do. They're thankful to all the staff, and everyone is happy. The *Family Association* is very positive. They're moving forward and their meetings are getting a little bigger each time. Everyone's making connections, and the parents are communicating. Even though we all can't be here, it's nice that Georgia and the parents are building a sense of community. Everything's going well. M. Harmon-Vaught said unequivocally, absolutely we are willing to meet with parents, whether it's joining an existing meeting or scheduling something special. Maybe we can touch base and figure out a time that works well. I think we're absolutely game for that. C. Caputo added even if it's a short half-hour. Even just a brief chat and a little introduction by each person, and talk about what you do and what a Board of Trustees is all about. When she was trying to explain it to

them, she told parents they need to hop on, because the Board has made so many important decisions. Even seeing fiscally, what a good place we're in. This is great news! She is passing along what she gets from here, and the parents would be so happy to know that we have a team of people who are doing so many things to move the school forward. Parents can just to hop on Zoom. Thank you for that, for listening.

F. Other Business

M. Harmon-Vaught reminds everyone that we have our *Charter Renewal* coming up next year, We've begun conversation with NYSED, but also we are going to meet soon with the vendor we've worked with previously, and then ideally look at some other options so that we can begin to have conversations with the board about the renewal process in earnest.
T. Frey said that former CEO T. Castanza's baby boy was born. His name is Cooper Joseph. He was a very healthy, large baby and he's adorable. I thought you all would want to know.

V. PROPOSED CLOSED EXECUTIVE SESSION

A. Vote to Enter Into CLOSED Executive Session

Mark 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.
Traci Frey seconded the motion.
The Board entered into **CLOSED EXECUTIVE SESSION** at 8:11 PM.
The board **VOTED** unanimously to approve the motion.

B. Return to OPEN Public Session

The Board returned to public **OPEN MEETING SESSION** at 8:42 PM.

There's one further motion before the board, before we adjourn.

C. Pre-Authorization for Future CEO Candidate Negotiations

Mark Harmon-Vaught made a motion to authorize the Board Co-Chairs to negotiate and execute the employment agreement and any related offer letter or ancillary hiring documents with the CEO candidate selected by the Board within the guardrails and parameters established by the Board of Trustees.
Tara Gore seconded the motion.
The board **VOTED** unanimously to approve the motion.

VI. 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 8:43 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday April 16, 2026 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Viewing Locations:

- [redacted]
- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Amanda Wolkowitz, Mark Harmon-Vaught (remote), Nicole DeStefano, Rebecca Peters (remote), Tara Gore (remote), Traci Frey

Trustees Absent
None

Ex Officio Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Non Voting Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Guests Present
Adam Herskowitz (remote), Angela Monje (remote), Carmelo (No Surname Given) (remote), Christina Caputo (remote), Diana Molina (remote), Gabriel Medina (remote), Ineasha McManus (remote), Jennifer Sammartino-Mallen (remote), Kathy Baldassano (remote), Kristen Fritz (remote), Marina Pazmino (remote), Michael Taddei, Rose Marie Illuzzi (remote), Sasha (No Surname Given) (remote), Stephanie Rentas (remote), Valleria Hirsch (remote), Vincenza Gallassio

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I. Opening Items

A. Record Attendance

As per Public Officers Law, Article 7, § 103-a *(Videoconferencing by public bodies)* although board members Becky Peters and Tara Gore 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, board member Mark Harmon-Vaught is attending this meeting via videoconference and has been determined to meet "extraordinary circumstances" for remote attendance at a location not open to the public; he therefore is considered to be in attendance for purposes of quorum and is permitted to vote. **QUORUM IS MET FOR THIS MEETING.**

B. Call the Meeting to Order

Traci Frey called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Apr 16, 2026 at 7:11 PM.

C. Welcome & Kick-Off

D. Approve Minutes of March 6, 2026 Special Board Meeting

Traci Frey made a motion to approve the minutes from Special Board Meeting on 03-06-26.
Amanda Wolkowitz seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Approve Minutes of March 12, 2026 Board Meeting

Traci Frey made a motion to approve the minutes from Board Meeting on 03-12-26.
Mark Harmon-Vaught seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Contract Approvals

A. Approval of Contract with boostED Finance

Traci Frey made a motion to approve the contract between Bridge Preparatory Charter School and Victory Schools Inc. d/b/a boostEd Finance effective July 1, 2026 for a period of 12 months.
Nicole DeStefano seconded the motion.
BoostEd Finance provides financial and accounting services to our school. We have worked with them for a few years, and would like to continue to do so.
The board **VOTED** unanimously to approve the motion.

B. Approval of Contract With Charter Renewal Consultants: Impact Charters LLC

Mark Harmon-Vaught made a motion to approve the contract between Bridge Preparatory Charter School and Impact Charters, LLC retroactively as of January 1, 2026 through December 31, 2027.
Tara Gore seconded the motion.
We are entering our charter renewal year, which means that we have to submit a packet of materials to the state of New York to demonstrate that we're making progress towards the goals outlined both in our charter and also in the standard framework that's used by NYSED for evaluating our performance. Impact Charters LLC is the new name of Pasek Consulting, a group we worked with successfully for our first charter renewal. Impact Charters LLC is a charter renewal consulting company that will help our school in preparing materials and drafting the actual renewal packet to submit to NYSED. From a budgetary perspective this contract actually covers 3 different budget years, over 3 school years, which alleviates some pressure in terms of budgeting for this item.
The board **VOTED** unanimously to approve the motion.

III. Focus on Special Topics

A. Charter Renewal Process & Proposed Board Strategy Meeting

M. Harmon-Vaught provided an overview of what to expect between now and September, on the work that lies ahead regarding our charter renewal application.

- We are operating in a tight timeline and there's a lot of work that will have to happen before September 2, 2026. The first big step is gathering evidence in a very substantial packet of materials that shows that we are meeting, or approaching the 10 performance benchmarks that are set by the New York State Department of Education (NYSED). Between now and June, we're going to need to compile those materials with data, reports and other documentation from our school educational leadership. Some we already have from our past charter renewal process. Many material will need to be updated substantially because we have a new organizational structure and a lot has changed the past few years.
- Since our last renewal, NYSED came to our school for a midterm visit last spring to make sure we're driving progress towards the goals that NYSED indicated are most important. During that midterm visit, they were pleased to see substantial positive growth. NYSED's midterm report was very positive regarding our school's actual performance on the benchmark goals and we moved up from "approaching" to "meeting" on several benchmarks. Due to a lot of effort from the school, we have been able to make substantial progress. We want to make sure that we appropriately document that progress with evidence for the state. And that's work that will happen between now and June. From there, it'll be a matter of actually preparing the package with substantial narrative content, working with Impact Charter LLC.
- There will be a series of Board approvals necessary, especially on any material revisions to the charter that we'll need to include in this process. Those types of changes have to be approved by the Board of Regents and the best time to do so is during the charter renewal process, as opposed to making key material revisions at a different time. We'll need to have Board Strategy Sessions to address these decisions. We expect that the charter renewal materials will need to be submitted by the Board in the beginning of September. Those will be reviewed by NYSED and the Board of Regents in the following months. The last piece of this process will be a public hearing after we submit the materials. It's very important to have parent and community representation at that public hearing. It's valuable to have parent voices, staff voices and community voices advocating for our school during this part of the process. Since we have many parents joining us tonight, we want to tell you that your presence is particularly powerful because it matters that you're part of this process, and obviously you are incredibly important members of the Bridge Prep community. Often NYSED will invite parents to be part of a focus group during the renewal visit, parents can also weigh in on the process with the submission of letters. NYSED invites everyone to submit a letter as part of the renewal process. It's very valuable to have parents' letters that speak to what the school is doing and to advocate for the school's ultimate success because the renewal determination is our long-term future. Also, parents are welcome and encouraged to give testimony at the public hearing.
- We expect that NYSED will make another renewal visit to our school; they will review data and interview staff, Board members and others. They will visit classrooms, they will test if what we wrote in the renewal materials actually bears out in what they see in the classrooms, and that is important. After that, finally, they'll make a decision

regarding our charter renewal. That decision will be how long to renew our charter. Charters can be renewed for 1 year, 2 years, 3 years, 4 years, or 5 years. 5 years is a full-term renewal. At our last charter renewal they gave us 3 years; anything shorter than 3 years is concerning because it means that NYSED wants to keep a close eye on a school. We don't believe we're in that place because we've made substantial progress in the past few years. But we have to continue to work towards the goals that we've set. When Impact Charters is on board, there'll be many more opportunities to learn more, but today's overview covers what this process will look like for us in the months ahead.

A question and answer session followed.

B. Launch of Annual Board Evaluation

M. Harmon-Vaught stated that every year we do a Board of Trustees evaluation. It's a process for us to understand what we're doing well and how we can improve. It's a self-evaluation process that's built into a tool we use, Board-on-Track. This is to notify Board members that we'll be opening that survey presently and inviting them to participate. We would appreciate full participation so that we can have a clear sense of where we are. This is particularly helpful going into renewal, because every time we meet with NYSED they ask us what kind of self-evaluation we do. And it's helpful that we have a consistent tool we use every year that gives us a benchmark of how the Board of Trustees is performing.

IV. Reports & Updates

A. CEO Report

A. Pecoraro gave the following update:

- **STUDENT ENROLLMENT:** We had our student admission lottery on April 1st, the day before the break. Typically, we give parents who are offered seats, 3 weeks to accept offers before we start going to the waitlist. We need to fill 3rd grade, or think about what our structure is, because we go from 2 classes to 3 classes from 2nd to 3rd grade. We see a big gap in open seats in 3rd grade if we continue the structure of a smaller, lower house, and a larger upper house and we're losing a lot of 5th graders. We do hope to get a few more applicants enrolled during late April and May as families start making enrollment decisions, declining other school offers or if they don't get the school offers that they wanted. We are doing a 6-week recruitment effort with an organization called Underdog Strategies that will help us with marketing campaigns, identifying leads and supporting outreach. In addition to helping us with this year's student enrollment, it will help us think about the way that we spend our enrollment dollars and be a little more intentional about where those dollars are going and how we can follow the money to students and seats.
- **STUDENT RETENTION:** We have some uncertainty about how many students we're losing from our existing, families, so we've sent some surveys out and we're now going to pivot with more outreach to families to try to confirm who intends to stay next

year, so that we know if we have a larger gap to fill in some of the grades. Because grade by grade, when we release the admission seat offers that haven't accepted, we do have families on the waitlist, and it's too early to tell right now. We have an in-person registration event on May 13th to try to get more acceptances. A lot will happen over the next month.

- **NYS TESTING BEGINS:** ELA testing is coming next week.
- **DYSLEXIA WALK RESCHEDULED**: Since construction work is being done on the Petrides Campus track, our planned Dyslexia Walk was postponed. The committee has been amazing in finding us a new location, so the Walk will be held at Willowbrook Park on Saturday, June 13th from 9am-11am and there will be free carousel rides in the park.

B. Finance Committee Report

R. Peters gave the following report on the *Finance Committee* meeting held on April 14, 2026:

- **BUDGET & STUDENT ENROLLMENT ADJUSTMENTS**: We have a current draft budget with a certain number of students, but we're going to start looking into reducing that number of students, just to be as conservative as possible to ensure that we're planning according to a good estimate of what our student population will be. Josh Moreau *(our boostED advisor)* tells us that student enrollment is lower at many charter schools, so lower enrollment is not necessarily a Bridge Prep issue that we're facing. We've been working closely with Josh to update our budget with a lower enrollment number. And that also ties into the upcoming Board Strategy Session, to really think about the future of our school and what that looks like. Which obviously affects the budget and how things will be presented from a numbers perspective. A great thing we have is a cash cushion. We have a decent amount of savings, so if things are tighter this year, we do have a cushion to help us through. Budgeting is looking a little bit different this year. In the past there's been a nice surplus and we didn't have to get into each budget line item as specifically as we are this year. But we have a few good things on our side. We have one more budget draft coming at the next *Finance Committee* meeting in May, and then the final budget will be presented for approval at the June Board meeting.
- **ANNUAL FINANCIAL AUDIT:** The yearly audit is generally a clean audit, and Josh Moreau at boostED works with the auditors. That hasn't started yet, but that's certainly on the horizon as well.

C. Academic Committee Report

T. Frey gave the following report on the *Academic Committee* meeting held on April 13, 2026:

- **ORGANIZATIONAL CHART**: Principal Livingston shared a preliminary organizational chart for next school year.

- **SPECIAL ED TEACHERS:** Bridge Prop is working with CSI to bolster the special ed teacher pipeline. They plan on meeting this week to discuss getting some teachers through the CSI Education Department. They also have interviews booked through May for teaching positions, so they're building a bench.
- **GRAPHIC ART & DESIGN**: Principal Livingston hopes to add a Graphics Art & Design with Coding as a specials teacher's program at Bridge Prep. next year. All of the changes that they're proposing are contingent on enrollment and the bigger budget picture, so that's why it's all preliminary.
- **TEACHERS' CERTIFICATION**: We talked about teacher certification and will discuss it further at a future Academic Committee meeting. As a charter school, we are entitled to hire up to 30% uncertified teachers. Just because we are allowed to do that doesn't mean we have to do that, so we're going to discuss what credentials we'd like our teachers to have moving forward, which may or may not include at least being enrolled in a master's program.
- **FIFTH GRADE EVENTS**: The 5th grade parents had a town hall meeting to go over logistics. The lack of access to the Petrides Campus field because of construction throws a wrench into a lot of plans for us as well as the other schools on the campus. Assistant Principal Laura Jones is meeting with the Family Association President to look into the use of different fields, and neighboring schools for different events. The goal is to still have all the events (Lightning Day, Carnival, etc.) just maybe they will look a little different, or will be located in a different location because of the issues with the field.
- **SUMMER BOOST GRANT**: The grant for summer school was approved, and Summer Boost will run from June 29th to August 3rd. Applications and flyers were sent home on Monday, 49 students have applied, and the goal is to raise it to 50, so they are 1 student shy.
- **RALLY! EDUCATION SCORES**: We did a data dive and reviewed the Math and ELA Rally! scores which are supposed to be indicative of how students will perform on the NYS tests next week. The school leadership team will go through what worked and what didn't work this year in preparation for next year to support Tier I students, as well as the Tier II and Tier III students. We also discussed how the Rally! score was aligned to proficiency; e wanted to see the correlation between the Rally! scores and actual proficiency (NYS exam proficiency is Tier III or higher). Principal Livingston went through those percentages with us. We noticed that, on average, the scores were below proficiency. However, Principal Livingston indicated that there are individual students who are proficient, but when you figure the average most were below proficient. They've also identified students that are on the cusp of Tier II and have the ability to potentially become Tier III and the Saturday Academic focus is on those students to help boost them up a level. Principal Livingston added that longitudinally looking at how we did 2 years prior and last year on the NYS test, and looking at where we are in the Rally! assessment, *(which is supposed to be indicative of how our students will do on the NYS tests)* we are trending at least 10% higher in Grades 3 & 4, and slightly higher in Grade 5 than students did on the NYS test, over the last 2 years. We are hoping that this is a true indicator and we can see that

growth. Our goal is to continue to have those incremental gains until we get to a spot where the majority of our students are proficient. And research states that this is a 2-3 year initiative,. We feel that we are on the right track to actually achieve our goals.

D. Board Development & Governance Committee Report

N. DeStefano gave the following *Board Development & Governance Committee* update: There are no major updates. She owes Michael Taddei and Vincenza Gallassio all the instructions to officially apply, if you're still interested. We're very happy to have you at this meeting tonight, and hope that's a sign that you still want to join the Board. It'll just be paperwork and background checks through NYSED and I'll send you the paperwork. We continue to reach out and seek expertise from everyone who wishes to apply to serve on the Board as a rolling opportunity, and excited to see further robust participation from the group of guests we have here on Zoom conference call tonight.

E. Family Association Update

C. Caputo gave the following Family Association update:

- **TREASURER'S REPORT**: There's still some withdrawals that need to be made and bills paid, but the Family Association balance as of yesterday was $6,883.42. This last Bake Sale netted $611. They're just doing so much great work.
- **FAMILY ASSOCIATION EVENTS:** The next **BAKE SALE** will be April 21st, and parents can again donate and send in bakery items for sale. An **ICE SKATING** event at the Pavilion on April 25th will benefit 5th grade activities. **MUFFINS WITH MOM** will be held on May 8th. Immediately following Muffins with Mom will be a **PLANT SALE FOR MOTHER'S DAY**. Parents want to know if Bridge Prep will offer busing to participate in **DYSLEXIA ADVOCACY DAY IN ALBANY** on May 14th? R. Illuzzi responded that is a leadership question and will be discussed by the CEO and Principal. C. Caputo will email the school leadership for further information on this.
- **PENDING LEGISLATION**: There's a lot happening with NYS bills that have passed in the Assembly but haven't passed in the Senate yet, such as Assembly Bill A78A. regarding reading and literacy. These types of bills are being sent around to sign and add your names, and we were wondering if this is something parents can share with the Board and school leadership to sign onto or maybe send a letter of support. Also, the City Council has an *Education Committee* meeting every month and people can testify remotely or via written testimony. The April 29th City Council Education Committee meeting is focused on increasing school safety agents and increasing crossing guards, you can submit education-related testimony at any time. There's a portal to submit written testimony to the attention of Chair, Council Member Eric Dinowitz, anyone can do so. Parents were discussing ways to just continue to advance our advocacy, so she will share this type of information in an email to parents of the *Family Association.* If parents can support or sign our names to something, or submit a written testimony on legislation- given the population we serve and our

children, we all have big voices, and even though we're not DoE, we're affected by laws and changes within the NYC DoE which will ultimately benefit all of our children.

V. Public Comment

A. Comments From Guests & the Public

KRISTEN FRITZ: I'm really happy to hear about the academic planning, because I don't know if you heard, I did mention in the past, this year was a $#!tshow. My son had 4 different teachers this year by January in his class, so the academic planning for the 26-27 year, I hope, is better. It sounds like it's going to be great if you're going through CSI, hopefully you'll find some good talent. I would love to hear what your plans are to retain the talent we already have and not lose them. I'm also a bit upset about certain things that have happened in the school, and this is probably not the board's concerns, but recess has been changed, and now the kids can only go outside two days a week during their 20 minutes of recess, maybe even less by the time they actually get out there - the principal, she says we're going to alternate Fridays to every other Fridays, but if you're splitting them up, does that mean they're only going out one Friday a month per class? And then I'm hearing from my children that there's less kids in the schoolyard, and now there's the lack of space, they can't even use the whole area, because the 4th grade class has to stay on one side, and the 5th grade class has to stay on the other, and they cannot mingle and socialize and play together. I have twins in the school so I'm a little upset. One of them is benefiting from your school tremendously. I'm a huge advocate for Bridge Prep. I love Bridge Prep. I want to continue loving Bridge Prep. But right now, I'm upset and I'm angry. It's beautiful out. We had a hard winter, and now they're not going out every day during this beautiful weather. And if you look at the DoE rules - I know we're not DoE - recess should be, as long as weather permits, 20 minutes per day outside, physical activity. Recess should not be used as a punishment. And my son told me today his class got in trouble, and they were punished, and during recess, and they had to sit there and do nothing all the time. I'm upset. And I'd like to know, what are we going to do with the staff? We were told that this happens because of incidences that are happening outside. So how could the staff be trained to lessen these incidences so that the kids could go outside and enjoy fresh air? They're sitting all day long. I was also told, coming to the school, they were going to get a century-based hands-on experience. They are sitting more and more in a traditional way. They're not interacting. They're not doing hands-on things. I was told that now gym will be outside. Gym is only once a week. I was told science might be outside. That's wonderful. It's beautiful. Let them go outside and explore. But I still think recess shouldn't be touched.
STEPHANIE RENTAS: Hi, yes, I just wanted to know if you guys were going to answer anything that Kristen just addressed.
T. Frey responded that the issue that K. Fritz discussed, while we all appreciate her bringing this to the table, it's really a school-based decision. We can speak with Principal Livingston and Interim Acting CEO A. Pecoraro to discuss it and Ms. Fritz, we would love to have you come in and have a conversation with school administration, so you can further voice your concerns and if you have suggestions, we want you to feel that you've been heard, so that we can come up with a solution that is amenable for parents and students, and staff.

KRISTEN FRITZ: I appreciate that. I actually already have a meeting scheduled on Monday with Principal Livingston. I'm still upset about the issue, and that's why I'm bringing it to the full committee.
T. Frey responded that she appreciates that, and she's glad that you brought it to us so that we could hear it, but this really is a school-based decision, and if you find, after your meeting with Principal Livingston that you still need to have some more discussion, please reach out to us.

VI. Closing Items

A. Review of Action Items & Future Topics

M. Harmon-Vaught said that the things we've discussed that need follow up:

- We need to confirm our timeframe for our Strategy Session. We have to send out a doodle poll for the strategy session to see when everyone's available. And I just want to reiterate that for the strategy session, it would be great if everyone could be in person, the board members could be in person, so that we can have face-to-face conversations and discussions. It'll be a lot easier than doing it over the computer.
- There's some renewal-related follow-up we'll have to do.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:57 PM.

Respectfully Submitted,
Kathy Baldassano

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday March 12, 2026 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Viewing Locations:

- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present
Amanda Wolkowitz, Nicole DeStefano, Rebecca Peters (remote), Tara Gore, Traci Frey

Trustees Absent
None

Ex Officio Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Non Voting Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Guests Present
Christina Caputo (remote), Jennifer Sammartino-Mallen (remote), Kathy Baldassano (remote), Mark Harmon-Vaught (remote), Rose Marie Illuzzi (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Traci Frey called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Mar 12, 2026 at 7:02 PM.

C. Welcome & Kick-Off

T. Frey welcomed everyone and she's glad they are here.

II. Approve Minutes

A. Approve Minutes of Board Meeting of February 12, 2026

Traci Frey made a motion to approve the minutes from Board Meeting on 02-12-26.
Nicole DeStefano seconded the motion.
The board **VOTED** unanimously to approve the motion.

III. Votes on Proposed edIT Contract & Chromebooks Purchase Order

A. Approval of Contract Extension for edIT

Amanda Wolkowitz made a motion to approve the contract extension for edIT for school year 2026-2027.
Tara Gore seconded the motion.
A. Pecoraro explained that this contract extension for edIT covers school year 2026-2027 and is for their IT services for Bridge Prep School. This is an incredibly important service, and Matt and his team are very responsive, and take care of all the school's IT needs, as

well as things that might come up, such as phishing incidents and as we start to get ahead of contracts for next year, this edIT one we are looking to get early approval of. The contract extension is attached to the agenda for Board members' review.
The board **VOTED** unanimously to approve the motion.

B. Approval of Purchase of 60 Chromebooks

Traci Frey made a motion to approve the purchase of 60 Chromebooks with upgrades as shown on the invoice submitted to the Board.
Nicole DeStefano seconded the motion.
A. Pecoraro said that the purchase of these 60 Chromebooks will enable the school to administer ELA and Math state assessments without any issues. This week we did full-scale mock state assessments for Grades 3-5 and some of our students have to use iPads, and other devices that aren't great in usability for the state tests. These 60 new Chromebooks would get us to full capacity for those state tests. They come with all the software already preloaded - that the additional upgrade cost is for, as shown on the invoice submitted for the Board members' review.

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

IV. Special Focus Topics

A. Charter Renewal Preparation

M. Harmon-Vaught said that Trustees who've been on the Board for a while know, during our prior charter renewal we worked with an outside vendor formerly known as *Pasek Consulting, LLC,* now called *Impact Charters LLC.* to help us prepare the charter materials. Charter renewal is an intensive process that involves preparation of a number of materials, evidence that demonstrates that we're meeting the goals articulated in our charter and the benchmarks set by NYSED. And because this is resource-intensive, for our first charter renewal, we worked with *Pasek Consulting LLC,* now D/B/A *Impact Charters LLC.* That vendor reached out to us about a month ago, and we set up an opportunity for T. Frey, A. Pecoraro and myself to meet with them and learn about how their process works because we didn't steer that process from the start during the last charter renewal. We had an opportunity to listen to them, learn and had a good conversation. They're interested in working with us again, and a few things came up that are important for us to know.
Other charter schools that are being renewed next year, at the same time as Bridge Prep, have been already working on their charter renewal documentation since last Fall. *Impact Charters LLC* said, if we're going to work with them, it will mean a condensed timeline to drive the work forward. That's a concern, but because of the positive signals we received from the NYSED midterm visit report, we are in an okay spot. We will have to accelerate our planning and our draft of the materials to actually prepare for the renewal itself. The other thing we learned which we hadn't heard before, was that our renewal materials will be due to NYSED at the beginning of September. That timeframe has not been confirmed

yet from our NYSED liaison, but it's probably accurate. So, we'll need to be thinking about preparing the materials for our renewal between now and September.

We also asked *Impact Charters LLC* for a list of references from recent clients they've worked with so A. Pecoraro can reach out to those clients to learn a little bit more about their process, what it looked like, what works well, and what challenges there were, so that we have that knowledge going into this process.

We received a draft contract from *Impact Charters LLC* who typically work on a 3-year contract with a charter school through the drafting of renewal documents, through the NYSED renewal visit, and then through the first cycle of an annual report and response to the NYSED report as well as preparation for the midterm NYSED visit. We asked *Impact Charters LLC* for a shorter-term contract because of the cost, which is quite high, and because we want to think strategically about the next phase for Bridge Prep and not get too far ahead and bind ourselves to a particular contract before we are ready. So, we arrived at a contract that would run between now and December 2027, which is the shortest timeframe they're willing to consider. The contract would be over the course of the next 3 academic years for $72,000.

T. Frey added that we discussed this at the last *Executive Committee* meeting and we can continue discussing whether we want to look at other charter renewal consultants to help us. This company helped us with the last renewal process, so they already have knowledge of our school and although some of the information will need to be revised, they already have some boilerplate language for Bridge Prep. We asked for client references because we want to make sure that other charter schools and school leaders have a positive experience with *Impact Charters, LLC*. If we are going to spend this much money, we want to make sure we're getting the most for our money and that we are put in the best position to get full charter reauthorization, which is a lot.

A. Pecoraro said that she is scheduled to speak with two charter school leaders given as references, to understand what some of the challenges were, or what they would have done differently, so that going into this process with *Impact Charters LLC* we can figure out if there are gaps in that partnership, and can manage that as we go through this in an accelerated way. A. Pecoraro has also reached out to our NYSED liaison, Paolo to get a timeline of when our renewal documentation is due - we've asked multiple times and we haven't gotten a firm answer yet. Prior to our last charter renewal we spoke to a few different consultants.

We didn't do a formal bidding process, but *Pasek Consulting* came recommended to us by way of the Borough President's office and some of the school staff, and we did vet *Pasek Consulting* extensively. We spoke with their client references at the time and we had a positive experience ourselves with *Pasek*. R. Peters added that she also worked with *Pasek Consulting* at her previous charter school and she recommended them because they had success. M. Harmon-Vaught added that our financial team, Josh et. al. also worked with *Pasek Consulting* on multiple occasions and they had good experiences with *Pasek* as well.

The Board doesn't need to vote on this today, but we wanted to bring it to the Board's attention. It's a large contract, and we will hear more from the *Finance Committee,* but we are going to have to vote on approving any contract of this magnitude in the future. Depending on the timing, this may be something we'd want to vote on at the Strategy Session, or at the April Board meeting because we'll need to move forward pretty quickly.

B. Special Strategy Session In Spring

T. Frey stated that she and her Board Co-Chair, M. Harmon-Vaught would like to hold a Board Special Strategy Session in the spring, because of all the various changes that are happening, the upcoming charter renewal process and also the *Finance Committee* has some minor concerns about increasing our revenue stream and reviewing our spending. It would be good to focus on these things at a strategy session.
You'll hear from the *Finance Committee* that we need to look for different opportunities to increase our school revenue; some of our student enrollment has decreased, And we've had some unique expenses this year, such as carrying two CEOs at one point, and some legal expenses as well. We also had to hire a CEO search firm. So we want to take an opportunity to hold a Board Strategy Session to look at how can we increase our school revenue, and adjust school expenditures. Are we spending money in the right place? Is the money that we're spending benefiting students? If not, how can we readjust so that we're maximizing expenditures for kids. We'll send out a Doodle Poll to Board members to see what date is best because we would love for all Trustees to attend in-person. It's much easier to have these conversations when everyone is in a room together, we can break up into groups and really have an opportunity to both strategize and socialize. When you receive the poll, please be honest about when you are available to come to the Strategy Session. We can meet here at Bridge Prep or somewhere else, like Wagner College.

V. Reports & Updates

A. CEO Report

Interim Acting CEO, A Pecoraro gave the following update, along with a written report to the Board:

- **WRITTEN MONTHLY CEO REPORT TO BOARD:** She will try to work on a process to have some kind of written report every month, so that she can just pull out the most critical updates in her report.
- **STUDENT ENROLLMENT & POSSIBLE BROOKLYN RECRUITMENT:** We have 47 student applications as of March 9th, although today she thinks it was 48. Every one does count. It's trending slightly lower than last year, so she will be huddling with our *Media & Recruitment Coordinator*, Joann Dembinski and our *Director of Strategy*, Fahron Ebanks tomorrow about strategizing and how to boost enrollment numbers a little bit. C. Caputo stated that some of the parents have expressed that they love the website and they love the videos, J. Dembinski did such an amazing job, but some of the Brooklyn parents have asked if Bridge Prep can do a Brooklyn-specific recruitment flyer. They feel that if we had a specific flyer, then we'd be able to put it out in the heavy-hitting Brooklyn areas, like Bay Ridge and or Park Slope, with wording like "door-to-door busing for eligible students". Perhaps we could get more Brooklyn residents to enroll their children at Bridge Prep if we reached out directly with recruitment efforts in Brooklyn. Families in Brooklyn need to know about Bridge

Prep and what we can do to help their dyslexic children. We finally have 2 buses transporting students from Brooklyn to Staten Island, but if several Brooklyn students leave Bridge Prep, parents are concerned that we might be down to just 1 bus to and from Brooklyn again and our children would get home after 5 pm. We need to get more Brooklyn students enrolled to get more student bus service for Brooklyn to Staten Island trips. T. Frey asked if there were any locations in Brooklyn where Bridge Prep could do a "Meet & Greet" type of event; we can look into it and see if there are any charter school fairs in Brooklyn. Also there are 3 Jewish Community Centers in Brooklyn and YMCAs in Brooklyn that offer pre-school programs so maybe we can put Bridge Prep flyers in those locations too. We can even do outreach via local Brooklyn community newspapers like the Brooklyn Eagle, or the Canarsie Courier with targeted recruitment ads. If Bridge Prep can make targeted flyers for Brooklyn families, C. Caputo said she can distribute them in Brooklyn. A. Pecoraro said she would put this topic on her agenda for her meeting tomorrow with *Media & Recruitment Coordinator*, Joann Dembinski. J. Sammartino-Mallen suggested that we look into joining the Brooklyn Chamber of Commerce to reach out more into Brooklyn.

- **UPCOMING SCHOOL EVENTS:** We have a few enrollment events coming up: a School Tour on Monday, March16th and an Open House for Saturday, April 18th following Saturday Academy. There's some fun events, thanks to RoseMarie Illuzzi, our *Director of Community Partnerships* listed on the written CEO report and shared with the Board: Karaoke FUNraiser at Burrito Bar on May 1st; Step Up for Dyslexia (walk and community day) on Campus on May 9th; Bridge Prep Design of a Decade at Snug Harbor on June 4th and Graduation at St. George Theatre on June 18th.

B. Academic Committee Report

T. Frey gave the following report on the Academic Committee meeting held on March 2, 2026:

- **iREADY PROGRAM:** Principal Livingston discussed a new program that they're using now called iReady, which is a blended learning program in reading/math and is fully implemented now, all students have taken the diagnostic, and they use iReady during their Humanities, Math, Fluency, and Blended Learning blocks. There's a blended learning block now because one of the Art teachers, Ms. Vassar left and that Art period was replaced by a blended learning block. Teachers can use the toolbox on iReady to pull lessons and address groups of students. They're implementing a monthly classroom incentive, and there was some discussion about doing a March Madness school-wide incentive. Teachers can use the iReady results to form instructional groups with students. There's a summary report that teachers can generate that will tell them how many lessons students have passed, how many students are rushing through the lesson, and what needs to be taught. They're using a student data chat report with students for them to set goals and monitor their own progress in the class. And teachers are using the weekly Tuesday data PLCs to look over the data. iReady is replacing the IXL Program, which we used last year

that is no longer used now. Teachers had training via Zoom with the iReady team, and Principal Livingston also provided them with detailed notes on how to use the program; Principal Livingston also shared that teachers were using it, looking at student work protocol in their Tuesday PLCs. It indicates whether teachers are tracking students during the lessons. And, teachers will add in the daily success criteria and note whether students are meeting the success criteria, listing common errors for misconceptions, and whether or not they have to reteach the lesson. They have a template that lists the learning targets, the class trends, successes, areas for growth and implications for teaching. This is done for every student in class in the tracker. Teachers are taking the data during class, but then they're analyzing the data on Tuesdays during their PLC time.

- **STUDENT ENROLLMENT UPDATE:** On March 2nd when the Academic Committee met, we had 43 applications, so it has increased since then.
- **INSTRUCTIONAL COACH**: The school hired an instructional coach who was working with K-1, a 5th grade team and some new teachers; she's running a new teacher mentoring group. She's observing classes, she's giving feedback to teachers. Principal Livingston feels like it has been working well for teachers. I don't know if teachers feel the same way. A. Pecoraro commented that she was sitting on the other side of the wall from the instructional coach's session and our walls are very thin, and hearing her coach was amazing - the way she was redirecting and focusing teachers on what's next, Even through their frustration she was able to offer such amazing coaching. Wonderful to hear her the other side of the wall.
- **ORTON-GILLIANHAM UPDATE**: There was some conversation around OG, and teachers had asked if we could move the OG period from right after lunch to earlier in the day. So Principal Livingston did do that. And they also instituted progress monitoring for OG, so the groups were reshuffled back in January, They've incorporated running records and reading passages, along with short writing pieces. Principal Livingston felt that, based on data, the 4th and 5th grade students didn't need as much of the foundational work as the lower grades needed, and so in order to help prepare them for middle school, they were going to give them more reading and more writing opportunities. Specifically, the 4th and 5th grade students that were in the 2 higher levels. There were students moved from what their original OG group was into different OG groups. We're going to do some test prep in the higher level groups and lower-level groups, and the principal sent out an email to parents to let them know why this was happening, So this way parents would have a sense of what was happening in the classroom.
- **SCHOOL UNIFORMS**: There was a conversation around school uniforms, It was noted that more kids were out of uniform than in uniform in some pictures on social media. Principal Livingston said the parents had been called. Some parents are reticent to put kids in uniform, and the principal wasn't sure why this was happening. Parents said that they didn't feel that their children should wear uniforms. The principal did note that it didn't seem to be a financial hardship that was causing it. T. Frey said that student uniforms is really not a Board of Trustees decision. It's up to the school to decide whether they want to keep the uniform/eliminate the uniform/enforce

the uniform/not enforce the uniform. That's a school-based decision - not a Board decision. She also shared that she had been the principal of a uniform high school, and it's a challenge. So the uniform question is something that the principal will work out with their school leadership team and figure out if it's a hill they want to die on, or if it's something they can work with families and students to solve.

C. Finance Committee Report

R. Peters gave the following report on the *Finance Committee* meeting held on March 10, 2026:

- **SCHOOL REVENUE & EXPENSES:** Regarding the possible Board Strategy Session discussed earlier, some of the topics for that session have to do with Bridge Prep being at a place financially where expenses may start to outweigh income. If we look into the future, some variables may change. Josh and A. Pecoraro are reviewing the school's budget and one of the questions is, how can we increase school revenue? What are we here for? From an accounting perspective, there's various ways to just adjust numbers on a spreadsheet. But I think really grounding us is why we're here, what we're doing here, and how we want to be intentional, not only spending money, but how we generate that revenue, That is a really important conversation that we need to have. A. Pecoraro, Josh and I will sit down and go through the numbers and variables. I think we're on the calendar for the end of March, so, we'll have some more financial data for the board, or I'll be able to bring more specific financial information to the Board Strategy Session. We need to think on a high level about the direction we want Bridge Prep to go. One of the strategies of increasing revenue is possibly adding a 6th grade or adding more kindergarten classes. Those are 2 ways to enroll more students, but are really not easy. Those are immediate ways to generate more revenue, but those are completely different strategies, with 2 completely different efforts. We need think about what direction we want the school to go in, and then make sure that the budget is aligned with that strategy.
- **IMPACT CHARTERS LLC CONSULTING CONTRACT:** As previously discussed, this charter renewal consultant company offers a 3-year contract for $72,000 which is a pretty big contract, but it's not all from one school year budget.
- **SCHOOL FINANCIAL AUDIT:** We discussed the upcoming audit briefly; we may do preliminary testing in May, or we may push all of the testing to August, so we asked Josh to make sure that the auditors know that we're going to be very busy at the school with the charter renewal, and we want to make sure the audit makes the least impact on school staff as possible this year with everything going on.
- **SIGNATORIES ON BANK ACCOUNTS:** We're still finishing up putting A. Pecoraro on all the bank accounts, making sure only authorized active members of Bridge Prep are on the bank accounts, and we are just about finished.

- **CONTRACT & INVOICE NEEDING BOARD APPROVAL:** We discussed the contract extension for edIT services and the purchase of 60 Chromebooks for students, which the Board already approved earlier at today's meeting.

D. Board Development & Governance Committee Report

N. DeStefano gave the following *Board Development & Governance Committee* update:

- **POTENTIAL NEW BOARD MEMBERS:** We touched on this in our *Executive Committee* meeting. We feel that the 2 Board candidates: Michael Taddei and Vincenza Gallassio brought good energy to the meeting when they visited; they have levels of expertise and asked good questions. We want to invite them formally to go through the Trustee application process, and we wanted to bounce that off the full Board to see what the sense was, so we could invite them to do so in addition to future meetings. A. Pecoraro asked if there was any particular areas or profiles on the Board that we are trying to fill? T. Frey responded that we need to find an attorney. N. DeStefano added that the 2 candidates we have now, one has expertise in finance (Michael Taddei) and the other in education/academics (Vincenza Gallassio), both of which could be really beneficial to our focus, If anyone has someone in mind for Board membership that you want us to meet, please let us know.

E. Family Association Report

C. Caputo gave the following *Family Association* update:

- **FAMILY ASSOCIATION EXECUTIVE BOARD:** Good news! The Family Association now has a full Executive Board of officers. It's such great news, because with a full board, everything's moving along. *Family Association Officers*: Georgia Orosz, President; Relisha Gibson, Vice President; Polina Struits, Treasurer; Danyel Nicholle Bishop-Demane, Recording Secretary; Kariyma King: Corresponding Secretary.
- **BOOK FAIR:** March 23rd, 24th and 25th at the school.
- **BAKE SALE:** Held today was a great success; they brought in $600. They're will hold bake sales every month through the end of the year because it's successful, and the kids and the families really enjoy it. Next Bake Sale is April 14th.
- **ICE SKATING EVENT**: April 25th
- **MUFFINS WITH MOM & PLANT SALE**: May 8th at the school
- **FAMILY ASSOCIATION MEETING:** March meeting was cancelled due to a conflict with the 5th Grade parents meeting, so there isn't too much to report this month. April Family Association meeting will be held on April 15th.
- **TEACHER APPRECIATION WEEK** is coming up but we don't have the details yet. A. Wolkowitz commented that the *Family Association* in the past has offered staff either a lunch or a breakfast, or snacks. We change it every year, but we try to coordinate with the school, which does several days of events so it isn't too much in one day, C. Caputo said she is waiting to hear back on that.
- **POPCORN FUNDRAISER** is being planned as a 5th grade fundraiser.
- **FIFTH GRADE COMMITTEE** is doing well.

- **MEET THE BOARD ZOOM EVENT:** T. Frey stated that she wants to thank C. Caputo for for advocating that the *Board of Trustee* members meet the *Family Association* members via Zoom on this Wednesday, March 18th at 7pm. Everyone should have received the Zoom link. We just want to put a face to our names and offer a little presentation, and give parents the opportunity to ask us questions. Just a little social event, even though it's on Zoom. C. Caputo responded that she thinks it's a great idea and will be really good for parents to learn about the many wonderful things the Board does that parents don't know about. She thinks parents would feel grateful to know about the Board who are volunteers working to improve our school and our staffing and make things better for our children. It's going to be a really good event. The *Family Association* is sending the Zoom link out as a reminder to parents. She's really looking forward to that event.

F. Review of Action Items & Future Topics

T. Frey reminded everyone:

- Please attend the virtual **"Meet the Board"** with the *Parent Association* on Zoom Wednesday, March 18th at 7 pm.
- We will send out a Doodle Poll, to all Board members asking about your availability to attend an in-person **Board Strategy Session**. What dates are good? Do you prefer weekday? Weekend? Evening? Afternoon? We really want to set it up so that everybody, can come in person.
- The Board of Trustees sent an offer letter to someone we would like as our new CEO. We will be announcing that publicly to the community on Monday, March 16th and that's why we are not discussing it now. After Monday we can discuss this in public.
- A. Wolkowitz wants to remind everyone about the the **Dyslexia Walk** on May 9th at 12noon on the Petrides Campus. It's the first one that the school's doing. Staten Island doesn't have a Dyslexia Walk event. There's never been a Dyslexia Walk on Staten Island at all, so this is huge. We're inviting, obviously, our families, community members, we have sponsorships, it's set up to be a whole family day, besides the walk, there's bounce houses, and activities, and food and it's going to be a really amazing day. It's important that the Board shows up to the event, so please put it on your calendars.
- The Board members are also invited to attend the **80's Karaoke Night FUNraiser** at the Burrito Bar on May 1st at 6pm; it's a 80's theme event. **Tickets are $70 per person** *(includes unlimited tapas & 2 drinks).*

VI. 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 8:03 PM.

Respectfully Submitted,
Kathy Baldassano

DRAFT

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday June 11, 2026 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Locations:

- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Amanda Wolkowitz, Jennifer Sammartino-Mallen, Mark Harmon-Vaught (remote), Nicole DeStefano (remote), Rebecca Peters, Tara Gore (remote), Traci Frey

Trustees Absent
None

Ex Officio Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Non Voting Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Guests Present
Alex Penfold (remote), Alisa Reed (remote), Amanda Gilmore (remote), Barbara Stella (remote), Christina Caputo (remote), Danyel Demane (remote), Kathy Baldassano (remote), Rose Marie Illuzzi, Shawna (surname not given) (remote), Vincenza Gallassio

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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 Nicole DeStefano 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, Board member Mark Harmon-Vaught is attending this meeting via videoconference and has been determined to meet "extraordinary circumstances" for remote attendance at a location not open to the public; he therefore is considered to be in attendance for purposes of quorum and is permitted to vote.

B. Call the Meeting to Order

Traci Frey called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday Jun 11, 2026 at 7:04 PM.

C. Welcome & Kick-Off

T. Frey welcomed everyone and said that tonight is our last full board meeting of the school year. We thought it was important to just give a word of thanks, and celebrate the work of our Interim Acting CEO, Alyse Pecoraro. We have vanilla and chocolate cupcakes cakes to celebrate and just say thank you. We have just been so blessed to have you with us, and the work that you've done, has been extraordinary, even though you knew at some point that you wouldn't be continuing in the role. We welcome the partnership that you've

created with all of us, and it is an understatement to say how much we're going to miss you. Definitely an understatement. We just wanted to show a little bit of appreciation, and as my nanny used to say, may the rest of your journey be as sweet as you are.

M. Harmon-Vaught added that because T. Frey and I meet with Alyse regularly as we met with T. Castanza regularly so we have a lot of moments where we observe the life of the school in every element. The good, the bad, the ugly, the very wonderful, we see the full gamut, and Alyse has been such a remarkable colleague. You have not been part of this community for that long, but you have managed to build such close relationships and connect with people, and build trust and rapport. And it's a remarkable signal of your leadership. You know, when we spoke with people about you early on in the process to fill the interim CEO role, what we heard was that you were really technically capable, and very strategic in your thinking. But the other thing was even more loud and clear, that you were a person who led through building relationships, and I have witnessed both elements of your leadership here. I'm extraordinarily grateful, and so deeply impressed, because it's a hard job. It's a really hard job when you're an interim, and you have done it with aplomb, and so I just can't say enough about what you've done for Bridge Prep in this time, so thank you, Alyse. Thank you so much.

A. Pecoraro responded by saying thank you, thank you all, and I feel like the lucky one here. I haven't been here long, but it's been, an incredible experience for me professionally and personally. I think I'm learning a little bit more about myself as I try to figure out what I want to be when I grow up. And I will be forever a supporter of Bridge Prep. So, I might be leaving this role, but I'll be here.

D. Approval of Minutes of May 12, 2026 Special Virtual Board Meeting: Strategy Session

Traci Frey made a motion to approve the minutes from SPECIAL VIRTUAL BOARD MEETING: STRATEGY SESSION on 05-12-26.

T. Frey stated if there is no objection, the motion to approve the minutes of the May 12, 2026 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.

E. Approve Minutes of May 21, 2026 Board Meeting

Traci Frey made a motion to approve the minutes from Board Meeting on 05-21-26.

T. Frey stated if there is no objection, the motion to approve the minutes of the May 21, 2026 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.

F. Approve Minutes of May 26, 2026 Special Virtual Board Meeting: Strategy Session

Traci Frey made a motion to approve the minutes from SPECIAL VIRTUAL BOARD MEETING: STRATEGY SESSION on 05-26-26.

T. Frey stated if there is no objection, the motion to approve the minutes of the May 26, 2026 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. Focus on Special Topics

A. ELECTION OF BOARD OFFICERS

J. Sammartino-Mallen, acting a *Chair ProTem*, opened the nominations for Board of Trustees Officers as follows:

OFFICER POSITIONS

- **BOARD CHAIR/CO-CHAIRS:** R. Peters nominated M. Harmon-Vaught and T. Frey for Board Co-Chairs. There were no other nominations for this position. VOTE: 7 Yes; 0 No; 0 Abstentions. **MARK HARMON-VAUGHT & TRACI FREY ARE ELECTED AS BOARD CO-CHAIRS.**
- **BOARD SECRETARY**: M. Harmon-Vaught nominated N. DeStefano for Board Secretary. There were no other nominations for this position. VOTE: 7 Yes; 0 No; 0 Abstentions. **NICOLE DESTEFANO IS ELECTED AS BOARD SECRETARY**
- **BOARD TREASURER:** A. Wolkowitz nominated R. Peters for Board Treasurer. There were no other nominations for this position. VOTE: 7 Yes; 0 No; 0 Abstentions. **REBECCA PETERS IS ELECTED AS BOARD TREASURER.**

B. REVIEW & APPROVAL OF SY 2026-2027 SCHOOL BUDGET // Finance Committee Report

Jennifer Sammartino-Mallen made a motion to approve the Bridge Preparatory Charter School budget for SY 2026-2027 as presented to the Board of Trustees.
Rebecca Peters seconded the motion.
An Excel document containing the school's budget was shared with the Board of Trustees and the meeting attendees. A detailed description was given by R. Peters and A. Pecoraro with specific budget lines pointed out and explained. This is the budget to be approved at this time.
As we do every year in the fall, we'll do a budget refresh and see what the updated student enrollment count is, and if anything in the budget needs to change, if we need to reallocate budget lines, we will have an opportunity to do so. The budget as voted upon tonight is not set in stone and can be adjusted later.
A question and answer session followed the presentation prior to the vote.
The board **VOTED** unanimously to approve the motion.

C. REVIEW & APPROVE: 2026-27 Insurance Proposal

Traci Frey made a motion to approve the commercial insurance proposal from Gallagher Insurance dated June 5, 2026.

Mark Harmon-Vaught seconded the motion.
A. Pecoraro gave a brief overview of the commercial insurance policies covered by the proposal.
The board **VOTED** unanimously to approve the motion.

III. Reports & Updates

A. CEO Report

A. Pecoraro gave the following CEO update:

- **STUDENT RETENTION/ENROLLMENT:** Last time we met we didn't have as good a pulse on returning families as we do now, and so the team were able to speak to all but 2 families to confirm that we have 154 confirmed returning, and there's still 22 unsure. And so, with those numbers, we're looking right now with student enrollment somewhere in the low 230s. I know from the past, we'll get some applications late in the summer as well that I think would put us above that number which is a conservative estimate that we built the budget on.
- **STAFF RETENTION:** All staff renewal letters went out last week, and so over the next week or two, we'll have a better handle on retention of staff as well. So far, there's only 3 teachers not returning.

B. Academic Committee Report & Trimester III Academic Review

T. Frey gave the following report on the *Academic Committee* Meeting held on June 10, 2026:

- **MAP DATA DIVE:** We did a data dive with the MAP data, which Principal Livingston is going to walk us through later at tonight's meeting.
- **TEACHER SCHEDULE CHANGES**: We talked about the day-in-the-life updates, which we had brought last month where teachers were presented with a potential new schedule, and that schedule has been finalized. Teachers are super excited.
- **CURRICULUM BLOCK CHANGES**: The grade team leaders were brought to the table to talk about the decrease in ELA time from 90 minutes to 60 minutes for all grades. And it turns out that in addition to the 60-minute period, they also have a Humanities block, which will be used in a purposeful way to address skill gaps. The Humanities block is station teaching, which incorporates iReady, as well as 2 teacher-led stations. There's also a 15-minute period of sustained writing. We discussed how messaging to the community in general, and as a whole is important about all of the components for literacy, so that there's dedicated instruction, there's the amount of these blocks, there's also the dedicated OG period, as well as the writing blocks. When you add up all of that time, you get to that 90 minutes. Science is also going to have a full hour every day in 5th grade because they have to prepare for the NYS 5th grade Science assessment. Grades K-4 will have 50 minutes, so kids will be getting Science every day in school. Social Studies will be worked on as one of the stations in the Humanities block, and it's also embedded within the *Wit*

& Wisdom ELA curriculum, so kids are getting touch points of Social Studies also throughout the week.

- **STAFF RETENTION & STUDENT ENROLLMENT:** We discussed staff retention and got and update on student enrollment,

She then gave the floor to Principal Livingston to give a presentation on student MAP Data.

Principal Livingston shared a document ***"Maps Data: Fall-Spring Comparison SY'25-26"*** containing the data for students of every grade, K-5 with data in these categories: ELA Total Growth (Winter); ELA Average Proficiency (Winter); ELA Total Growth (Spring); ELA Average Proficiency (Spring); Math Total Growth (Winter); Math Average Proficiency (Winter); Math Total Growth (Spring); Math Average Proficiency (Spring). She explained that where the chart is green, that means that, we have already met or surpassed the end of the year goal that we had set for ourselves. The light pink sections are where we met those goals. Where the chart is dark red, we are below our targeted goals. The 2 areas where we did not meet our targeted goals are 3rd Grade ELA Average Proficiency (Spring) and 5th Grade ELA Total Growth (Spring). We either met or exceeded our goals in every other area shown on the chart. Principal Livingston explained each data section in detail and answered any questions on the data.
T. Frey thanked her for all the work that she put in with her team and with the teachers. This is not easy work, and these increases don't just happen. The work has to be put in for this time. And we're hopeful that when the scores are released at the end of the summer, that they will look very similar.
M. Harmon-Vaught said he has an update that relates to the information that Principal Livingston was just sharing with us. We met today with Paolo, our NYSED liaison who had requested a meeting with us. We didn't quite know what the meeting was for, but T. Frey and I, A. Pecoraro, Principal Livingston and F. Ebanks met with Paolo and he basically said this was a routine check-in, between the visits, before the renewal process gets underway in earnest. He shared some context on that. And he asked us questions about some of the ways that we're working to address the challenges that were raised in our last midterm report. Specifically, he was interested in understanding what interventions we've been making around student outcomes, and Principal Livingston shared that MAP data. He was very happy to hear about that. He also flagged something that we've all heard before, which is the question of ELL students, and how we are working to recruit them and making *"best faith effort"* to continue recruiting ELL students, which remains a challenge for us, given our focus on population. Otherwise, he shared just some updates about what the visit might look like, including the possibility that the visit could look quite different this year due to funding differences. Previously, when the NYSED visited, they've brought an outside consultant, a private sector person that comes with them and helps to prepare the report that they do in the analysis. Paolo suggested that may not happen this year because of funding availability, so it may just be Paolo coming along with, of course, colleagues from SEQA, which is the *State Office of Special Education Quality Assurance*, which always participates in our renewal visits. So, it was an informative conversation, we were grateful to have today. In terms of timeline, we thought that the renewal application was due at the very beginning of

September, and Paolo estimates that that will not be the case, that it will probably be later than that. But we still are going to work as we did at the beginning. No other key action items or concerns to flag for the Board, but Just and update since today was a contact with our charter authorizer.

C. Board Development & Governance Committee Report

N. DeStefano said we don't have any major Board Development & Governance Committee updates, just our continued excitement, for V. Gallassio and M. Taddei to complete the formal Board of Trustees application process through NYSED and having their expertise on board.

D. Annual Board Self-Assessment Report

M. Harmon-Vaught then said he wants to turn quickly to the interim results of our BOARD SELF-ASSESSMENT REPORT. It is interim because there are still some Trustees who haven't completed the survey but still have the chance, and it would be really helpful if everyone could do it.

He then shared a copy of the report based on the surveys already received and summarized that our self-assessment looks very similar to past years. The self-assessment scores us on a scale of 1 to 5, in terms of our overall level as a Board. We're currently scoring at level 4 overall.

He then gave an overview of the 9 areas that the survey covered and the current scores for our Board: Board Meetings (5); Board Structure (5); Board Composition (4); Board Recruitment (2); Board Goals & Accountability (4); Finance (4); Development (1); Academic Oversight (5); CEO Support & Evaluation (5). He discussed each area in detail and answered any questions.

E. Proposed Changes to Board Meeting Schedule Pattern for SY 2026-2027

M. Harmon-Vaught thanked every Board Member who completed the brief Google form regarding your availability for Board Meetings for the upcoming school year. I took a look at results and did some analysis, and found some very interesting things from Board Members about availability. And so, this is a first proffer. This is a conversation we'll continue, and K. Baldassano can help us make sure we're actually checking all the boxes and appropriately accounting for meeting dates. Here's what we found. Thursday nights don't really work very well for many people and interestingly, of the nights of the week, the 2 nights that tended to work best, based on your responses to the survey, were Wednesdays and Mondays. And Mondays were the best day by far for the majority of people. We've never had Monday meetings. We had Tuesdays and Wednesdays for a while, and then Thursdays, but Mondays is most popular. The other thing is that historically we've scheduled meetings for the 3rd week of the month on a Thursday. But sometimes, because of school calendar and holidays, we need to flex on those days. The other challenge that we've seen this year is that because of our timing and the need to push the board meeting forward in the month a little bit, we've been crunched with Academic Committee meetings and Finance Committee Meetings, and then scheduling the Executive Committee meeting after the other

committees so that we actually have committee reports for the Executive Committee meeting. I want to propose that we look at Monday evenings for our regular monthly Board meetings based on the best night for availability, same time as usual 7 PM, and that we set our, default to the 4th Monday of each month. I think we would only need to change 3 or 4 of the meetings to the 3rd Monday in order to coordinate the calendar with the school calendar/holiday calendar. We could schedule the Executive Committee meetings for the week before (3rd week each month) and then the Academic Committee and Finance Committee the week before that (2nd week each month). I'm curious for reactions because this is a radical change. *The reaction from the Board Members was mostly positive with the June meeting date being questioned for possibly being too far into June 2027 or too late in the school year; various possible holiday and school recess closures were brought up.* This is just a proposal and will be fine-tuned for possible school conflicts by K. Baldassano before the July 2026 meeting date. K. Baldassano offered to create a mock-up calendar, then go through the year, make sure there aren't any legal holidays on the Mondays that are listed for meetings and share it with the Board. If anyone has a major conflict, we can possibly move a meeting to accommodate them.

F. Family Association Update

C. Caputo gave the following *Family Association* report:

The *Family Association* held their in-person meeting last night, not virtual and no Zoom option. Because it was in-person only and the Knicks game was on, the meeting wasn't well attended. I sent them some notes from the previous Board meeting. Things are moving along.

I'll just briefly go over their Treasurer's Report for May, and there shouldn't be too much change, for June. In May, the starting balance was $5,965.87. The starting balance included income of about $2,700 from various sales. The Plant Sale brought in $896. And there was a few hundred dollars additional that came in after the Soapbox Derby, some money still coming in from the Sweetheart Dance, and some leftover Valentine's Gram earnings. The ending balance for the month of May was $6,392.78.

There was a Bake Sale today. As always, the *Family Association* requests donations from parents to send in donated baked goods. Many parents sent in some items. Today netted around $500 from the Bake Sale. Anytime there's a situation that a child doesn't have money, that's usually handled well.

They're wrapping up the end of the school year. Things are coming together. We were also discussing next year, and the *Family Association* is planning a yearly calendar in advance so they can make plans for their October events, October fundraising goals. November events, November fundraising goals. I suggested that when they have that tentative calendar, it'd be really helpful to share with the Board of Trustees so that everyone at the school is in the loop. Other than that, there is not really much news. I would have had more news, but the Knicks game last night took precedent over family involvement because I guess many families were home together watching the game. But everyone is motivated and looking forward to next year. We're hopeful for more events and collaboration is

something we can work on. The *Family Association,* the school and the Board, really working together to bring great things for the kids and their families.

IV. Public Comment

A. Comments From Guests & the Public

- **ALEX PENFOLD**: Hi, I'm Alex Penfold, I'm a new parent this year. My son is one of the few that takes a bus from Brooklyn. And I heard the discussion about fundraising, and I think you guys have a lot of great ideas about, aligning it with the mission, and I just think from my experience, I have three sons who've been to a lot of different schools, all different charter, public, private. And I think that when families know what you're raising the money for, they get invested and involved and excited. And if there's more of that, like a wish list or something that you guys want to do, I'm in District 15 in Brooklyn, which is pretty bougie, so there's a wide range. My kids have gone to schools where the PTA budget was like $12, which is PS 230, or you know, half a million dollars, and that's like, an underfunded school in District 15. But I did see in PS 39, one of the things that they do is they actually have a fundraiser there, they raised money for an author to come visit. And the kids raised the money, and I was invited one year as the author, because that's what I do for one of my jobs, and it was really special because all of the kids were so excited that they had done that through their Read-a-Thon, and they had worked all year long, and then an author came, and that was something that they did. And not that it necessarily has to be an author, I mean, it kind of goes with the mission with reading and all of that, but for the library, some sort of thing that the kids could experience and be a part of, or the families really get involved. I think that that would be exciting and would also help build community, and help with the funding. And I saw the flyer recently about suggested dues, and it's a wide range of income at the school, but some families have means, and some also have matching donations through a 501c3 with their employer, we may be able to get more funds, especially if it's going to something like a library for kids with dyslexia. I think that there's a lot we can do to align our mission with things that would really benefit our students and help the school. So that's it. *M. Harmon-Vaught remarked thank you. I think that's a great set of ideas, and, you know, co-signing the notion that it matters to know what we're fundraising for, and when we have initiatives that are meaningful, that's a good way to engage families and engage community.*
- **ALISA REED**: Has a question about the Bridge Prep *Family Association* fundraising for a library. Money was raised for the library, but then it was a literacy lab? What does the Literacy Lab entail? Can you be more specific? *A. Wolkowitz responded that the Literacy Lab was a classroom with computers, special high tech equipment and books of all kinds. They had big high tables with books for many different reading levels. Funds were raised for the Literacy Lab by the Family Association and it was open shortly after the donation was made by the FA. But it was set up in a classroom and when additional space was needed for classroom use, the Literacy Lab was*

divided up and each classroom received some of the Literacy Lab books and equipment. Each classroom now has its own library center. We all know that classroom space is our biggest issue. And if it came to taking in more students and making a classroom out of the Literacy Lab space, I think the school made a good judgment call. The Literacy Lab was a beautiful space, and now these classrooms have these beautiful libraries that the teachers set up.

- **CHRISTINA CAPUTO**: Has the school communicated to the *Family Association*, we want this, this, and this, and are we doing that now? Is there something between the school or the Board? Does the school say, this is our wish list for the year. Does the Family Association know what the school needs? Amanda mentioned the wonderful book donations are these things usually planned ahead of time? Because I want to help be an active role with this. I'm just curious if the Board and the school communicate to the FA, if you have extra money this year, can we have X, Y, and Z? That's all I want to know. *M. Harmon-Vaught responded that the question you're asking is a good one, one about prioritization, and I think it actually relates a lot to what we were talking about earlier about fundraising in a clear, coherent way and thinking about shared priorities. It sounds to me like something we want to think about as we look into next year, and really across stakeholder groups, including the Board, the FA, and the school, is a sort of coherent approach to our external engagement, and particularly where we're talking about developing resources for specific initiatives. So, it sounds to me like that's the question that we want to take up more formally, and maybe we as a Board can have a committee that's thinking specifically about this, but we want to do so in coordination with the FA and in coordination with the school in a clear way for the future.*

V. Closing Items

A. Review of Action Items & Future Topics

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 8:43 PM.

Respectfully Submitted,
Kathy Baldassano

Documents used during the meeting

- BPCS_Budget_FY27.pdf
- 2026 Proposal Bridge Preparatory Charter School.pdf
- Board Facing Maps Data_ Fall-Spring Comparison SY'25-26.pdf

APPROVED

Bridge Preparatory Charter School

Minutes

Board Meeting

Date and Time
Thursday May 21, 2026 at 7:00 PM

Location
Bridge Preparatory Charter School
Petrides Educational Complex
715 Ocean Terrace, Bldg. A
Staten Island, NY 10301

Remote Viewing Locations:

- [redacted]
- [redacted]

Join Zoom Meeting
https://us02web.zoom.us/j/87699275285?pwd=Zla4rXFdeYXXnqSUYeaQGOZvwZR8qV.1

Zoom Meeting ID: **876 9927 5285**
Passcode: **717305**

One tap mobile
+16469313860,,87699275285#,,,,*717305# US
+16465588656,,87699275285#,,,,*717305# US (New York)

Trustees Present

Amanda Wolkowitz, Jennifer Sammartino-Mallen, Mark Harmon-Vaught, Rebecca Peters (remote), Traci Frey

Trustees Absent
Nicole DeStefano, Tara Gore

Ex Officio Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Non Voting Members Present
Alyse Pecoraro, Lauren (Liv) Livingston (remote)

Guests Present
Alex Penfold (remote), Barbara Stella (remote), Chris Zilinski (remote), Christina Caputo (remote), Kathy Baldassano (remote), Rose Marie Illuzzi (remote), Vincenza Gallassio

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I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

Traci Frey called a meeting of the board of trustees of Bridge Preparatory Charter School to order on Thursday May 21, 2026 at 7:02 PM.

C. Welcome & Kick-Off

T. Frey welcomed the attendees and said we're very excited; we're getting close to the end of the school year, and we're happy that you were all able to make some time during this busy time of year to join us today.

D. Approve Minutes of April 16, 2026 Board Meeting

Traci Frey made a motion to approve the minutes from Board Meeting on 04-16-26.
Rebecca Peters seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Focus on Special Topics

A. Launch of Annual Board Self-Assessment & Annual CEO Evaluation Survey

T. Frey stated that this is the time when we launch the Board Self-Assessment and the annual CEO Evaluation Survey. As you know, we do this self-assessment every year, and so when you receive the link, please make sure you complete it. Also, one of the multiple measures that we use to evaluate the CEO is the CEO Evaluation Survey. This CEO Survey

is going to be for A. Pecoraro, even though she's leaving us in August. You're going to base your answers to the survey on Interim Acting CEO A. Pecoraro.
M. Harmon-Vaught added that part of what makes these two instruments really important is that we've used them every year for several years on Board-on-Track and so we have the ability to do apples-to-apples comparisons. And that's important because one of the questions that NYSED always asks about the board is how we evaluate ourselves. So, it's helpful to have that instrument as a way of reflecting. Other stakeholders also have a say when we do focus groups as part of the QR and PPO process when we do hear from them. Since we're in a moment of transition, it's important to have the CEO survey, so thank you all for taking the time to fill the survey out. The CEO survey is one of multiple measures we have. We also use the Quality Review and the data that we gather from the school as well to make a more comprehensive, overview of the performance of the CEO.

B. Charter Renewal Process Update

M. Harmon-Vaught offered a thank you to those Board members and others who were able to join us for the Strategy Session we held on Tuesday, May 12th. It was an instructive opportunity for us to spend some time and hear from Impact Charters LLC, the partner that we're working with for the charter renewal. They've already been engaged directly with the school team and the organizational leadership group. So it was helpful for us to have that overview with good details, from the Impact Charters LLC presentation, which is attached to tonight's agenda for those who weren't able to attend. We will hold another special Strategy Session, this coming Tuesday, May 26th at 7 pm. And our aim is to hold a series of these meetings on Tuesday evenings, every other week for the time being because we have a number of critical topics relating to renewal, And so, we may not always need it, but we want to have these on the calendar so that we're able to touch base on renewal and other things that require board engagement, especially during this period of transition and make sure that everyone's engaged. Seeing the renewal timeline was helpful and learning what our responsibilities as the Board will be and what the school's responsibilities are, so we have a sense of what's coming up. One of the things raised that's a really important part of the renewal process is looking at the key design elements of the school. As you know, those are the components that we submitted in our initial charter that we said are the most essential elements of what makes Bridge Prep distinct, and they're a core component of our commitment to families, to students, and obviously to our audience. At next Tuesday's Strategy Session, we'd like to share and review our key design elements together. There have been some updates over time, but it's really important that the Board have a sense of them, and that's something that it'll be helpful for us to be able to process and plan before our NYSED renewal visit. We need to understand the key design elements well because they're critical to our charter renewal and they're the ways in which we've asked to be evaluated. We'll be asked to speak about them when NYSED meets with us in the fall.

III. Reports & Updates

A. CEO Report

A. Pecoraro gave the following update:

- **STUDENT ENROLLMENT**: We've been looking at this every month when we come together. New admissions are still tracking lower than expected. We're in the middle of a recruitment push. Registrations are moving along, but when we look at the budget, we'll look at this more closely. We're budgeting for next year on 230 students instead of 250 students. This is similar to what we did last year. In last year's budget, we budgeted for 237 students and still reached 250 students. But there's an open question right now which is student retention. That will have a big impact on where we land next year, and both our *Parent Coordinator*, Abby De Los Reyes and our *Media and Recruitment Coordinator,* Joann Dembinski have been actively reaching out to parents. Our survey didn't yield a lot of results on who was coming back, so they're making phone calls this week and next week, to get a better grasp on retention of our current students and families. Principal Livingston added that right now the survey responses are about the high 60s. We have 9 that were unsure and 4 that are not returning next year. The rest are yes to returning. So we are dividing and conquering according to cohort, and I'm probably going to reach out to those that are on the fence and have those personal conversations.
- **SCHOOL EVENT UPDATES**:

1. State testing is completed.
2. We had Lightning Day today, our big field day, which, we typically hold on campus, but this is the first time we were holding it off campus because of the athletic field construction. It was held at Nansen's Lodge Park. When our buses arrived, the rain arrived. But the school team pivoted very quickly and Nansen's Lodge does have a covered area. It was a really fun day for the kid and for me too.
3. We created the school calendar for 2026-2027, which is linked on the agenda. It's built with an eye towards the DoE calendar, A few differences: we have an earlier start which will be student half-days on the Thursday and Friday before Labor Day. Another difference is that the DoE ends on a Monday. We thought it would be better to end the Friday before. And then there's some differences in our Professional Development days, and we'll have 181 instructional days. The DOE has 177 days on their calendar. We'll be sharing that with staff and families in the coming weeks.
4. We had our karaoke fundraiser about 3 weeks ago. There were some special guests there: Salt n' Peppa and George Michael. And it wasn't only a fun-raiser, we made over $1,800 after all expenses were recovered. Not only fun was raised, but some funds as well.
5. Our first Dyslexia Walk will be held June 20th at 2pm at Willowbrook Park. We hope you all register for that and join us.

B. Review of Draft Budget for SY 2026-2027 & Finance Committee Report

R. Peters gave the following overview of the school budget for SY 2026-2027; a copy of the draft budget had previously been share with the Board:

A. Pecoraro and Josh Moreau have done a wonderful job of getting us to a budget that balances. There's a few different variables that we're looking at this year. One is enrollment, which was covered already in tonight's meeting. We're budgeting at a very conservative number, historically speaking. Bridge Prep has been able to get more students in the building above the 230 mark and we're currently at 234 students. But in light of what was already touched on in terms of retention of current students, and just the overall environment of charter school enrollments (which Josh said is a problem with many charter schools in NYC) enrollment is just lower. So we have that 230 number to be conservative. A. Pecoraro did a really good job of combing through every line item to make sure that we maintain our programming, and making sure that we're budgeting for things based upon what we've actually spent. In the past, we've been able to put more money cushions in line items, because we had so much of a surplus each year, but as we experienced this year, we're ending very close to zero, in terms of net income. So next year is going to be a similar situation. The other thing we've done is maintaining the structure that we set up for the first time this year, and making sure that we can continue that since it is effective, especially as we move into the charter renewal period. Those are some of the highlights in terms of the budget. A. Pecoraro offered to share a little bit more: she said that looking at this budget, knowing how our expenses are outgrowing revenue, something needed to change, even if we were budgeting at 250 students, we were going to have to reduce some of those budget lines. And it's easy to look at the largest line we have, personnel. We've only had the new organizational structure for a year, and it was created in response to our last charter renewal and benchmark #7 results (Organizational Capacity). As we move into this next renewal period, then to scrap the structure in order to get some reduction did not seem like the right thing for us to do now, and I don't really think we fully maximized the potential of this structure yet, given how new it is. So, we went into this budget overhaul trying not to attack that structure or make any active personnel reductions. Now, having said that, not backfilling staff in certain places was considered in this, so that's why you'll see that that line isn't really jumping at all. And we try not to reduce professional development or curriculums. So those are pretty consistent with the spend for this year, and
we don't want to reduce student enrollment and recruitment funds, knowing what our enrollment picture is and how important it is. I do think that we should be spending those dollars differently and more strategically than we are currently but I didn't want to reduce there. I really went through every dollar that we spent this year, in every line to see where we could reduce spending without impacting teaching and learning.
M. Harmon-Vaught offered this view on the budget: I think it's important when we look at where we are now. Historically, Bridge Prep has had a substantial positive operating margin. We've had a surplus. in the last 2 fiscal years usually about $1.3 or $1.1 million, and that's much smaller this year. It was budgeted smaller, and we're expecting a relatively small surplus next year. And so, one of the things that we have to do, which this conversation is doing in a micro sense, is look at the cost basis of the model we are operating under. I think I totally agree with A. Pecoraro that we don't want to make radical changes to a model that we're still perfecting. And the other question that we'll need to ask in time is how can we ensure that the model we have is sustainable, given the realities of enrollment, which is more challenging today than it has been before. And that's not just a Bridge Prep

problem, that's a sector challenge. And other factors that we have to consider. The board is not approving the budget tonight. We'll approve it in June. I'm not uncomfortable with the smaller margin that we'll see in terms of surplus. I'm cautious about making sure that as we're looking through the next few years, we're being really thoughtful about making the appropriate adjustments so that we're maximizing resources to serve students. We will always have different personnel structures than other schools, and that's intentional, but I want to make sure that we're constantly monitoring what's really making a difference, and what things might be really wonderful but not necessarily the most important, given our resources. Thank you to R. Peters, A. Pecoraro and Josh for all for the work on this.
A question and answer session followed the budget presentation.

C. Academic Committee Report

T. Frey gave the following report on on the Academic Committee meeting held on May 14, 2026:

- **FIFTH GRADE & END-OF-YEAR EVENTS:** We covered the 5th grade and end-of-year events that A. Pecoraro already mentioned in her CEO report tonight.
- **STAFF RETENTION:** Two teachers are not being renewed. The rest of the teachers were surveyed to see if they would come back next year. Principal Livingston her team are actively engaging those that they think are at-risk of leaving, but they don't want to lose. So those conversations are ongoing.
- **STUDENT ENROLLMENT**: This was discussed and already covered tonight in A. Pecoraro's CEO report.
- **TEACHER CERTIFICATION:** This came up in our conversation with Impact Charters LLC when we were asked about how many of our teachers are certified. The percent of certified teachers right now is 71%, and we have to have at least 70% certified, so we're on the cusp. We were discussed what possible things we could do to encourage non-certified teachers to get certified. One of the things mentioned is that teachers who have an out-of-state certification get a raise in pay if they apply for NYS certification, and that boost in pay more than covers the fees and cost it would take to become NYS certified. New York State says that they have reciprocity with other states but that's not really true. You still have to take NYS exams and make sure you have all the appropriate coursework and pay the fee for your application. True reciprocity would be you that you pay the fee for your application, and they just issue you a NYS certification, and that is not what happens. There are hoops that teachers would have to jump through if they have an out-of-state certification and want to get NYS credentials. Hopefully, by showing them that they get a nice boost in salary that more than covers the one-time cost of getting NYS certification will encourage them to do so. Another thing we discussed was speaking to our partners at the College of Staten Island to see if there's some kind of tuition discount they can offer if teachers enroll in their master's program. Those are still at the beginning phase.
- **PRIORITIES FOR NEXT SCHOOL YEAR:** We spent a lot of time on next year's priorities, Principal Livingston shared with us "a day in the life" and what the schedule will look like for students and for staff. And they've been having conversations with

teachers, so that they know what the expectations are when they decide whether or not they want to remain. One of the things that has been concerning parents recently was recess, and because of the construction on the Petrides campus and field, it's been more challenging for us to get students outside on a regular basis for recess. Next school year, the proposal is to have 20 minutes of recess for each grade every day, staggered throughout the day, and not necessarily backed up to lunch. And that would be paired with a snack block. Each grade would have a different area on campus where they would have recess outside, and each grade band will have recess together. Right now, students have between 10 and 15 minutes recess as part of lunch period, and this will increase their recess time every day; it would increase from 2 days outside a week to 5 days a week outside. Students will also engage in a sustained reading and writing period during the last block for a 15-minute period of time, which will help them build stamina and give them the opportunities to both read and write on a daily basis. Science will be 50 minutes every day for grades K-4, and 60 minutes for 5th grade. The extra 10 minutes is because the 5th graders take a state assessment during 5th grade, and so we are increasing the amount of science instruction. Principal Livingston also shared that they would like to departmentalize the 5th grade for ELA Math and Science, with all teachers being responsible for teaching Math fluency and the Humanities. And because they're 5th graders, they have to get ready for middle school. Students will rotate from classroom to classroom, just like they would in middle school to get used to that transition period. We are thinking about how to support 5th graders' executive functioning challenges. This is a new thing for them, making sure that they're getting to their new classroom on time. All these things we need to do to prepare them for middle school. Students will get a full hour of lunch period - 30 minutes for the lower house, and 30 minutes for the upper house. We split lunch in half for that. Staff lunch will be reduced from 40 minutes to 30 minutes. Although there's a 10-minute decrease in their lunch time, staff will not be responsible, for delivering their students to the lunchroom. Other staff will come and pick students up at their classroom. So, teachers gain time in some ways, because they won't have to now bring kids to the cafeteria, then come back, and then eat their lunch. That's where the time-saving should be. Students will have 30 minutes of Humanities daily, and then test prep during the Friday block for grades 3 to 5. They'll have 30 minutes of Math centers daily, 50 minutes of Math instruction, 60 minutes for 5th grade, with the hope of preparing them for middle school; 60 minutes of ELA instruction; 50 minutes of electives daily, which will be either blended learning, iReady program, Phys Ed, Arts, and SEL that the YMCA will continue to come and lead. There's a possibility that some of the specials may change, the Arts may change, but we're still not sure about that.

D. Board Development & Governance Committee Report

M. Harmon-Vaught stated that regarding the *Board Development and Governance Committee* update, the main item tonight is completing the Board Self-Assessment Survey.

We still have 2 prospective Board members who are very much here and the pursuit of their completed application materials. No pressure, no pressure at all. We know it's quite arduous. And prospective member, Michael Taddei has been joining our *Finance Committee* meetings and very engaged in a positive way at our meeting earlier this week, so we remain very eager for you to complete the myriad application forms.

E. Family Association Update

C. Caputo gave the following *Family Association* update:
The *Family Association* had their meeting last night. Thanks to the new Treasurer, Polina Struits, we now have a real active ledger. The *Family Association* is getting their finances in order and sorting through records. I'm very excited to say that they have a ledger they were able to really share about where the income successes have been. As of May, their ending balance was $5,967.41. They also broke down which events brought in the most money; the Book Fair brought in a little over $1,100. That was the #1 fundraiser and a great income generator. And then they combined the Winter Holiday Fair, Bake Sale, and Telegrams for earning about $1,000. On its own. the Bake Sale would be #2 in income generating. The Dance, Coin Wars, Ice Skating, Plant Sale, Soapbox Derby, were able to make money too. So, they're really working on moving forward into next year. The *Family Association* and the parents want to work on more fundraising activities for now that they have a core group. It looks like they're going to start the year with a full board. Parents were very interested in joining, and submitted their names so it looks like there is going to be a full board to start the new school year. It's just such great news, and it just makes everything easier. Not just for the parents, but also the school staff having to plan out our events, and communicating with everyone. They also discussed the success of some of the, 5th grade events and gifts. It was a really positive meeting. The parents are looking forward to events. Families are looking forward to the Dyslexia Walk in June, so we're really excited about that. They gave a recap of events they did this year: the Bake Sales, the Sweetheart Dance, the Thanksgiving pies. Something they were really excited about is Teacher Appreciation Week this year. They were able to pay for 2 lunches for Teacher Appreciation Week, and they gifted plants and left little surprise gifts on teacher's desks. The *Family Association* thanks everyone or their continued support and patience this year as they built their officers' board and found parents who were able to commit. They're just rolling out this year voluntary optional dues, just to see what they can collect. So they sent out a letter with a suggested donation for the year. Dues are not mandatory, it's just optional to help get the year and the events going, so that is something else new. We're moving forward in a positive direction for next year, and everyone's really excited. We're looking forward to September.
T. Frey asked if the Board of Trustees can get a calendar of the Family Association events for next school year, so we can make sure that we can be represented, because we always say we want to participate in an event but then we either find out too late, or we find out after the fact. C. Caputo responded that is a great idea. The Family Association mentioned wanting to plan out for the year, putting in permits and working on their events calendar. They're also looking forward to overwhelming the new CEO Chris Zilinski with events and activities for the year.

IV. Closing Items

A. Review of Action Items & Future Topics

M. Harmon-Vaught stated that we have a Virtual Strategy Session Tuesday, May 26th at 7pm. We'll focus on topics relating to the charter renewal, specifically a review of the school's Key Design Elements. That will be an important conversation. And then at the June Board meeting, we have a number of end-of-year votes, election of officers, approval of the final budget, and then obviously a suite of other key topics to cover then.
Invitations to the 5th Grade Graduation ceremony will be sent to the Board of Trustees soon, the graduation is on June 18th at 4 pm at the St. George Theatre.

B. Adjourn Meeting

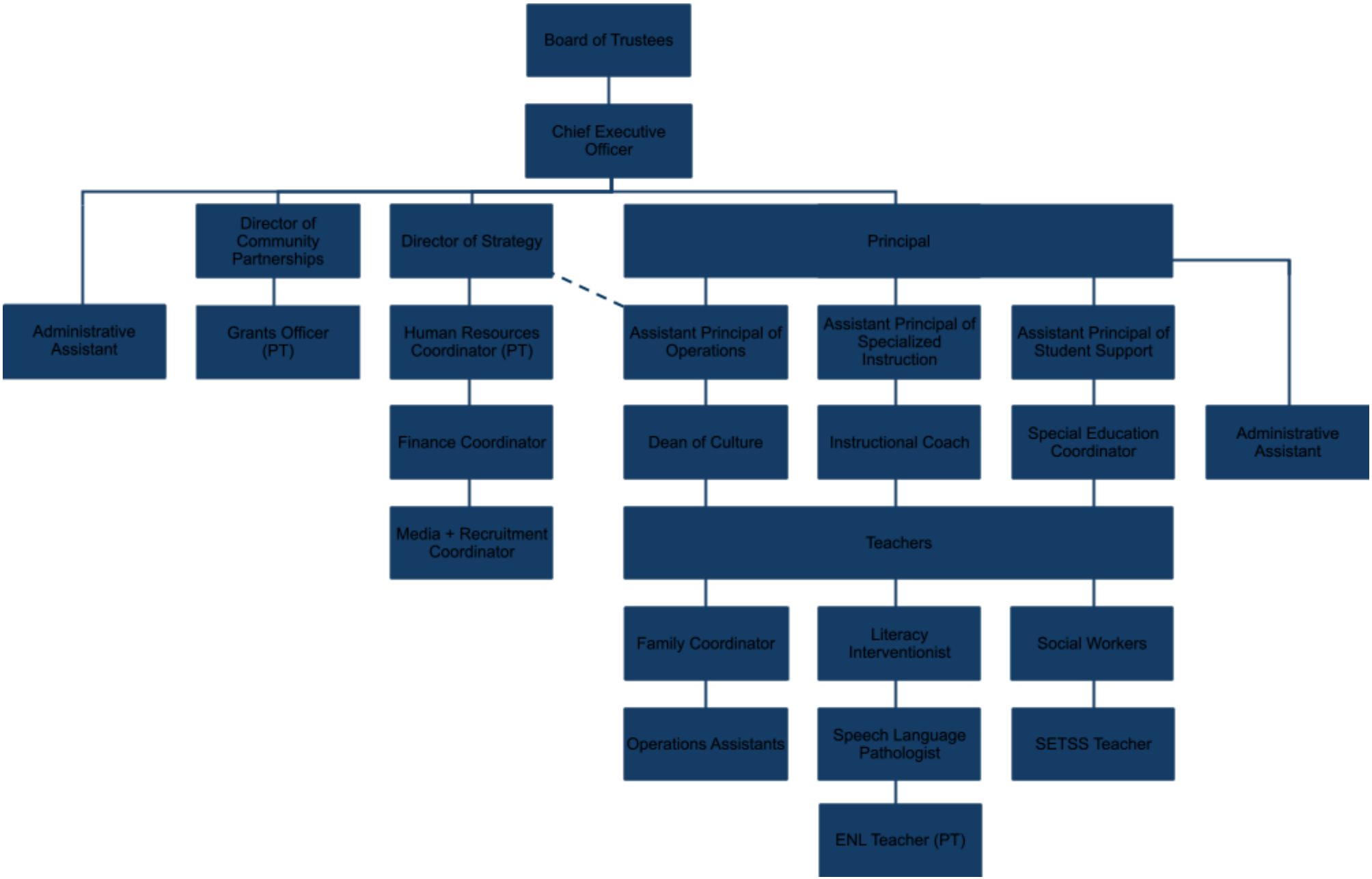
There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:55 PM.

Respectfully Submitted,
Kathy Baldassano

Documents used during the meeting

- Renewal Presentation from Impact Charters LLC 05_07_2026.pdf
- SY2627 BPCS School Calendar Pending Board Approval .pdf
- BPCS Budget FY27.pdf

Bridge Preparatory Charter School Organization Chart



BPCS 2026-2027 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 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					

17-21 New Staff Orientation
24-27 Staff Summer Institute

September 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			

3-4 Early Dismissal for Students Only
7 Labor Day - School Closed
8 First Full Day of School
21 Yom Kippur - School Closed
18 Instructional Days

October 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

12 Italian Heritage/Indigenous Peoples' Day - School Closed
16 Progress Reports Due
21 Family Teacher Conferences - Early Dismissal
21 Instructional Days

November 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					

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

December 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		

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

January 2027

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 Holiday Break - School Closed
18 Dr. Martin Luther King Jr. Day - School Closed
19 Professional Learning Day - No Students
29 Progress Reports Due
19 Instructional Days

February 2027

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						

3 Family Teacher Conferences - Early Dismissal
15-19 Winter Break - School Closed
15 Instructional Days

March 2027

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 Professional Learning Day - No Students
19 Second Trimester Ends
9 Eid-al-Fitr - School Closed
26 Good Friday - School Closed
21 Instructional Days

April 2027

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	

14-15 Grades 3-5 ELA State Testing Window
22-30 Spring Break - School Closed
7 Grade 5 Science State Test
15 Instructional Days

May 2027

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					

5-6 Grades 3-5 Math State Testing Window
7 Progress Reports Due
12 Family Teacher Conferences - Early Dismissal
17 Eid al-Adha - School Closed
31 Memorial Day - School Closed
19 Instructional Days

June 2027

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			

8 Professional Learning Day - No Students
10 Early Dismissal for Students Only
17 Grade 5 Graduation - Early Dismissal for Students Only
24-25 Early Dismissal for Students Only
25 Last Day of School - Early Dismissal
19 Instructional Days
(1,117.5 hours)

July 2027

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 (Tentative)
5 Independence Day Observed - School Closed
1-29 Summer School (Tentative)
22 Summer Instructional Days

Bridge Prep Charter School – 2025-2026 School Year Calendar

July 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			

0

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

0

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					

15

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		

18

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

12

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				

13

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	

15

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	

12

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					

17

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			

12

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

15

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					

15

Total Number of School Days for 2025-26: 179

Legend	
	State Testing Window
	Critically Important Event (First/Last Day)
	DOE/Federal Holiday [No School]
	School-Observed Holiday [No School]

	Early Dismissal – 1:15pm
	Professional Learning Day [No Students]

Calendar Details	
First Day of School (Early Dismissal)	**9/2/2025**
First Full Day of School	9/3/2025
Labor Day (No School)	9/1/2025
Rosh Hashanah (No School)	9/23-9/24/2025
Yom Kippur (No School)	10/2/2025
Columbus/Indigenous Peoples Day (No School)	10/13/2025
Diwali (No School)	10/20/2025
Early Dismissal – Family Teacher Conferences	10/22/2025
Professional Learning Day – No Students	11/4/2025
Veterans Day (No School)	11/11/2025
Early Dismissal	11/25/2025
Thanksgiving Break (No School)	11/27-11/28/2025
Early Dismissal	12/23/2025
Holiday Break (No School)	12/24/2025 – 1/2/2026
MLK Day (No School)	1/19/2026
Professional Learning Day – No Students	1/20/2026
Early Dismissal – Family Teacher Conferences	2/4/2026
Mid-Winter Break (No School)	2/16-2/20/2026
Spring Break (No School)	4/2-4/10/2026
Grades 3-5 ELA State Testing Window	4/22-4/23/2026
Grade 5 Science State Test	4/29/2026
Grades 3-5 Math State Testing Window	5/6-5/7/2026
Early Dismissal – Family Teacher Conferences	5/13/2026
Memorial Day (No School)	5/25/2026
Professional Learning Day – No Students	5/26/2026
Eid al-Adha (No School)	5/27/2026
Early Dismissal (Students Only)	6/4-6/5/2026
Juneteenth (No School)	6/19/2026
Early Dismissal (Students Only)	6/18, 6/24-6/25/2026
Last Day of School (Early Dismissal)	**6/26/2026**

2025-2026 Progress Toward Attainment of Charter Goals				
Number	Goals	Measure used to evaluate progress toward attainment of goal	2025-2026 progress toward attainment of goal Met/Not Met	If not met, describe efforts the school will take to meet goal
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 Students increased in Reading and Math scores from one trimester to the next (target 75%)	Met	We have implemented three intervention blocks grounded in the Science of Reading; Orten Gillingham/Lavinia block where we focus on the 5 strands of Scarboroughs Rope, Humanities and Math Fluency. Additionally, we implemented the use of iReady as a computer based adapttive tool that personalizes students' instructional pathway.
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	Not Met	See above.
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	Not Met	See above.
Academic Goal 4	Each Year, 85% of students, in each grade, will perform at proficiency on their Summative Science Investigation Portfolio, according to a differentiated, school-created rubric, aligned to NYS Next Generation Science Standards	Summative Science Investigation Portfolio School-based rubrics	Not Met	We have implemented one full 50 minute block of science each day for grades K-4, and 60 minutes each day for the 5th grade to prepare them for proficiency on the Science state test.
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	Summative Social Studies Portfolio School-based rubrics	Not Met	We have implemented the Wit and Wisdom curriculum which in addition to being aligned to NYS ELA standards, it is also aligned to NYS Social Studies standards. Students engage in hands on project based learning that is aligned to Social Studies standards during the humanities block. All students' writing is graded using the two NYS ELA state test rubrics.
Academic Goal 6	Performance Framework: BM 1 NYS Aggregate ELA Test Proficiency- School Level;	NYS ELA Assessment 2025-26 (% Level 3+) BPCS | CSD 31 | NYS Gr3 14% | 50% | 43% Gr4 24% | 57% | 48% Gr5 22% | 55% | 43% All 20% | 54% | 45%	Not Met	• Continue twice-weekly Orton-Gillingham coaching cycles (coaching, push-in co-teaching, modeling, and debriefs) for all teachers. • Group students by tier using longitudinal NWEA MAP data, so each class serves a more manageable range of need. • Use winter and spring mock ELA assessments to target misconceptions in morning seat work and adjust curriculum pacing mid-year. • Continue implementing the NYSED-approved corrective action plan addressing ELA proficiency and supports for at-risk students.

2025-2026 Progress Toward Attainment of Charter Goals				
Number	Goals	Measure used to evaluate progress toward attainment of goal	2025-2026 progress toward attainment of goal Met/Not Met	If not met, describe efforts the school will take to meet goal
Academic Goal 7	Performance Framework BM 1: NYS Aggregate math Test Proficiency- School Level-	NYS Math Assessment 2025-26 (% Level 3+) BPCS | CSD 31 | NYS Gr3 19% | 67% | 60% Gr4 34% | 67% | 62% Gr5 13% | 63% | 55% All 22% | 66% | 59%	Not Met	• Use tiered ability grouping built from longitudinal NWEA MAP data to target math instruction by level of need. • Adjust pacing in response to mock assessment results (e.g., moving fractions up three units in Grades 3-5 and addressing measurement and time gaps in Grade 2). • Hold weekly data reviews within each instructional team, drawing on NWEA MAP, iReady, and mock assessment results to set intervention caseloads. • Continue implementing the NYSED-approved corrective action plan addressing math proficiency.
Academic Goal 8	Performance Framework: ESEA Accountability Designation	NYSED ESEA Accountability Designation: Local Support and Improvement (LSI)	Met	
Academic Goal 9	Performance Framework: Comparative Proficiency;	NYSED Similar Schools Comparison School has not been provided with a "similar school" comparison.	Unable to Assess	
Academic Goal 10	Performance Framework: Subgroup School Level Proficiency	NYS ELA and Math 2025-26 subgroup proficiency (% Level 3+) ELA: SWD 16% (69 tested), ED 16% (81 tested), ELL n/a (3 tested) Math: SWD 19% (68 tested), ED 18% (77 tested), ELL n/a (3 tested) CSD 31 subgroup comparison not yet available	Unable to Assess	

2025-2026 Progress Toward Attainment of Organizational Charter Goals				
Number	Organizational Goals	Measure used to evaluate progress toward attainment of goal	2025-2026 progress toward attainment of goal Met/Not Met	If not met, describe efforts the school will take to meet goal
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.	In 2025-26, the majority of the Board completed its annual self-evaluation using goals aligned to the NYSED Performance Framework. As part of the 2026 renewal, the Board reviewed the school's organizational structure and revised its by-laws, discipline policy, complaint policy and organizational chart, which were submitted to NYSED for approval.	Met	

2025-2026 Progress Toward Attainment of Charter Goals				
Number	Goals	Measure used to evaluate progress toward attainment of goal	2025-2026 progress toward attainment of goal Met/Not Met	If not met, describe efforts the school will take to meet goal
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	
Org Goal 3	BPCS will comply with the provisions of our charter and all applicable laws and regulation	School-based behavior reporting/logs; PowerSchool (SIS) tracking; NYSED process requirements	Met	
Org Goal 4	Each year, BPCS will have a 90% average daily student attendance rate	Per SIRS 376 RPT in L2RPT, the 2025-26 average daily attendance rate = 85% (target 90%)	Not Met	• Maintain the attendance team created in 2025-26 (social workers, dean, operations team, and leadership), which tracks cumulative and weekly absences. • Implement the formal attendance policy from the first day of school in 2026-27, using a graduated ladder of restorative conferences and natural consequences. • Hold targeted support meetings with families when students reach higher absence tiers, and file PINS petitions or contact ACS when appropriate. • Expand family outreach through school social workers for families facing relocation, grief, trauma, or other circumstances affecting attendance.
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	Not Met	This is not met- We have partnered with our family association to promote the completion of our trimester family surveys. There is also an incentive for families to complete it.
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	This goal has been met.
Org Goal 7	Each year, BPCS will enroll and maintain cohorts of students equal to our projections	Enrollment and admissions data BEDS Day enrollment 2025-26 = 256; approved enrollment = 272 (94%)	Met	
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 and staff retention - 85% of positively evaluated staff retained (target 90%) 93% of positively evaluated staff retained	Met	

2025-2026 Progress Toward Attainment of Charter Goals				
Number	Goals	Measure used to evaluate progress toward attainment of goal	2025-2026 progress toward attainment of goal Met/Not Met	If not met, describe efforts the school will take to meet goal
Org Goal 9	BPCS will meet our prescribed enrollment and retention targets, established by the Board of Regents	Enrollment and admissions data 2025-26 Enrollment: SWD 64.5% vs. 30.3% in CSD 31; ED 74.6% vs. 61.1%; ELL 1.6% (plus 1.6% former ELL) vs. 11.9% (K-5) Retention: all students 85.2% (167 of 196); SWD 83.3% (105 of 126); ELL/former ELL 62.5% (5 of 8); ED 84.4%	Partially Met	• Apply the board-approved lottery weight for ELL students to address the ongoing ELL enrollment gap relative to CSD 31. • Have the part-time MLL teacher screen students with WIDA/NYSITELL materials ordered in advance, so new ELLs are identified in the first week of school. • Target recruitment at Kindergarten through Grade 2 to build steadier enrollment across grades and rely less on a third-grade influx. • Continue first-trimester family outreach calls and social worker support to improve retention, particularly for ELL/former ELL students (62.5% retained). • Have leadership review subgroup enrollment and retention data against CSD 31 and prior years throughout the year.

2025-2026 Progress Toward Attainment of Financial Charter Goals				
Number	Financial Goals	Measure used to evaluate progress toward attainment of goal	2025-2026 progress toward attainment of goal Met/Not 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.	Net assets went up for FY2026, and the audit was completed on time with a clean opinion.	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	The auditor's opinion is clean, with no material weaknesses in internal controls and no reportable noncompliance.	Met	

BRIDGE PREPARATORY CHARTER SCHOOL

STATEN ISLAND, NEW YORK

AUDITED FINANCIAL STATEMENTS

REPORT REQUIRED BY GOVERNMENT AUDITING STANDARDS

AND

INDEPENDENT AUDITOR'S REPORTS

JUNE 30, 2026
(With Comparative Totals for 2025)

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, 2026, 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, 2026, 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, 2025 financial statements, and we expressed an unmodified opinion on those audited financial statements in our report dated October 24, 2025. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2025 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 29, 2026 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

Fairport, New York
October 29, 2026

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BRIDGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FINANCIAL POSITION

JUNE 30, 2026
(With Comparative totals for 2025)

ASSETS	June 30, 2026	June 30, 2025
CURRENT ASSETS		
Cash and cash equivalents	$ 9,247,269	$ 8,632,658
Prepaid expenses	-	80,698
Grants and contracts receivables	24,998	44,574
TOTAL CURRENT ASSETS	9,272,267	8,757,930
PROPERTY AND EQUIPMENT, net	438,609	500,913
OTHER ASSET		
Cash in escrow	113,548	110,457
TOTAL ASSETS	$ 9,824,424	$ 9,369,300
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 897,696	$ 709,581
Deferred revenue	77,000	73,920
TOTAL LIABILITIES	974,696	783,501
NET ASSETS - Without donor restrictions	8,849,728	8,585,799
TOTAL LIABILITIES AND NET ASSETS	$ 9,824,424	$ 9,369,300

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, 2026
(With Comparative totals for 2025)

	Year ended June 30,	
	2026	2025
Operating revenue and support:		
State and local per pupil revenue - regular education	$ 5,035,104	$ 4,932,854
State and local per pupil revenue - special education	2,557,519	2,768,036
Government grants	227,087	237,694
Contributed facilities rent	430,000	450,000
TOTAL OPERATING REVENUE AND SUPPORT	8,249,710	8,388,584
Expenses:		
Program services:		
Regular education	2,831,442	2,607,685
Special education	4,082,511	4,201,791
TOTAL PROGRAM SERVICES	6,913,953	6,809,476
Management and general	1,444,141	948,181
TOTAL EXPENSES	8,358,094	7,757,657
Support and other revenue:		
Contributions	145,558	139,361
Interest income	226,755	237,406
TOTAL SUPPORT AND OTHER REVENUE	372,313	376,767
CHANGE IN NET ASSETS	263,929	1,007,694
Net assets at beginning of year	8,585,799	7,578,105
NET ASSETS AT END OF YEAR	$ 8,849,728	$ 8,585,799

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

BRIDGE PREPARATORY CHARTER SCHOOL

STATEMENT OF FUNCTIONAL EXPENSES

YEAR ENDED JUNE 30, 2026
(With Comparative totals for 2025)

		Year ended June 30,					
		2026					2025
		Program Services			Support Services		
	No. of Positions	Regular Education	Special Education	Sub-total	Management and General	Total	Total
Personnel services costs:							
Administrative staff personnel	9	$ 477,176	$ 298,235	$ 775,411	$ 417,529	$ 1,192,940	$ 750,694
Instructional personnel	40	1,269,118	2,167,384	3,436,502	-	3,436,502	3,567,249
Non-instructional personnel	9	-	-	-	491,236	491,236	299,475
Total salaries and wages	58	1,746,294	2,465,619	4,211,913	908,765	5,120,678	4,617,418
Fringe benefits and payroll taxes		397,884	561,777	959,661	95,132	1,054,793	893,371
Retirement		40,792	57,595	98,387	9,753	108,140	99,365
Legal service		-	-	-	54,508	54,508	10,217
Accounting and audit services		-	-	-	123,000	123,000	115,000
Other purchased, professional and consulting services		15,433	21,791	37,224	131,508	168,732	143,708
Contributed rent		146,200	210,700	356,900	73,100	430,000	450,000
Repairs and maintenance		3,678	5,193	8,871	879	9,750	33,975
Insurance		22,267	31,438	53,705	5,324	59,029	55,349
Supplies and materials		37,038	62,691	99,729	131	99,860	163,721
Equipment and furnishings		768	1,084	1,852	183	2,035	1,793
Staff development		138,098	224,944	363,042	7,873	370,915	490,137
Marketing and recruitment		30,557	43,143	73,700	7,306	81,006	71,144
Technology		5,989	8,456	14,445	1,432	15,877	17,991
Student services		140,837	238,970	379,807	-	379,807	235,011
Office expense		37,222	52,555	89,777	8,900	98,677	123,848
Depreciation and amortization		56,853	80,272	137,125	13,593	150,718	166,842
Other		11,532	16,283	27,815	2,754	30,569	68,767
		$ 2,831,442	$ 4,082,511	$ 6,913,953	$ 1,444,141	$ 8,358,094	$ 7,757,657

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

BRIDGE PREPARATORY CHARTER SCHOOL

STATEMENT OF CASH FLOWS

YEAR ENDED JUNE 30, 2026
(With Comparative totals for 2025)

	Year ended June 30, 2026	Year ended June 30, 2025
CASH FLOWS - OPERATING ACTIVITIES		
Change in net assets	$ 263,929	$ 1,007,694
Adjustments to reconcile change in net assets to net cash provided from operating activities:		
Depreciation and amortization	150,718	166,842
Changes in certain assets and liabilities affecting operations:		
Prepaid expenses	80,698	(80,698)
Grants and contracts receivables	19,576	61,945
Accounts payable and accrued expenses	188,115	148,580
Deferred revenue	3,080	73,920
NET CASH PROVIDED FROM OPERATING ACTIVITIES	706,116	1,378,283
CASH FLOWS - INVESTING ACTIVITIES		
Purchases of property and equipment	(88,414)	(111,978)
NET CASH USED FOR INVESTING ACTIVITIES	(88,414)	(111,978)
NET INCREASE IN CASH AND CASH EQUIVALENTS AND RESTRICTED CASH	617,702	1,266,305
Cash and cash equivalents and restricted cash at beginning of year	8,743,115	7,476,810
CASH AND CASH EQUIVALENTS AND RESTRICTED CASH AT END OF YEAR	$ 9,360,817	$ 8,743,115
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	$ 9,247,269	$ 8,632,658
Cash in escrow	113,548	110,457
Total cash and cash equivalents and restricted cash shown in the statement of cash flows	$ 9,360,817	$ 8,743,115
NON-CASH OPERATING ACTIVITIES		
Contributed rent	$ 430,000	$ 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, 2026 or 2025.

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,		
	2026	2025	2024
Grants and contracts receivables	$ -	$ -	$ 7,904
Contract payables	$ 63,177	$ -	$ -

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 $77,000 and $73,920, respectively, received prior to incurring qualifying expenditures, which is reported as deferred revenue in the accompanying statement of financial position, at June 30, 2026 and 2025. 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 $113,548 and $110,457 at June 30, 2026 and 2025, 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, 2026 and 2025 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 $81,000 and $71,100 for the years ended June 30, 2026 and 2025, 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, 2025

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, 2025, 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 29, 2026**,** 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, 2026	June 30, 2025
Cash and cash equivalents	$ 9,247,269	$ 8,632,658
Grants and contracts receivables	24,998	44,574
Total financial assets available within one year	$ 9,272,267	$ 8,677,232

NOTE C: PROPERTY AND EQUIPMENT

Property and equipment consisted of the following:

	June 30, 2026	June 30, 2025
Furniture, fixtures and equipment	$ 659,247	$ 609,934
Computer equipment and software	570,313	531,212
	1,229,560	1,141,146
Less accumulated depreciation and amortization	790,951	640,233
	$ 438,609	$ 500,913

NOTE D: NET ASSETS

Net assets without donor restrictions consist of the following:

	June 30, 2026	June 30, 2025
Undesignated	$ 8,411,119	$ 8,084,886
Invested in property and equipment	438,609	500,913
	$ 8,849,728	$ 8,585,799

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 $430,000 and $450,000 for the years ended June 30, 2026 and 2025, respectively.

See the table below for program utilization:

Program or Supporting Service	Year ended June 30, 2026	Year ended June 30, 2025
Regular education	$ 146,200	$ 153,000
Special education	210,700	243,000
Management and general	73,100	54,000
	$ 430,000	$ 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 $108,000 and $99,000 for the years ended June 30, 2026 and 2025, 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, 2026 and 2025, approximately 100% of grants and contracts receivables are due from federal programs relating to certain grants.

For the years ended June 30, 2026 and 2025, approximately 92% 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.

NOTE J: RENEWAL PROCESS

The Charter School is currently in the process of renewing its charter as granted by the New York State Board of Regents. The Charter currently expires June 30, 2027. The renewal process includes review by the New York City Department of Education (NYCDOE) of various operational and governance aspects, including fiscal health and internal controls, board governance, and academic performance. Upon review of the application and results, NYCDOE will determine if the charter should be renewed and if so, for how long. Successful charter renewals can range from one to five years. At this time, management of the Charter School expects the charter to be renewed.

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, 2026 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 29, 2026.

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.

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

Fairport, New York
October 29, 2026

WE VALUE YOUR FUTURE

BRIDGE PREPARATORY CHARTER SCHOOL

REPORT TO THE BOARD OF TRUSTEES

JUNE 30, 2026

October 29, 2026

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, 2026, and have issued our report thereon dated October 29, 2026. 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 July 23, 2026, 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.
- The potential for misallocation of functional expenses.

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 2026. 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 Michael Maraghi 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, 2026
To June 30, 2026

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	113,315.17	113,548.24
	RELATIONSHIP TOTAL		113,548.24

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Statement Period
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PRIVATE CLIENT GROUP 181
1400 BROADWAY, 26TH FLOOR
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, 2026		113,315.17
1 Credits		233.07
Ending Balance as of June 30, 2026		113,548.24

Deposits and Other Credits

Jun 30	Interest Paid	233.07

Daily Balances

May 31	113,315.17	Jun 30	113,548.24

Interest Summary

Year-To-Date Interest	1,398.96		
Interest Paid This Period	233.07	Annual Percentage Yield Earned	2.53 %
Avg. Balance this Period	113,315.17	Days in Period	30

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