SUNY Charter Schools Institute
The State University of New York

2024 TRANSMITTAL AND SUMMARY FORM

Please refer to the 2024 SUNY Request for Proposals document available at https://www.newyorkcharters.org/resource-center/applicants/ when completing this form. Contact charter.newapp@suny.edu with any questions.

Proposed School Information

(note: if proposing multiple schools, a separate Transmittal is required for each one)

Proposed Charter School Name: (Must include words "Charter" and "School")	Bridge Preparatory Charter School 2		
Education Corporation Name (if different than proposed charter school name):			
		Ed. Corp Status:	New Ed Corp
Proposed Opening Date (Month/Year):	September 2025	School District of Location (or NYC CSD):	CSD 31

Proposed Grades to be Served and Enrollment

Charter Year	Grades	Enrollment
Year 1	6	76
Year 2	6-7	152
Year 3	6-8	228
Year 4	6-8	228
Year 5	6-8	228

Proposed Affiliations (if applicable)

Charter Management Organization ("CMO"):	
CMO Contact Info (Name, Phone):	
Partner Organization:	Bridge Preparatory Charter School
Partner Contact Info (Name, Phone):	Laurel Wedinger-Gyimesi, [redacted]

NOTE: A CMO provides a majority of educational management services at a school, a partner organization is a non-profit entity that provides space or support to the school but is does not provide a majority of educational management services.

Lead Applicant(s) Contact Information

Lead Applicant Name: Timothy Castanza

Applicant is a (check all that apply): ☑ Parent ☐ Teacher ☑ School Administrator ☑ District Resident ☐ SUNY Ed Corp/Charter School

Organization Name (if applicable): Bridge Preparatory Charter School

Applicant Mailing Address: 715 Ocean Terrace, Staten Island, NY 10301

Phone Number (direct line):	646-331-4561	Secondary Phone Number:	[redacted]	Email Address:	tim@bridgeprepcharter.org

Secondary Applicant Name (if applicable):

Applicant is a (check all that apply): ☐ Parent ☐ Teacher ☐ School Administrator ☐ District Resident ☐ SUNY Ed Corp/Charter School

Organization Name (if applicable):

Applicant Mailing Address:

Phone Number (direct line):		Secondary Phone Number:		Email Address:	

Media/ Public Contact Information (Note: this information will be publicly posted on the Institute's website)					
Name:	Timothy Castanza	Phone #:	646-331-4561	Email:	tim@bridgeprepcharter.org

Program Design

Provide the proposed school's mission statement in the space below. **(Maximum 200 words.)**

The mission of Bridge Preparatory Charter School 2 (BPCS2) is to provide an innovative, student-centered learning environment that prepares neurodiverse students with sustainable strategies for success and empowers them to develop a lifelong passion for learning.

Provide the proposed school's key design elements. Provide a brief **(up to 50 words)** description of each key design element.

1. Instructional Design Rooted in the Science of Reading: Reading is taught all day. Our instructional design is rooted in the Science of Reading, an evidence-based, comprehensive understanding of how individuals acquire reading skills. Core subjects (ELA, math, science, and social studies) are taught through a direct, structured approach, recognizing that reading skills form the foundation for all learning.

2. Innovative Charter Program: BPCS2 operates an Innovative Charter Program that promotes differentiated, in-depth, and cohesive learning programs aligned to standards across all content areas. Our program is designed to support a neurodiverse group of students with varying academic abilities, including those who have difficulty with reading, phonemic awareness, vocabulary, literacy, and/or writing.

3. Student-Centered: BPCS2's student-centered design develops students as leaders of their own learning. Examples include small classes, differentiated instruction, and amplified student voice through a dedicated advisory period emphasizing leadership and character development. Extracurriculars, electives, and community events are purposefully designed to engage and meet the unique developmental needs of middle schoolers.

4. Extensive, Supportive Staff Development: BPCS2 offers unique training and support structures across subject matter, that provides teachers with skills to support middle school students at varying academic ability levels. Staff can receive additional support through the BPCS Structured Literacy Practicum Center, and obtain certification through The International Dyslexia Association and The Academy of Orton-Gillingham.

Provide a brief overview of the proposed school's academic program in the space below. The description should address any specific philosophical, instructional, curricular, or other approaches the school intends to implement and the rationale for this selection. **(Maximum 500 words.)**

Estimates indicate up to 20 percent of students nationwide have a language-based learning difference, the largest of which is dyslexia. The research is clear that explicit and structured language instruction is valuable for all students, but is critical for students with language-based learning differences (such as dyslexia), those who struggle with literacy acquisition, and ELLs.

Our approach to teaching and learning is rooted in the Science of Reading (SOR). The SOR is an evidence-based and comprehensive understanding of how individuals acquire reading skills and address challenges related to reading and writing. It draws from extensive research in cognitive science, psychology, linguistics, and education to inform effective literacy instruction. Research highlights that reading and literacy acquisition are not innate skills but rather part of a learned process that requires explicit, direct, and systematic instruction. Research shows that the SOR is effective in improving academic outcomes because of its inclusivity, as students with and without learning differences benefit from its application across subject areas, as do students who are ELLs. Similarly, students at or above grade level also thrive under structured literacy instruction. Research shows that best practices in math parallel the SOR and that the principles of the SOR (explicit, systematic instruction) are critical for increasing academic achievement in math. Application of these principles across content at BPCS2 provides a consistent, research-based approach to instruction. This is especially critical at the middle school level, as content area texts are increasingly complex, and students struggle to extract meaning from those texts.

At BPCS2, all students will be offered a comprehensive and rigorous MS program, inclusive of core content subjects (ELA, math, science, social studies), arts-based programming, physical education and health, foreign language and a variety of electives to motivate and engage students. Accelerated programming and additional support will be offered to students to ensure that students at all levels can experience success in inclusive, engaging learning environments designed to amplify and be responsive to student voice. BPCS2's instructional program will implement researched-based best practices across all content areas that are directly informed by the SOR, using systematic, explicit, and diagnostic instruction to address the diverse needs of learners. Our instructional approach—critical for the academic success of our middle school students—will be used in every subject and includes: Phonics (phonemic awareness, integration of decoding/encoding, and focus on multisyllabic words); Vocabulary (explicit, direct instruction, morphology, multimodal vocabulary instruction); Comprehension; and Oral and Written Discourse.

BPCS2 teachers will continuously assess students' progress through the use of multiple measures and assessment tools, and adapt instruction based on their individual requirements. By identifying areas of difficulty and providing targeted interventions, students will receive personalized support, which will support continuous academic growth and increase confidence. This approach will allow for accelerated programming, including Regents level courses, equally paramount in ensuring that students at all levels can experience success and rigor.

Proposed Board Members

Provide a list of all proposed board members below. The Institute understands that applicants may add trustees to the education corporation's board in the future but expects applicants to have at least five board members at the time of application submission and identify a Chair, Vice-Chair, Secretary, and Treasurer. All proposed board members must undergo background checks and be present at an interview to constitute a functioning board in order for the Institute to recommend the charter for approval.

For each proposed trustee please provide a brief biographical statement **(maximum of 200 words each)** that includes each proposed trustee's:

- Name;
- Proposed charter school board title, if applicable (e.g., Chair, Vice-Chair);
- Current job title/position and company/organization;
- Past job title(s)/position(s) and company/organization (if applicable);
- Educational background including degree(s) earned and institution(s); and,
- Any relevant experience including boards, volunteering, community organizations, etc.

LAUREL WEDINGER-GYIMESI (Proposed Board Chair) is currently an Appellate Attorney with the New York State Office of Economic Development. Prior to that she was a partner with Barry McTiernan & Wedinger, where she worked for more than twenty-five years specializing in complex litigation and appeals. Laurel is a founding member of the Board of Trustees at Bridge Preparatory Charter School and currently serves as the Board Chair.

TRACI FREY retired as the Deputy Superintendent of District 31 on Staten Island in July 2021. Prior to that, Mrs. Frey was the Principal of the Gaynor McCown Expeditionary Learning High School and Assistant Principal of the Science Department at Edward R. Murrow High School. She served as a 2015 Cahn Fellow. She received her Bachelor's from Hamilton College, Masters in Secondary Science Education from the College of Staten Island, and Administration and Supervision Certificate from the College of St. Rose. She is currently a consultant for the Center for Educational Innovation, and she serves on the boards of the Staten Island JCC, the Advisory Committee of the Wagner College Holocaust Center. Traci currently serves on the Board of Trustees at Bridge Preparatory Charter School where she chairs the Academic Committee.

MARIA CASALE holds over 25 years of experience as a teacher, curriculum specialist, and educational leader. Maria holds professional certification as a Reading Recovery Specialist from New York University, as well as certification in curriculum development from Columbia University Teachers' College. Maria is a Nationally Board-Certified teacher, a board-certified practitioner of the Academy of Orton-Gillingham Educators and Practitioners, and a board-certified Dyslexia Therapist of the International Dyslexia Association. Maria is the founder of Leap Tutoring Academy and Educational Director of "Parents as Partners" Homeschool Connections Cooperative Programs. Maria currently serves on the Board of Trustees at Bridge Preparatory Charter School.

DR. GEENA KURIAKOSE is the Director of Training at the Brooklyn Learning Center where she is in charge of the neuropsychological training of post-doctoral fellows, interns, externs, and practicum students. Geena is a practicing NYS licensed psychologist with over 15 years of experience in the field. She is trained in assessing children for learning, developmental, and psychological disorders and in treating/remediating these disorders. Geena has a BA in Psychology, an MS in Therapeutic Interventions, and a Ph.D. in School Psychology. Geena is a life-long Staten Islander with close ties to this community and currently serves on the Bridge Preparatory Charter School Board of Trustees as Secretary.

ROSE KERR has a proven track record in new school development and is the Founding Principal of the Staten Island School for Civic Leadership (SISCL), a highly successful K-8 school on Staten Island. After retiring, Rose served as the Director of Education for the Staten Island Borough President. Rose won the Elizabeth Rohatyn Prize for Schools Where Teaching Matters for her innovative Triad teaching model at SISCL, and was a featured speaker on "How to Create Effective Schools". Rose is one of the co-founders of Bridge Preparatory Charter School and served as the founding chair of the school's Board of Trustees and remains a member of the Board of Trustees, co-chairing the Academic Committee.

AMANDA WOLKOWITZ is president of the Bridge Preparatory Charter School Parent Association. She has a BS in accounting from the College of Staten Island.

MARK HARMON-VAUGHT Mark Harmon-Vaught serves as Chief of Staff and Secretary to the Board of Trustees at Wagner College, where he leads presidential strategic initiatives and oversees college communications and marketing, lifelong learning, government and community relations, and board engagement. Harmon-Vaught came to Wagner in 2020 as director of the

nature	
Signature:	[redacted]

By signing this Proposal Transmittal Form, the Lead Applicant certifies that the information contained in this proposal to establish a charter school pursuant to the New York Charter Schools Act with the State University of New York Board of Trustees is true and accurate to the best of his or her knowledge.

NOTE: The Institute only accepts valid digital signatures or physically signed scanned copies. Please do NOT submit typed signatures. Please contact the Institute directly if you have questions

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GENERAL INSTRUCTIONS FOR COMPLETING THE STATISTICAL OVERVIEW FORM

Only applicants with currently operating public or private schools should complete this form.

1- General Information

All information on the Enrollment and Retention tabs should align to data available in the state's Level 2 Reporting Portal. All data should reflect BEDS day information. Please refer to footnotes for additional clarifying information. Send any questions about how to complete this form to charter.accountability@suny.edu. Complete the form for the academic years 2020-21, 2021-22, and 2022-23. Complete the form with data for each school in the education corporation (or network) for replicated schools.

2- Enrollment

All enrollment data should reflect BEDS day information.

All students who received mandated services at some point of enrollment in the school should be included in the Students with Disabilities ("SWD") count even if they no longer receive services.

Any student identified as an English language learner ("ELL") at any point of enrollment in the school should be included in the ELL count regardless of their current English language proficiency status.

3- Retention

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

4- Discipline

Distinguish the total number of suspensions (occurrences) from the total number of students that were suspended at least once (unique students).

Bedscode	Network/Ed Corp	School Name	School Year	Total Enrollment[1]	Number of Students with Disabilities[2]	Number of English language learners[3]	Number of Economically Disadvantaged Students
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2019-20	87	57	0	58
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2020-21	157	101	0	104
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2021-22	203	137	2	144
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2022-23	242	163	3	158
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2023-24	242	154	5	169

Notes:

[1]All enrollment data should reflect *BEDS day information.*

[2]All SWD numbers should include students who received mandated services at some point of enrollment in the school even if that student is no longer receiving services.

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL at the school.

Bedscode	Network/Ed Corp	School Name	School Year	Total Number of Students Eligible to Return from Previous Year[1]	Total Number of Eligible Students Who Returned from Previous Year	Number of Students with Disabilities Eligible to Return from Previous Year[2]	Number of Students with Disabilities Who Returned from Previous Year	Number of English language learners Eligible to Return from Previous Year[3]	Number of English language learners Who Returned from Previous Year	Number of Economically Disadvantaged Students Eligible to Return from Previous Year	Number of Economically Disadvantaged Students Who Returned from Previous Year
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2019-20	N/A - Year 1							
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2020-21	87	76	57	48	0	n/a	58	51
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2021-22	157	138	101	92	1	1	104	88
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2022-23	203	170	137	115	4	4	144	119
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2023-24	184	165	118	107	5	5	130	117

Notes:

All retention data should reflect students enrolled in school on previous BEDS day who remained in the school the following BEDS day.

[1]An eligible student is one who has not completed the school's terminal grade, aged out of the program or been expelled.

[2]All students who received mandated services at some point of enrollment in the school should be included in this count even if no longer receiving services.

[3]All ELL numbers should include current students receiving ELL services and any student ever identified as an ELL while at the school.

Bedscode	Network/Ed Corp	School Name	School Year	Number of In-School Suspensions (Occurrences)	Number of In-School Suspensions (unique students)	Number of Out of School Suspensions (Occurrences)	Number of Out of School Suspensions (unique students)	Number of Expulsions
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2019-20	0	0	7	4	0
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2020-21	0	0	0	0	0
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2021-22	2	2	8	5	0
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2022-23	2	2	12	10	0
353100861144	Bridge Preparatory Charter School	Bridge Preparatory Charter School	2023-24	5	5	5	2	0

(a) Community Description and Need

Rationale for Selecting Staten Island: Staten Island or New York City as a whole, does not currently have any public middle schools specially designed to serve students with language-based learning disabilities; this is a primary reason for selecting this community to open our school. Governor Hochul and Mayor Adams have both recently called for schools to implement reading instruction based on the Science of Reading. BPCS2 will be rooted in an instructional approach aligned to the Science of Reading. This approach has been in place at our partner school, Bridge Preparatory Charter School since it opened in 2019 as the pioneer public school in New York for students with language based learning differences . Our proposed middle school will provide New York once more with a school that is the first of its kind, responding to the research and the initiatives being spearheaded by the Governor and our Education Commissioner and most importantly fill a vital need for students and families in the Staten Island community.

Founding Team Connection to Proposed Community: Our founding journey began in 2014 when a group of Staten-Island-based education advocates, community members and parents of children with dyslexia and language based learning differences approached then Borough President James Oddo, asking for his support for an educational option on Staten Island designed for their children. This meeting resulted in a group of community members coming together to investigate the current options available and to ascertain if there was truly a need for a school to help children who struggled with literacy. The group soon realized the educational options currently available for children struggling with reading were extremely limited and the need was great. Visits were made to schools in New Jersey, Brooklyn, Manhattan White Plains, Pittsburgh and Jacksonville to gain a greater understanding of their school design. Based upon this fact finding, a school model was developed and shared with the community at large to get their feedback. Meetings were held with principals, parents, teachers, neuropsychologists, literacy specialists in multisensory instruction, speech and language pathologists, NYCDOE and charter policy specialists, and special education advocates to help formulate and design Bridge Preparatory Charter School (BPCS). BPCS historically opened in 2019-20 as the first public school in New York, and one of only a few nationwide designed to meet the needs of students with language based learning differences, and now serves students in Grades 1-5 in Staten Island.

BPCS2's founding applicant, Tim Castanza, and proposed trustees are all long-time Staten Island residents with deep ties to the community we intend to serve.

We are responding to the call from families in our community who have expressed continued demand for programs that meet the needs of students with language-based learning disabilities, specifically at the middle school level. Despite recent research indicating that science-based reading instruction is critical for serving neurodiverse students, there are no middle school options in Staten Island using this model. BPCS2 will meet this need.

Community Profile: BPCS2 intends to enroll students from the immediate community of BPCS as well as the broader Staten Island community Students graduating from Bridge Preparatory Charter School (BPCS), which serves students in Grades 1-5, will be a primary source of enrollment for BPCS2. Each year, BPCS receives applications and inquiries from families applying for middle school, despite not currently offering the grade.

Demographics[1]: In 2023-24, BPCS enrolled 242 students in Grades 1-5; 75% of those students were classified as economically disadvantaged, 65% were students with disabilities, and 2% were English

[1] All demographic data for Staten Island accessed at Data.nysed.gov

language learners. In 2022-23, Staten Island enrolled 33,187 students in Grades K-8; 62% of those students were classified as economically disadvantaged, 28% were students with disabilities, and 9% were English language learners. Staten Island's K-8 enrollment in 2022-23 was 12% Black, 33 % Hispanic, 19% Asian.

Within Staten Island, median income in 2022 was $96,663. The median household income by race was as follows: white ($104,667), Asian ($83,649), and Black ($64,063).[2]

Performance of local schools in meeting the community's needs: There are 17 district schools in Staten Island (CSD 31) that serve middle school students. As shown in the table below, the proficiency of students ranges substantially throughout the district. There are clear strengths among the middle schools in CSD 31: average rates of proficiency for ELA and math (59% and 56%, respectively) exceeded the State in 2023. However, CSD 31 has not closed the achievement gap, as there is a stark difference in proficiency for students in at-risk subgroups. For SWD, 23% were proficient in ELA and 35% were proficient in math. I.S. 034 Tottenville - R034, which enrolled 2% ELLs, 50% ED students, and 25% SWD, had the highest rates of ELA and math proficiency (73% in both) for middle school grades in 2023. Conversely, I.S. 49 Berta A. Dreyfus - R049 enrolled 20%, 91% ED students, and 31% SWD in 2023 and had the lowest ELA and math proficiency rates in the district: 30% and 18%, respectively. This range of performance clearly demonstrates that CSD 31 urgently needs high-quality schools dedicated to closing the achievement gap by serving students most at risk.

2023 Enrollment and ELA and Math Proficiency for CSD 31 (Staten Island) Middle School Grades[3]

	2022-23 Enrollment %			2022-23 Grade 6-8 ELA Proficiency				2022-23 Grade 6-8 Math Proficiency			
School Name	**ELLs**	**ED**	**SWD**	**All**	**ELLs**	**ED**	**SWD**	**All**	**ELLs**	**ED**	**SWD**
I.S. R002 George L. Egbert - R002	16%	67%	16%	56%	9%	51%	23%	34%	17%	31%	9%
I.S. 007 Elias Bernstein - R007	4%	43%	19%	72%	12%	64%	27%	67%	34%	62%	31%
I.S. 024 Myra S. Barnes - R024	6%	48%	19%	71%	10%	65%	29%	60%	25%	57%	21%
I.S. 027 Anning S. Prall - R027	7%	81%	28%	50%	5%	43%	22%	30%	8%	24%	6%
The Eagle Academy for Young Men of Staten Island - R028	4%	85%	42%	34%	9%	32%	14%	25%	0%	26%	10%
I.S. 034 Tottenville - R034	2%	50%	25%	73%	6%	65%	32%	73%	18%	64%	38%
P.S. 048 William G. Wilcox - R048	8%	53%	21%	70%	16%	62%	36%	64%	33%	53%	16%
I.S. 49 Berta A. Dreyfus - R049	20%	91%	31%	30%	11%	29%	9%	18%	7%	17%	2%

[2] https://www.neilsberg.com/insights/topic/richmond-county-ny-income/#race

[3] All enrollment and proficiency data accessed at Data.nysed.gov.

I.S. 051 Edwin Markham - R051	15%	69%	25%	42%	2%	36%	11%	31%	7%	26%	10%
I.S. 061 William A Morris - R061	14%	78%	24%	40%	5%	35%	13%	19%	3%	14%	4%
Marsh Avenue School for Expeditionary Learning - R063	2%	60%	26%	67%	0%	59%	37%	51%	18%	46%	24%
John W. Lavelle Preparatory Charter School - R067	0%	80%	18%	32%	0%	30%	15%	19%	0%	17%	4%
I.S. 072 Rocco Laurie - R072	6%	58%	22%	62%	0%	57%	26%	48%	20%	44%	18%
New World Preparatory Charter School - R073	14%	94%	30%	44%	13%	40%	24%	32%	5%	31%	12%
I.S. 075 Frank D. Paulo - R075	3%	46%	25%	71%	9%	64%	30%	63%	43%	60%	29%
The Michael J. Petrides School - R080	0%	58%	30%	61%	0%	54%	32%	45%	0%	36%	16%
Staten Island School of Civic Leadership - R861	3%	76%	25%	55%	15%	49%	21%	46%	8%	44%	27%

BPCS2 would provide a critically needed alternative for the community, as there are currently no middle schools designed specifically to meet the for students with language based learning disabilities or with the levels of support and SOR instructional design needed for this group of students to be successful and make the necessary academic growth in order for sustained academic success. In addition, there is clearly a need for programs that support ELLs in CSD 31—our model, which uses the Science of Reading to inform instruction—is also very effective in supporting ELLs. There are two other charter schools that serve middle school students in Staten Island: New World Preparatory Charter School and John W. Lavelle Preparatory Charter School. In addition, Nicotra Early College Charter School begins in eighth grade. These schools are located in different areas of Staten Island than our current partner school, and serve a much different student population than we expect to serve at BPCS2, which given the support we received from the community and experience at BPCS, we expect to be very targeted. We believe that our school would provide a greater educational benefit for many families, especially those who have students with language based learning differences, as research shows that the SOR has a meaningful and lasting impact on all levels of learners.

(b) Programmatic Impact

The table below shows the schools in Staten Island that offer one or more middle school grades. Information about the open enrollment options for these schools was not publicly available at the time of this application.

School Name	District/Charter/Private	Grades Served
Academy of St. Dorothy	Private	PreK - 8
IS 27 Annings S. Prall	Public	6 - 8
IS 49 Berta A Dreyfus	Public	6 - 8
Blessed Sacrament School	Private	PreK - 8
David Marquis School of the Arts	Public	(District 75)PreK - 12
Eagle Academy for Young Men	Public	6 - 12
Eden II School for Autistic Children	Private	full-day education programs from early childhood through adulthood
IS 51 Edwin Markham	Public	6 - 8
IS 7 Elias Bernstein	Public	6 - 8
IS 75 Frank D. Paulo School	Public	6 - 8
Gateway Academy	Private	PreK - 12
IS 2 George L. Egbert	Public	6 - 8
John W Lavelle Preparatory Charter School	Charter	K-12
Marsh Ave School for Expeditionary Learning	Public	6 - 8
Michael J Petrides School	Public	PreK - 12
Miraj Islamic School	Private	PreK - 12
IS 24 Myra S Barnes	Public	6 - 8
New Dorp Christian Academy	Private	PreK - 8
New World Preparatory Charter School	Charter	K-8
Early College Charter School	Charter	8 - 12
Notre Dame Academy	Private	PreK - 12
Our Lady Of Good Counsel	Private	PreK - 8

Our Lady Queen Of Peace School	Private	PreK - 8
Our Lady Star of the Sea	Private	PreK - 8
P 373	Public	PreK - 8
Richmond Preparatory Charter School	Public	6-12(at scale)
IS 72 Rocco Laurie School	Public	6 - 8
Sacred Heart School	Private	PreK - 8
SI School of Civic Leadership	Public	PreK - 8
South Richmond High School I.S./P.S. 25	Public	(District 75)PreK - 12
Father Capodanno Catholic Academy	Private	PreK - 8
St Charles School	Private	PreK - 8
St Clare School	Private	PreK - 8
St Joseph Hill Academy	Private	PreK - 12
St Rita/St. Teresa STREAM Academy	Private	PreK - 8
St. Ann School	Private	PreK - 8
St. Johns Lutheran School	Private	PreK - 8
St. Patrick's School	Private	PreK - 8
Staten Island Academy	Private	PreK - 12
The Richard H. Hungerford School	Public	(District 75) 6 - 12
IS 34 Totten	Public	6 - 8
IS 61 William Morris	Public	6 - 8
PS/IS 48 William Wilcox	Public	PreK - 8
Young Women's Leadership School	Public	6,7 (scaling to 6-8)

As the table above shows, Staten Island has a variety of public and private school options that serve middle school grades. There are no private or public middle school options that are specifically designed to serve students with language based learning disabilities the way that BPCS does and the way that BPCS2 will. This positions BPCS2 to be a critical offering for families on Staten Island searching for a school for their neurodivergent middle school learners. As the demand for seats at BPCS demonstrates, families are searching for solutions as traditional district and private schools are not designed to meet the needs of students who struggle with reading.

Impact of Proposed School: BPCS2 expects to have an overall positive impact on schools, students, families, educators, organizations and institutions in CSD 31. Building on the work of BPCS, BPCS2 will develop partnerships with schools and organizations across CSD 31 and NYC, in order to share best practices and resources. In accordance with Education Law we have completed a thorough assessment of the other elementary school options for students in CSD 31. In year 1, BPCS2 will enroll 76 students, constituting approximately 0.6% (75/12,558) of CSD 31's approximate total enrollment of 6-8 students across public and non-public schools. In Y5, BPCS2 would serve 228 students, constituting only

approximately 2% of CSD 31's current population. Based on data from the 2022-2023 school year, while overall enrollment in CSD 31 has remained stable, (CSD 31 has seen a significantly less enrollment decline than the rest of NYC), the percentage of 5th grade students leaving NYC or enrolling in non-district school options for 6th grade increased by 3%, much of which is due to the number of students leaving for charter or non-public schools.[4]

The borough of Staten Island accounts for only one of NYC's CSDs, resulting in a number of middle school choices for students. However, based on our extensive investigation we are not aware of any school in CSD 31 offering the specialized academic program, support structure and specific school design like BPCS2. Additionally, as members of the CSD 31 community, and upon analyzing data, we know that a high number of middle schools in CSD 31 are overcrowded, many with building utilization rates well over 100% and 6-8 class sizes averaging at approximately 26 students per class. Overcrowding in schools and classrooms is always difficult, but may prove to be especially difficult for students struggling with literacy and in need of additional supports and attention. BPCS's opening would provide CSD 31, which currently has a projected need for additional seats at the middle school level, with approximately 228 new middle school seats and classrooms with average class sizes well below the district average.

Additionally, the feedback that we received from many families during our time with BPCS is that they are looking for middle schools that are smaller in their overall size(enrollment) with Staten Island lacking "small, specially designed" middle schools, since most current Staten Island public middle schools. The chart below shows non District 75, NYCDOE middle schools in CSD 31 and their most recent state reported enrollment, all of which are significantly larger in size compared to BPCS2, which will remain smaller in size allowing for greater impact for our at-risk student population.

School Name	Grades Served	Total Enrollment[5]
IS 27 Anning S. Prall	6 - 8	994
IS 49 Berta A Dreyfus	6 - 8	594
Eagle Academy for Young Men	6 - 12	326
IS 51 Edwin Markham	6 - 8	1,364
IS 7 Elias Bernstein	6 - 8	1,147
IS 75 Frank D. Paulo School	6 - 8	1,350
IS 2 George L. Egbert	6 - 8	941
Marsh Ave School for Expeditionary Learning	6 - 8	447
Michael J Petrides School	PreK - 12	1,353

[4] https://cdn-blob-prd.azureedge.net/prd-pws/docs/default-source/default-document-library/district-31-data-summary.pdf

[5] All enrollment data accessed at Data.nysed.gov

IS 24 Myra S Barnes	6 - 8	1,284
IS 72 Rocco Laurie	6 - 8	1,473
SI School of Civic Leadership	PreK - 8	855
IS 34 Totten	6 - 8	996
IS 61 William Morris	6 - 8	993
PS/IS 48 William Wilcox	PreK - 8	929
Young Women's Leadership School	6,7	124

While we understand that students currently attending CSD 31 schools will enroll in BPCS2, we do not anticipate any one school will be impacted severely, as we plan to recruit students from across the borough and we anticipate having limited seats available each year beyond Y1.

We are proposing to open BPCS2 in partnership with BPCS. We do not expect this partnership to substantially impact the operations of BPCS or necessitate changes to its academic program, enrollment, or overall viability.

(c) Fiscal Impact

BPCS2 is projected to make a minor fiscal impact on New York City. As shown in the table below, the projected impact is .01% in years one and two and .02% in years 3-5.

Projected Fiscal Impact upon District of Location							
(a)	**(b)**	**(c)**	**(d)**	**(e)**	**(f)**	**(g)**	**(h)**
Year	**Number of Students Residing in the District**	**Charter School Basic Per Pupil Tuition Rate**	**Total Tuition Payments (b*c)**	**Additional Costs to District (e.g. SPED , Transportation, Health Services)**	**Total Projected Costs to District (d+e)**	**District General Fund Budget**	**Projected Impact on District (percentage) (f/g)**
2025-2026	76	18,340	1,393,840.00	871,150.00	2,264,990.00	37,500,000,000	0.01%
2026-2027	152	18,523	2,815,556.80	1,759,723.00	4,575,279.80	37,500,000,000	0.01%
2027-2028	228	18,709	4,265,569.92	2,665,980.00	6,931,549.92	37,500,000,000	0.02%
2028-2029	228	18,896	4,308,224.16	2,692,640.00	7,000,864.16	37,500,000,000	0.02%
2029-2030	228	19,085	4,351,307.04	2,719,567.00	7,070,874.04	37,500,000,000	0.02%
Column c: Basic tuition rate accessed for 2023-24 from https://stateaid.nysed.gov/charter/pdf_docs/2023-2024_charter_rates.pdf; assumes 1% increase annually after year 1.							

Column g: "For the 2023-2024 school year, our total budget is $37.5 billion." Accessed: https://www.schools.nyc.gov/about-us/funding/funding-our-schools

d. Mission

The mission of Bridge Preparatory Charter School 2 (BPCS2) is to provide an innovative, student-centered learning environment that prepares neurodiverse students with sustainable strategies for success and empowers them to develop a lifelong passion for learning.

e. Key Design Elements

BPCS2 is proposing four Key Design Elements (described below): Instructional Design Rooted in the Science of Reading; Innovative Charter Program; Student-Centered; and Extensive, Supportive Staff Development. We will determine if we are effectively executing these key design elements in alignment with our mission through our annual evaluation process, that will include analysis of student progress toward academic goals in our accountability plan, as well feedback from our authorizer.

In order to establish a culture of achievement, we must offer students a broad, balanced educational experience that emphasizes holistic student development, offers engagement in rigorous and meaningful content and provides support in developing strategies for sustained success. At BPCS2, each of our Key Design Elements align directly to our mission and reflect an intentional, student-centered approach.

Providing the appropriate educational environment that matches children with the best way they learn is at the heart of our educational philosophy. Our key design elements and instructional structures complement the needs of a variety of special student populations. In the last decade, more and more children receiving special education services are in the general education classroom. This necessitated paradigm shifts in instructional strategies centered on building differentiated educational environments where teachers must have time, support and training to provide quality education based on student's needs. Foremost in our design elements is meeting the challenge of this paradigm shift. Our resource allocation in areas such as multisensory literacy training, resulting in staff certification in OG, small class size, multiple instructional approaches in an inclusive model, frequent assessments resulting in true differentiation of instruction, all merge into an ideal Least Restrictive Environment for our special populations.

1. Instructional Design Rooted in the Science of Reading: Reading is taught all day. Our instructional design is rooted in the Science of Reading, an evidence-based, comprehensive understanding of how individuals acquire reading skills. Core subjects (ELA, math, science, and social studies) are taught through a direct, structured approach, recognizing that reading skills form the foundation for all learning.

A significant proportion of our students will have language-based learning disabilities. To meet the needs of our population, our approach to teaching and learning is rooted in the Science of Reading (SOR). The SOR is an evidence-based and comprehensive understanding of how individuals acquire reading skills. It draws from extensive research in cognitive science, psychology, linguistics, and education to inform effective literacy instruction. This breadth research is summarized a 2024 brief issued from the New York

State Education Department titled *Science of Reading: What is it*[1]*?* Further, in January, 2024, New York State Governor Kathy Hochul proposed that State schools adopt practices aligned with the SOR[2].

Research highlights that reading is not an innate skill but rather a learned process that requires explicit and systematic instruction. This research emphasizes the importance of teaching students foundational literacy skills in a direct and explicit way.

By following the SOR, our instruction will involve systematic, explicit, and diagnostic instruction to address the diverse needs of learners. Educators utilizing a structured literacy approach continuously assess students' progress and adapt instruction based on their individual requirements. By identifying areas of difficulty and providing targeted interventions, students receive personalized support, enhancing their literacy development. One of the strengths of structured literacy is its inclusivity. Both students with and without disabilities benefit from this approach. For students with language-based learning disabilities, such as dyslexia, structured literacy provides a supportive framework tailored to their specific challenges. The explicit and systematic nature of instruction helps these students develop essential reading skills they may struggle with in traditional approaches. Similarly, students without learning disabilities also thrive under structured literacy instruction. The emphasis on foundational skills like phonemic awareness and phonics enhances their reading abilities and comprehension. The diagnostic aspect of structured literacy ensures that advanced learners are appropriately challenged, preventing stagnation in their literacy development.

The SOR serves as the bedrock for effective literacy instruction, and structured literacy aligns with its evidence-based practices. By integrating these approaches, BPCS2 will create inclusive and supportive learning environments where students, regardless of their learning profiles, can develop strong literacy skills. The combination of explicit teaching, ongoing assessment, and individualized support empowers all students to achieve their full potential in reading and equips them with a crucial skill that will serve as a foundation for lifelong learning and success.

2. Innovative Charter Program: BPCS2 operates an Innovative Charter Program that promotes differentiated, in-depth, and cohesive learning programs aligned to standards across all content areas. Our program is designed to support a neurodiverse group of students with varying academic abilities, including those who have difficulty with reading, phonemic awareness, vocabulary, literacy, and/or writing, as well as oral and written discourse.

BPCS2 proposes to KDE2 as a means of ensuring that neurodiverse students may participate in our program. Codifying our program as an “innovative charter program” will allow for BPCS2’s innovative charter program that to be placed on an IEP’s “Present Levels of Performance” and “Recommended Special Education Programs and Services” sections. This design element follows guidance from the NYC Department of Education’s Guide to Special Education Procedures for Students Attending Charter

[1] Lesaux, N. K., & Carr, K. C. (2023). *Science of reading: What is it?* New York State Education Department. https://www.nysed.gov/sites/default/files/programs/standards-instruction/literacy-brief-1.pdf

[2] (2024). Governor Hochul Unveils Second Proposal of 2024 State of the State: the ‘Back to Basics’ Plan to Improve Reading Proficiency. https://www.governor.ny.gov/news/governor-hochul-unveils-second-proposal-2024-state-state-back-basics-plan-improve-reading

Schools[3]. The guide states "If the charter school offers an innovative approach to special education programs and services that is different from the DOE's continuum of special education services, such innovative program must be approved by the charter school's authorizer, by SED, or by the DOE, prior to its use on an IEP. Such approved innovative program may be recommended on a student's IEP if it is reasonably calculated to provide educational benefit to that student."

Our unique instructional design, with multiple teachers in each room, coupled with our unique TSE period taught by a cadre of specialists from our Academic Team, will be used for direct intervention, where students will be grouped based upon screener and assessment data. Students will move throughout groups fluidly based upon classroom and individual assessments. This period serves as an additional intervention to provide our neurodiverse students with targeted, direct intervention to support their academic growth and progress and reinforce or enhance the work being done in core content classes.

3.Student-Centered Design: BPCS2's student-centered design develops students as leaders of their own learning. Examples include class sizes smaller than the district at the middle school level, differentiated instruction, and amplified student voice through a dedicated advisory period emphasizing leadership and character development. Our variety of Creative Learning Electives(CLE), offered to students daily, each year they are at BPCS2, are designed to be extensions of core content areas to support skills and standards taught in those periods, while also providing students with age appropriate courses meant to enhance their middle school experience. We plan to offer an after school program and various extracurricular activities, as well as community events that will be purposefully designed to engage and meet the unique developmental needs of middle schoolers.

BPCS2's student-centered KDE is anchored in a growing body of educational research advocating for the efficacy of student-centered approaches. The Stanford Center for Opportunity Policy in Education provides compelling evidence that student-centered learning practices are particularly effective in bridging the achievement gap for traditionally marginalized groups.[4] This aligns with the mission of BPCS2, which is dedicated to serving a neurodiverse student population by creating an inclusive educational setting. The educational environment we plan to cultivate, guided by KDE3, is innovative and empirically validated: a study published in the Education Policy Analysis Archives suggests that higher levels of personalization are associated with higher levels of academic achievement, improved school culture, and more student engagement.[5] By integrating elements such as differentiated instruction, small class sizes, and student voice, BPCS2 is prepared to foster an environment where every student is empowered. These strategies, supported by research, ensure that our students will be equipped with the tools to succeed in middle school and beyond.

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[3] Rello-Anselmi, C. (2019) *Guide to Special Education Procedures for Students Attending Charter Schools.* New York City Department of Education. https://infohub.nyced.org/docs/default-source/default-document-library/guide-to-special-education-procedures-for-students-attending-charter-schools.pdf

[4]Friedlaender, D., Burns, D., Lewis-Charp, H., Cook-Harvey, C. M., & Darling-Hammond, L. (2014). Student-centered schools: Closing the opportunity gap. *Stanford Center for Opportunity Policy in Education*, 171-267.

[5] McClure, L., Yonezawa, S., & Jones, M. (2010). Can School Structures Improve Teacher-Student Relationships? The Relationship between Advisory Programs, Personalization and Students' Academic Achievement. *Education Policy Analysis Archives,* 18(17), n17.

4.Extensive, Supportive Staff Development: BPCS2 offers unique training and support structures across subject matter, that provides teachers with skills to support middle school students at varying academic ability levels. Staff can receive additional support through the BPCS Structured Literacy Practicum Center, and obtain certification through The International Dyslexia Association and The Academy of Orton-Gillingham. All teachers at BPCS2 will be uniquely supported in delivering and implementing SOR instruction. We are planning a mandated summer intensive training program, as well as weekly personalized coaching and professional learning. These direct coaching sessions include modeling, lesson planning support and individualized instructional strategies based on the needs of each classroom, teacher and group of students. Through commitment to mission-driven and results-proven professional learning for our staff, rooted in SOR, and aligned with our partner school, which is uniquely positioned as one of the only public schools in the country to have a teaching staff fully trained under the guidance of an Accredited SOR consultant, we plan to offer our faculty the opportunity to participate in the Bridge Preparatory Charter School Structured Literacy Practicum, thus ensuring a sustainable, expertly-trained future for our educational community.

BPCS2's commitment to providing our staff with unique training and support structures, including advanced certification opportunities, is a strategic investment in teacher efficacy that is well-supported by educational research. A large body of research emphasizes that staff development can boost student achievement[6] and prepare teachers to better serve the needs of students in at-risk subgroups; one study demonstrates that, when teachers are trained to deliver research-based literacy instruction designed to meet diverse learning needs, student outcomes improve.[7]

Our approach to extensive, supportive staff development is further reinforced by the principles outlined in a white paper from the Literacy Organization Initiative.[8] This comprehensive document, which is recognized by the New York State Education Department as a professional learning resource, delineates eleven fundamental assets for an effective professional learning program. These include a clear vision of effective literacy practice, a well-calibrated balance between curriculum coherence and ownership, high-quality internal professional development, dedicated time for collaborative teacher work, engagement in impactful collaborative tasks, strategic use of formative assessment data, dynamic leadership at the school level, robust coaching for implementation support, a culture of strong collaboration, opportunities for teacher leadership, and a framework for professional accountability.

The assets identified in this white paper underscore the importance of our staff development program, the design of which mirrors the elements in this framework. At BPCS2, teachers are provided with differentiated, literacy-based professional development, designed to help educators reach middle school students with a range of academic strengths and needs.

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[6] Yoon, K. S., Duncan, T., Lee, S. W.-Y., Scarloss, B., & Shapley, K. (2007). Reviewing the evidence on how teacher professional development affects student achievement (Issues & Answers Report, REL 2007–No. 033). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, *Regional Educational Laboratory Southwest*. Retrieved from http://ies.ed.gov/ncee/edlabs

[7]

[8] Nelson, C. (2018*). A leader's Guide to Building Instructional Capacity.* Literacy Organizational Capacity Initiative. https://www.norc.org/content/dam/norc-org/pdfs/District%20Capacity%20White%20Paper_2018.pdf

(a) Applicant Information

The applicant is Tim Castanza. Tim is a lifelong resident of Staten Island, and is currently Executive Director of Bridge Preparatory Charter School.

Tim Castanza is the Founder and Executive Director of Bridge Prep Charter School (BPCS), New York's first public school designed to meet the needs of students with dyslexia and other language- based learning differences. Since being authorized by the Board of Regents in 2019, Mr. Castanza has guided Bridge Prep's establishment as a model for how public schools can serve neurodiverse students through a commitment to the Science of Reading, innovative professional learning and community engagement.

A respected voice in the field of literacy education, Mr. Castanza is a recipient of the prestigious Cahn Fellowship for Distinguished School Leaders and was named an Exceptional New Yorker by New York City Public Advocate Jumaane Williams. Alongside literacy experts from across the country, Tim serves on the NYC Literacy Advisory Council helping to develop guidance for literacy instruction in New York City's public schools. He was recently appointed by Commissioner Rosa and Chancellor Young to serve on The Path Forward Initiative, which is working to transform early literacy instruction in New York State by integrating the Science of Reading into educator preparation programs.

Tim was a former guest speaker about the role of the Science of Reading and the impact of supporting students with dyslexia at The Rockefeller Institute of Government and serves on the planning board for the annual New York State Dyslexia Awareness Day. Prior to founding Bridge Prep, Tim led teams focused on strategic engagement and planning at the New York City Department of Education and started his career as a public school teacher in the School District of Philadelphia. He currently lives on Staten Island with his wife and children, and is an active member of the community where he is a member of several community organizations and boards.

(b) Proposal History

The genesis of this proposal was the overwhelming demand voiced by Staten Island families, elected officials and community members throughout Staten Island for middle school seats for students with language based learning disabilities over the past few years. Our proposal draws from the model used at BPCS, with specific modifications based on the developmental needs of middle school students. To develop this proposal, our founder worked with members of the Board of Trustees of BPCS to hone the details of this middle school program. Trustees that contributed to this process include former educators experienced with special education and language based learning differences and drew from their extensive background as educators to work alongside the founding applicant Tim Castanza in the development of this application. BPCS Director of Operations Fahron Ebanks, and Director of Community Development Rosemarie Illuzzi also contributed to the development of the application alongside the founding applicant.

(c) Application Team Members

Founding Team Members (Other than Trustees)		
Name	**Relevant Experience, Skills and Role in Founding Group**	**Proposed Role(s) in School**
Tim Castanza	Founder of Bridge Preparatory Charter School	Head of School

(d) Withdrawn, Rejected, and Concurrent Proposals (SUNY and/or Other Authorizers):

This section is not applicable. This proposal was never withdrawn from consideration or rejected by the SUNY Trustees and/or any other charter authorizer in any state. The applicant is not currently applying for a charter from another charter entity. The lead applicant has never had an application granted for a school that is no longer in existence.

(e) Letters of Justification for Previously Denied Applications

Not applicable

This request is not applicable.

Timothy J. Castanza

[redacted]

EDUCATION AND CERTIFICATES

University of Pennsylvania, Graduate School of Education- *Master's of Science in Education*
Saint Joseph's University- *Bachelor of Arts International Relations*
Harvard University, Business School & Graduate School of Education- *Certificate in School Management & Leadership*
International Dyslexia Association- *Advanced Knowledge Administrative Leadership Certificate*

PROFESSIONAL EXPERIENCE

[redacted]

Timothy J. Castanza

AFFILIATIONS

Cahn Fellowship for Distinguished School Leaders
New York Citywide Literacy Advisory Council
New York State Education Department, Path Forward Initiative
International Dyslexia Association
Staten Island Business Outreach Center (SIBOC)
New York State Charter Schools Association
Orton- Gillingham Academy
Staten Island Chamber of Commerce
Staten Island Economic Development Corporation
Staten Island Reading Association
New York State Dyslexia Awareness Day Steering Committee

AWARDS & RECOGNITIONS

Certificate of Recognition, *New York State Board of Regents*
Essential & Exceptional New Yorker Award & Proclamation Recipient- *NYC Public Advocate*
Honoree, Contributions to the Advancement of Pediatric Cancer Research-*American Cancer Society*
Distinguished Principal Honoree-*New York Center for Interpersonal Development*
Panelist, Early Interventions for Academic Improvement(Detecting Dyslexia)- *Rockefeller Institute of Government*

References, Media Publications and Work Samples Available Upon Request

Bridge Preparatory Charter School 2
R-03g – Probationary Status of Affiliated Charter School(s).

Our proposed partner organization, Bridge Preparatory Charter School (BPCS) received a "Notice of Deficiency with Request for a Corrective Action Plan" from its authorizer, the New York State Education Department (NYSED) on September 25, 2023. This notice was issued in response to scores on the 2022 New York State math and ELA assessments. The Notice of Deficiency as well as the Corrective Action Plan prepared by BPCS are attached. Note that due to COVID-19 and the associated cancellation of State tests in 2021, the 2022 assessments were the first ever State assessments taken by students at BPCS and the scores represent only students in third and fourth grade, as BPCS did not yet serve fifth grade at the time the 2022 assessments were administered.

THE STATE EDUCATION DEPARTMENT / THE UNIVERSITY OF THE STATE OF NEW YORK

EXECUTIVE DIRECTOR
CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-1405; charterschools@nysed.gov

NOTICE OF DEFICIENCY WITH REQUEST FOR A CORRECTIVE ACTION PLAN

September 25, 2023

Via Electronic Transmission

Laurel Wedinger-Gyimesi, Board Chair (lwedinger@bridgeprepcharter.org)

Timothy Costanza, School Leader (tim@bridgeprepcharter.org)

Re: Bridge Preparatory Charter School

Dear Ms. Wedinger-Gyimesi and Mr. Costanza:

Charter schools are granted extensive autonomy in exchange for high-stakes accountability. To ensure that all Board of Regents-authorized charter schools meet the obligations and standards to which they are held accountable, the NYSED Charter School Office ("CSO") works closely to conduct oversight and monitoring throughout the charter term. It is our hope that this ongoing oversight and monitoring will ensure that these obligations and standards are transparent and well-defined and that schools not meeting them can work towards compliance before charter renewal. This letter serves as notice to Bridge Preparatory Charter School ("BPCS") Board of Trustees that, as noted in the New York State Education Department ("NYSED" or "the Department") Performance Framework, and pursuant to Section 6.3 of the school's Charter Agreement, NYSED is requiring BCPS to develop and implement a corrective action plan (CAP), using the template provided, addressing each of the deficiencies enumerated in Attachment A.[1] The CAP is a tool that the school and the CSO will use to identify and document strategies being employed by the school towards school improvement.

Section 6.3 of the school's Charter Agreement with the Board of Regents states:

> *Corrective Action. If SED determines that the Charter School is not progressing toward one or more of the performance or education goals set forth in the Charter, that the quality of the Charter School's educational program or governance is not satisfactory, or that the Charter School is not in compliance with the terms and conditions of the Charter and/or applicable law or regulation, then SED may require the Charter School to develop and implement a corrective action plan, and provide evidence of implementation of same. Nothing contained herein shall be in derogation of the Regents' ability to revoke the Charter, place the Charter*

[1] The deficiencies enumerated in Attachment A may not be an exhaustive list of areas of concern, areas in need of improvement, or areas in which the school is not in compliance with applicable laws and regulations.

School on probationary status, or initiate mandatory remedial action in accordance with the Act and §8.3 of this Charter Agreement.

The corrective action plan must be submitted no later than 5:00 p.m. on Monday, October 16, 2023. The plan must be designed to achieve observable outcomes at the school. Please use the attached CAP template to develop the plan for your school. Each of the deficiencies identified in Attachment A will require the completion of an individual plan, beginning with the formation of the outcome statement. For academic or subgroup enrollment corrective action, you will develop a separate plan for each identified subject and subgroup deficiency (simply copy the corrective action template and repeat for additional deficiencies).

If you require further clarification or want to discuss resources that may help in developing a CAP, please contact your CSO liaison at (518) 474-1762 or charterschools@nysed.gov.

Please Note: The failure to meet all Performance Framework Benchmarks and address the deficiencies identified in this letter could lead to probation, revocation, or nonrenewal of the school's charter.

Thank you for your cooperation and efforts to strengthen the academic performance of your school.

Sincerely,

[redacted]

Lisa Long, Executive Director
Charter Schools Office - NYSED

Attachment A

Below are newly identified charter school deficiencies, for which CAPs need to be developed.

<u>Academic Deficiencies</u>:

1. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for ELA, BPCS's overall performance is -37 percentage points below that of NYC CSD 31, the district of location, and -28 percentage points below NYS.

2. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for math, BPCS's overall performance is -40 percentage points below that of NYC CSD 31, the district of location, and -35 percentage points below NYS.

3. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for ELA, BPCS's students with disabilities' performance is -10 percentage points below that of NYC CSD 31, the district of location, and -3 percentage points below NYS.

4. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for math, BPCS's students with disabilities' performance is -18 percentage points below that of NYC CSD 31, the district of location, and -13 percentage points below NYS.

5. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for ELA, BPCS's economically disadvantaged students' performance is -25 percentage points below that of NYC CSD 31, the district of location, and -17 percentage points below NYS.

6. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for math, BPCS's students with disabilities' performance is -28 percentage points below that of NYC CSD 31, the district of location, and -23 percentage points below NYS.

NYSED Charter School Office- Corrective Action Plan Form

Please note: Each deficiency enumerated in the Notice of Deficiency should have its own form completed. If you would like to discuss this further, or share your progress towards these goals, we encourage you to contact the Charter School Office at (518) 474-1762.

Charter School Name: Bridge Preparatory Charter School
Submission Date: 10/16/2023

Deficiency Area: *Insert the deficiency cited in Notice of Deficiency* Academic Deficiencies: 1. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for ELA, BPCS's overall performance is -37 percentage points below that of NYC CSD 31, the district of location, and -28 percentage points below NYS. 2. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for math, BPCS's overall performance is -40 percentage points below that of NYC CSD 31, the district of location, and -35 percentage points below NYS. 3. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for ELA, BPCS's students with disabilities' performance is -10 percentage points below that of NYC CSD 31, the district of location, and -3 percentage points below NYS. 4. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for math, BPCS's students with disabilities' performance is -18 percentage points below that of NYC CSD 31, the district of location, and -13 percentage points below NYS. 5. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for ELA, BPCS's economically disadvantaged students' performance is -25 percentage points below that of NYC CSD 31, the district of location, and -17 percentage points below NYS. 6. According to proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments for math, BPCS's students with disabilities' performance is -28 percentage points below that of NYC CSD 31, the district of location, and -23 percentage points below NYS.	**Performance Framework Benchmark: Benchmark 1**

Goal(s):

List specific goal(s) the school has put into place to remediate the deficiency cited in the letter.

- Goal 1: 75% of students will increase their score on MAP Reading and math assessments, from the BOY to EOY assessments.
- Goal 2: 50% of students in NYS testing grades (3-5) will be proficient on their EOY MAP Reading and math assessment.
- Goal 3 : 35% of SWD in NYS testing grades (3-5) will be proficient on their EOY MAP Reading and math assessment.
- Goal 3: Between the 2021-22 and 2022-23 school years, BPCS will demonstrate growth in aggregate proficiency on the NYS Exam in ELA.
- Goal 4: Between the 2021-22 and 2022-23 school years, BPCS will demonstrate growth in aggregate proficiency on the NYS Exam in math.
- Goal 5: Between the 2022-23 and 2023-24 school years, BPCS will demonstrate growth in aggregate proficiency on the NYS Exam in ELA.
- Goal 6: Between the 2022-23 and 2023-24 school years, BPCS will demonstrate growth in aggregate proficiency on the NYS Exam in math.

Strategies Employed to Achieve Goal(s):

Describe what steps the school will take to achieve its goal(s).

<u>Strategies to Improve ELA Proficiency</u>

- All students attend a daily standalone Orton-Gillingham (OG) class. In 2022-23, we adjusted the schedule to allow more time for the OG class in response to performance data and feedback from teachers and to allow for additional specific skills to be taught during the period. All students now receive a full hour of standalone OG instruction every day, instead of the previous 40 minutes.
- In 2023-2024, BPCS will have a dedicated Speech and Language Pathologist on staff who will support 1) our teachers in planning lessons and 2) the agency SLPs who provide students with their mandated speech services, with strategies and interventions to support oral language development skills.
- In the 2022-23 and 2023-24 school years, we are focused on refining our use of the MAP assessments to ensure that teachers are using the data it provides in the most effective ways.
- After identifying several areas of overlap between the skills measured by the RRA and MAP, we implemented several changes to the OG RRA in 2022-23. Going forward, we are continuing to use the OG RRA (Reading Readiness Assessment) as a fundamental component of our program, in addition to MAP, and will also be using Acadience as an additional measure of foundational reading skills, as well as student fluency and comprehension. This will allow teachers to have multiple measures of students' foundational skills and constantly adjust instructional groups in response to demonstrated need.
- In 2022-23 teachers focused on aligning formative data with state test questions so that students are exposed to the language used in state tests on a daily basis.
- Restructure of student schedule for the 2023-2024 school year to allow for structured literacy block(allowing for rigorous instruction in ELA coupled with OG and dedicated reading period to improve student stamina and grade level text access).

- Continue to provide free after-school programming for students below grade level proficiency in ELA as extra support resource targeting specific standards needing remediation.
- In our original charter application, we identified the intent to develop a center for teacher training. We are making progress towards this goal with the introduction of the Structured Literacy Practicum Center in 2023-2024 which will provides teachers with the opportunity to conduct practicum hours, under the supervision of OGA-certified members, and receive targeted professional learning in areas of multisensory literacy instruction.

Strategies to Improve Math Proficiency

- In 2023-2024, the newly hired Instructional Math Coach will play a key role in working with teachers on planning lessons and improving pedagogy in math.
- We introduced a new enVision as the math curriculum for all grade levels in 2022-23. enVision is a problem-based, visual learning approach to support students in developing a deep conceptual understanding of math.
    - In 2022-23, MAP assessment data showed that the percentage of students testing on grade level in math increased in every grade. On average, the percentage of students on grade level increased by 26% percentage points over the course of the school year.
    - Based on the demonstrated success of this program we will continue using enVision going forward
- In 2022-23, we introduced an additional resource, Math and Movement, as a strategy to target math proficiency by engaging students in a whole-body approach to learning math.
- In 2022-23, teachers focused on aligning formative data with state test questions so that students are exposed to the language used in state tests on a daily basis.
- In 2023-24, we are focused on refining our use of the MAP assessments to ensure that teachers are using the data it provides in the most effective ways.
- Continue to provide free after-school programming for students below grade level proficiency in math as extra support resource targeting specific standards needing remediation.

Strategies to Serve Needs of At-Risk Students

- We have formed a new schoolwide Data team, made up of teachers from across each grade, the instructional math coach and the Director of Teaching and Learning- who are tasked with reviewing trends in schoolwide and individual student data and identifying students in need of additional supports and areas of instructional focus. The team will then support the academic team in implementing various tiers of RTI.
- In the summer of 2022, we introduced a summer program for at-risk students through the Summer Boost grant. The grant allowed us to provide 40 students in Grades 1-4 with daily ELA and math instruction and opportunities for enrichment for five weeks. We will host the Summer Boost program again in the summer of 2023, increasing our capacity to serve 46 students in Grades 1-4.
- In the 2022-23 school year, we offered trainings in conflict resolution for staff and parents during a Connect Saturday session.

- Since 2022-2023, we have offered at-risk students dedicated after school programming using academic data to identify and target specific standards needing remediation in both ELA and math.
- Since 2022-2023, we have offered at-risk students dedicated summer school programming using academic data to identify and target specific standards needing remediation in both ELA and math.
- In 2023-24, the Director of Student Support (DSS) joined the leadership team to increase our capacity for serving the needs of at-risk students. The DSS supports students' social and emotional needs to ensure that all students can succeed in the school's academic program.

Measurable Outcomes to Demonstrate Progress Toward Achieving Goal(s):

Outline the ways the school will measure progress toward achieving its goal(s). These should be quantifiable and include dates whenever possible.

Administration of NWEA MAP Testing as follows:
BOY(September 2023)
MOY (December 2023)
EOY(May 2024)
Classroom Observations and scheduled de-briefs with teachers
Bi-weekly Data team meetings to review schoolwide and individual academic data.

Title/Role(s) of Responsible Persons:	**Expected Date of Completion:**
Director of Teaching and Learning Dean of Specialized Instruction Instructional Math Coach Executive Director	June 2024

Progress Made Since Last Check-In:

Along with a date, provide an update of what outcomes have shown and how the school has responded.

Plan of Action Until Next Check-In:

Describe the school's next steps toward achieving its goal beyond those already described.

Check-In Date (s):

Propose check-in dates to update the CSO on progress.

1. During 2023 renewal site visit;
2. After MOY MAP administration;
3. After EOY MAP administration.

4. Community Outreach, Engagement, Support, and Demand

a. Description and Analysis of Community Outreach and Engagement

The Founding Team at BPCS2 has strong and extensive relationships in the Staten Island community and has conducted extensive public outreach to solicit community input regarding our proposal and we have incorporated public feedback into our design. We conducted a wide outreach campaign that included various forms of outreach: personal emails, surveys, in-person presentations to community groups, personal in-person one-on-one meetings, and personal phone calls. We placed announcements in multiple places, including on the website of Bridge Preparatory Charter School (BPCS), and through two dedicated email blasts to the distribution of *Staten Island Parent Magazine*, with instructions on how to provide comments on our proposal. In recognition of the collaborative relationship with our district schools, and with the NYCDOE as a whole, we met with and presented at the Community Education Council 31 meeting and the both the Petrides Campus Council Meeting (NYCDOE Shared Space Monthly Meeting). We were careful to ensure that our outreach efforts reached those families with the demographics of the population we intend to serve at BPCS2; this was achieved through outreach (in-person, email, and surveys) conducted with current and past families of BPCS, the demographics of which represent the community demographics described in Response 1. In addition, outreach was conducted to key community leaders who advocate on behalf of their constituents, which represents an additional method in which we have conducted outreach with community members that are representative of the overall demographics described in Response 1. All of our in-person presentations and written announcements included instructions on how to provide feedback on our proposed school.

The form and nature of feedback received from community stakeholders and the process for incorporating that feedback into the submitted proposal: We received feedback from many respondents, in the form of verbal and written support for our proposal and survey results. The overwhelming majority of feedback we received was strongly in favor of our program and offered input that was reviewed by our founding team and incorporated in this proposal.

Community input reflected in this proposal: A common request from stakeholders was to ensure that our program offers small class sizes and small-group instruction. Small-group instruction and small class sizes are integral to our proposal and are an especially important strategy for supporting both neurotypical and neurodivergent learners in middle school. An additional example of feedback integrated into our proposal was the addition of sign language as a foreign language option. Both foreign language options and sign language were requested in feedback to our proposal. Kinetic and visual learning modalities are important strategies that BPCS2 will use to ensure differentiated instruction and American sign language (ASL) is one example of a strategy of integrating these modalities into our program. ASL will be offered in addition to Spanish. Many respondents indicated that they hoped to see elements that were similar to our partner organization, BPCS (SOR focus, communication, and design)

In-person presentations with solicitation of feedback were conducted with the following community stakeholder groups between January and February 2024:

- Community Education Council 31
- Staten Island Economic Development Corporation
- Nonprofit Staten Island
- Community Media of Staten Island
- Petrides Campus Council Meeting(NYCDOE Shared Space Monthly Meeting)

- Bridge Prep Charter School Family Association
- Bridge Preparatory Charter School Board of Trustees Meeting

In-person meetings to share details of the proposal and request feedback were held with the following community leaders:

[redacted]

Phone meetings to share details of the proposal and request feedback were conducted with the following community stakeholders:

[redacted]

Emails sharing details of the proposal and requesting feedback were sent to the following stakeholders:

[redacted]

[redacted]

b. Description and Analysis of Community Support

The Staten Island community has expressed overwhelming support for our proposed middle school program. We received written and/or verbal support from the following elected officials:

[redacted]

In addition, we received support from the following community groups and individuals:

- Staten Island Economic Development Corporation
- New York Center for Interpersonal Development(NYCID)
- Nonprofit Staten Island
- Staten Island Foundation
- Pride Center of Staten Island
- Community Media of Staten Island
- South Shore Rotary
- Bridge Prep Charter School Family Association

[redacted]

Supporters of our proposed program recognize that there is a vital need in our community for programs that use the Science of Reading (SOR). Recently, a Statewide call has been raised by Governor Hochul for schools to implement strategies informed by the SOR. Accordingly, there is immense support in our district

for programs that propose to do this. BPCS2 will go above and beyond this call by implementing a program using the SOR, specially designed to serve students with language based learning disabilities. Currently, families do not have such a specialized option in our community for middle school—the elected officials and community representatives we engaged with reiterated the need for such a program and their support for our proposed school.

While the majority of respondents expressed support for our proposal, several respondents raised concerns over the possibility that our proposed middle school program would be co-located and take away space from the district school. We have addressed this concern by ensuring that our facility search includes a thorough analysis of space concerns and explores private spaces as options for housing our proposed middle school.

c. Description and Analysis of Student Demand

We administered two surveys to current families of students at BPCS (which currently serves grades 1-5). AN overwhelming respondents to the survey indicated strong demand for a middle school program. As shown in the summary below, these families would choose send their students to BPCS2 for middle school, if the school was an option.

Results of Survey 1:

- 94% agreed (90% strongly agreed) to the statement, "If Bridge Prep had Middle School Grades, I would be excited to stay."

Results of Survey 2:

- 100% of respondents answered "Yes" to the question "Do you support Bridge Prep's application to open a middle school?"
- 98% of families with children eligible for middle school in the fall of 2025 answered "Yes" to the question "If approved to open a new middle school, it would open in Fall 2025. If your child was eligible to attend our middle school, would you apply for admission?"
- 100% of families answered "Yes" to the question "If our middle school is approved to open, would you encourage family and friends to apply?"

The demand demonstrated by current families through survey data as well as our predictions based on BPCS applicant trends indicate that there is healthy demand to support our proposed enrollment plan. We propose to offer 76 seats in each grade level, starting with sixth grade. As a separate school from BPCS, students will not have automatic preference to BPCS2. Therefore, we will hold an open lottery for seats at BPCS2. Given the the demand demonstrated by immediate BPCS families for seats at BPCS, we anticipate that BPCS2 will have a similar applicant demand pattern as BPCS. In 2022-23, we had over 220 families apply for very limited seats at BPCS. This demand is consistent with application data for each of our first 5 years of operation at BPCS.

d. Evidence of Community Outreach and Engagement

Cover Sheet

Type of Outreach/Date	Stakeholder(s)	Description	Page Number(s)
Phone meeting (1/29/24) Email (1/30/24) In Person Meeting (2/5/24)	[redacted]	Phone meeting and follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	1, 36-37
Phone meeting (1/30/24) Email (1/30/24)		Phone meeting and follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	2, 36-37
In Person Meeting (1/29/24)		Met in person at Town Hall meeting on 1/29/24 where we spoke to the Regent and informed her about the intent to apply for BPCS2 and took her feedback.	3
In Person Meeting (1/29/24)		Met in person at Town Hall meeting on 1/29/24 where we spoke to the Commissioner and informed her about the intent to apply for BPCS2 and took her feedback.	3
In person meeting(1/25/24) Phone meeting (1/29/24) Email (1/29/24)		As follow up to in person meeting at SIEDC member breakfast, where the CM shared his desire to see a MS like BPCS 2, a phone meeting and follow up email happened to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	4, 23-24, 36-37, 48
Phone meeting (1/29/24) Email (1/29/24)		Phone meeting and follow up email to inform about the intent to apply, provide new school	5, 36-37, 51

		information, take feedback and ask for support; **Support received**.	
In person meeting (1/18/24) Email (1/29/24)	[redacted]	Phone meeting and follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received**.	6,7, 36-37, 50
Phone meeting (1/29/24) Email (1/29/24)		Phone meeting and follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	8, 36-37, 49
In Person Meeting (12/11/23) Phone meeting (1/29/24) Email (1/29/24)		As follow up to in person meeting at BPCS, where the AM shared his desire to see a MS like BPCS 2, a phone meeting and follow up email happened to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	9, 36-37
In person meeting (5/17/23) Phone meetings (1/22/24, 1/30/24) Email (1/29/24)		As follow up to in person meeting at NYS Dyslexia Awareness Day, where the AM shared his desire to see a MS like BPCS 2, a phone meeting and follow up email happened to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received**	10,36-37
In person meeting (5/17/23) Phone meeting (1/29/24) Email (1/29/24)		As follow up to in person meeting NYS Dyslexia Awareness Day, , where the AM shared his desire to see a MS like BPCS 2, a phone meeting and follow up email happened to inform about the intent to apply, provide new	11,36-37

		school information, take feedback and ask for support; **Support received**	
Phone meeting (1/29/24) Email (1/29/24)	[redacted]	Phone meeting and follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	12,36-37
Phone meeting (1/29/24) Email (1/29/24)		Phone meeting and follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	13,36-37, 38
Phone meeting (1/22/24)		Phone meeting and follow up email to inform about the intent to apply, provide new school information, take feedback and ask for time to present to full CEC; **Request granted**	14-20
Survey, Email and Informational flier (1/29/24) In-person Presentation (2/5/24)		Email to inform about the intent to apply, provide new school information, share survey, and take feedback. Presentation to full CEC at February monthly calendar meeting to share information about BPCS2 application .	14-20, 21-22
Survey, Email and Informational flier (1/29/24)		Email with flier and survey to inform about the intent to apply, provide new school information and take feedback	14-20
In person meeting(1/25/24) Phone meeting (2/1/24)		In person meeting at SIEDC Member Breakfast, with follow up phone meeting to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	23-24, 39

Phone meeting (1/31/24)	[redacted]	Phone meeting with follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	45
Phone meeting (1/30/24)		Phone meeting to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	44
Survey, Email and Informational Flier (1/29/24) Phone meeting(2/1/24)		Email with follow up phone meeting with follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	14-20, 40
Phone meeting(1/30/24)		Phone meeting to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	47
In person meeting(1/23/24) Phone meeting (1/30/24) Email(1/31/24)		In person and phone meeting with follow up email to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	42-43
Survey (11/2/23)		Survey sent to current [redacted] to gauge interest in middle school options like BPCS2 for their student.	25-26
Survey, Email and Informational flier (1/29/24)		Email sent to all current [redacted] to gauge interest in BPCS2, with information about the	14-20

		school and a flier attached where they can provide feedback on the MS design	
Survey, Email and Informational flier (1/29/24)	[redacted]	Email sent to all current [redacted] to gauge interest in BPCS 2, with information about the school and a flier attached where they can provide feedback on the MS design.	14-20
Dedicated Email Blasts with Informational Flier and Survey (1/27/24 and 1/29/24)		2 dedicated email blasts, each sent directly to over 15,000 members of the Staten Island community to gauge interest in BPCS2, provide information about BPCS2 and a flier attached where to provide feedback on MS design.	27-28
In person meeting (2/3/24)		Discussed BPCS 2, provided new school information and took feedback at meeting with co-located schools on Petrides Campus (home of BPCS 1); meeting attended by Principals [redacted]	29
Survey, Email and Informational Flier (1/29/24)		Email with flier and survey to inform about the intent to apply, provide new school information and take feedback	14-20
Survey, Email and Informational Flier (1/29/24)		Email with flier and survey to inform about the intent to apply, provide new school information and take feedback	14-20
Survey, Email and		Email with flier and survey to inform about the	14-20

Informational Flier (1/29/24)		intent to apply, provide new school information and take feedback	
Survey, Email and Informational flier (2/2/24)	[redacted]	Email sent to provide information about BPCS 2, ask for support and shared flier attached with ways to provide feedback	30
Phone meeting (2/2/24)		Phone meeting to inform about the intent to apply, provide new school information, take feedback and ask for support; **Support received.**	46
In person/Zoom meeting (1/4/24)		Discussed decision to apply for BPCS2 in public strategy session with BOT of BPCS and BPCS Executive Director.	32-33
Website Posting (2/2/24)		Post on school website linking families and community members to survey to provide support and feedback for BPCS2.	31
Survey, Email and Informational Flier (1/29/24)		Email sent to provide information about BPCS 2, ask for support and shared flier attached where they can provide feedback on the MS design and ask for support; **Support received.**	14-20, 41
In person meeting with President(1/23/24) In person meeting (2/7/24)		In person meeting with President and Vice President to inform about BPCS 2, provide new school information, take feedback and ask for support; **Support received.** In person meeting with full FA to inform families about BPCS 2, provide new school information, take feedback and ask for support; **Support Received**	34-35, 52

Gmail

<Update> Bridge Prep is Applying to Open a Middle School

Tim Castanza <tim@bridgeprepcharter.org> Tue, Jan 30, 2024 at 9:30 AM
To: [redacted]

Dear [redacted]

Bridge Prep Charter School is excited to announce our application to the SUNY Board of Trustees to establish a new middle school on Staten Island! If approved, Bridge Prep 2 would open in **September 2025** as the first middle school of its kind in New York State, providing the community with a new, specially designed middle school option, with small classes rooted in the Science of Reading. The school would open with 6th grade and serve a total of 230 students at scale. As a result of the transformational academic growth of our elementary school students, Bridge Prep 2's mission is to build on that success and support the academic growth of our community's neurodiverse students and prepare them for sustainable success.

With the opening of Bridge Prep 2, we seek to meet the increasing demand from the community for our model at the middle school level, a need that is not met by any other schools in Staten Island. Our program will be to prepare students to excel in high school, using tools that will empower them to take the lead in their learning journeys. To achieve this, we will pair many of the successful key design elements of our elementary school with higher level offerings for middle school students such as advisory, world language, Regents level programming and an advanced commitment to the arts.

We are excited about this potential opportunity for students and families from across our borough. Our success and ability to consider this level of growth would not be possible without the support we have received from our incredible community, including you. Please do not hesitate to reach out to me with any questions or feedback you may have.

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 Cahn Fellow

BRIDGE PREPARATORY CHARTER SCHOOL

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Gmail

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2022 Cahn Fellow

BRIDGE PREPARATORY CHARTER SCHOOL

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FOR IMMEDIATE RELEASE

JANUARY 22, 2024

For More Information Contact:

[redacted]

Press@nysed.gov
www.nysed.gov

Staten Island Public Hearing Set on Mayoral Control of New York City Schools

Public Invited to Provide Oral and Written Electronic Testimony

Visit Mayoral Control Website for More Information

The final of five public hearings will take place from **6 p.m. to 9 p.m. on Monday, January 29, 2024, at New Dorp High School in Staten Island** as part of the State's comprehensive review of the overall effectiveness of mayoral control of New York City schools, the New York State Education Department announced today. In accordance with Chapter 364 of the Laws of 2022, all members of the public—including students, parents, teachers, school administrators and staff, and individuals with experience and expertise in education policy and school governance—are welcome to provide feedback on their experiences, assessments, and/or review of the mayoral control system of New York City schools to help inform the State's review.

Date: Monday, January 29, 2024

Time: 6 p.m. to 9 p.m., Doors open at 5 p.m.

Location:

[redacted]

New Dorp High School

465 New Dorp Ln

Staten Island, NY 10306

Request to testify at the Staten Island hearing (Closed)

Advanced online registration to present in-person, oral remarks is required. Members of the public may participate by providing in-person, oral testimony at one of five public hearings, and/or by submitting written electronic testimony by 5 p.m. on **January 31, 2024.**

Gmail

<Update> Bridge Prep Is Applying To Open a Middle School

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 1:59 PM

[redacted]

[redacted]

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Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 Cahn Fellow

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 1:53 PM

[redacted]

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[redacted]

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 ***Cahn Fellow***

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 2:09 PM

[redacted]

[redacted]

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image.png

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 ***Cahn Fellow***

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Gmail RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>

Hello

2 messages

RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org> Wed, Jan 24, 2024 at 9:45 AM

[redacted]

I wanted to thank you for taking the time out to come and visit us. I hope you enjoyed your time here.
We will have to have you back on a day we are not moc testing.

Hope you enjoy the rest of your week.

Kind regards,
RoseMarie

--

RoseMarie Illuzzi
Director of Community Development
[redacted]

"Alone we can do so little; together we can do so much." - Helen Keller

---

[redacted] Wed, Jan 24, 2024 at 4:38 PM

To: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>

Hi RoseMarie,

I had a wonderful time, thank you for having me! I'd love to visit again.

Have a great rest of your week as well!

Kind wishes,

[redacted]

From: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>
Sent: Wednesday, January 24, 2024 9:45 AM
[redacted]
Subject: Hello

You don't often get email from rosemarie@bridgeprepcharter.org. Learn why this is important

[Quoted text hidden]

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 1:49 PM

[redacted]

Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>, Barbara Stella <bstella@bridgeprepcharter.org>

[redacted]

Bridge Prep Charter School is excited to announce our application to the SUNY Board of Trustees to establish a new middle school on Staten Island! If approved, Bridge Prep 2 would open in **September 2025** as the first middle school of its kind in New York State, providing the community with a new, specially designed middle school option, with small classes rooted in the Science of Reading. The school would open with 6th grade and serve a total of 230 students at scale. As a result of the transformational academic growth of our elementary school students, Bridge Prep 2's mission is to build on that success and support the academic growth of our community's neurodiverse students and prepare them for sustainable success.

With the opening of Bridge Prep 2, we seek to meet the increasing demand from the community for our model at the middle school level, a need that is not met by any other schools in Staten Island. Our program will be to prepare students to excel in high school, using tools that will empower them to take the lead in their learning journeys. To achieve this, we will pair many of the successful key design elements of our elementary school with higher level offerings for middle school students such as advisory, world language, Regents level programming and an advanced commitment to the arts.

We are excited about this potential opportunity for students and families from across our borough. Our success and ability to consider this level of growth would not be possible without the support we have received from our incredible community, including you. Please do not hesitate to reach out to me with any questions or feedback you may have.

[redacted]

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 ***Cahn Fellow***

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 1:49 PM

[redacted]

Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>, Barbara Stella <bstella@bridgeprepcharter.org>

[redacted]

Bridge Prep Charter School is excited to announce our application to the SUNY Board of Trustees to establish a new middle school on Staten Island! If approved, Bridge Prep 2 would open in **September 2025** as the first middle school of its kind in New York State, providing the community with a new, specially designed middle school option, with small classes rooted in the Science of Reading. The school would open with 6th grade and serve a total of 230 students at scale. As a result of the transformational academic growth of our elementary school students, Bridge Prep 2's mission is to build on that success and support the academic growth of our community's neurodiverse students and prepare them for sustainable success.

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[redacted]

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 Cahn Fellow

BRIDGE PREPARATORY CHARTER SCHOOL CAHN FELLOWS PROGRAMS

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 2:11 PM

[redacted]

[redacted]

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[redacted]

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 Cahn Fellow

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School! (electeds)

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 1:50 PM

[redacted]

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[redacted]

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 ***Cahn Fellow***

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 1:52 PM

[redacted]

Bridge Prep Charter School is excited to announce our application to the SUNY Board of Trustees to establish a new middle school on Staten Island! If approved, Bridge Prep 2 would open in **September 2025** as the first middle school of its kind in New York State, providing the community with a new, specially designed middle school option, with small classes rooted in the Science of Reading. The school would open with 6th grade and serve a total of 230 students at scale. As a result of the transformational academic growth of our elementary school students, Bridge Prep 2's mission is to build on that success and support the academic growth of our community's neurodiverse students and prepare them for sustainable success.

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[redacted]

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 Cahn Fellow

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 2:07 PM

[redacted]

[redacted]

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image.png

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 ***Cahn Fellow***

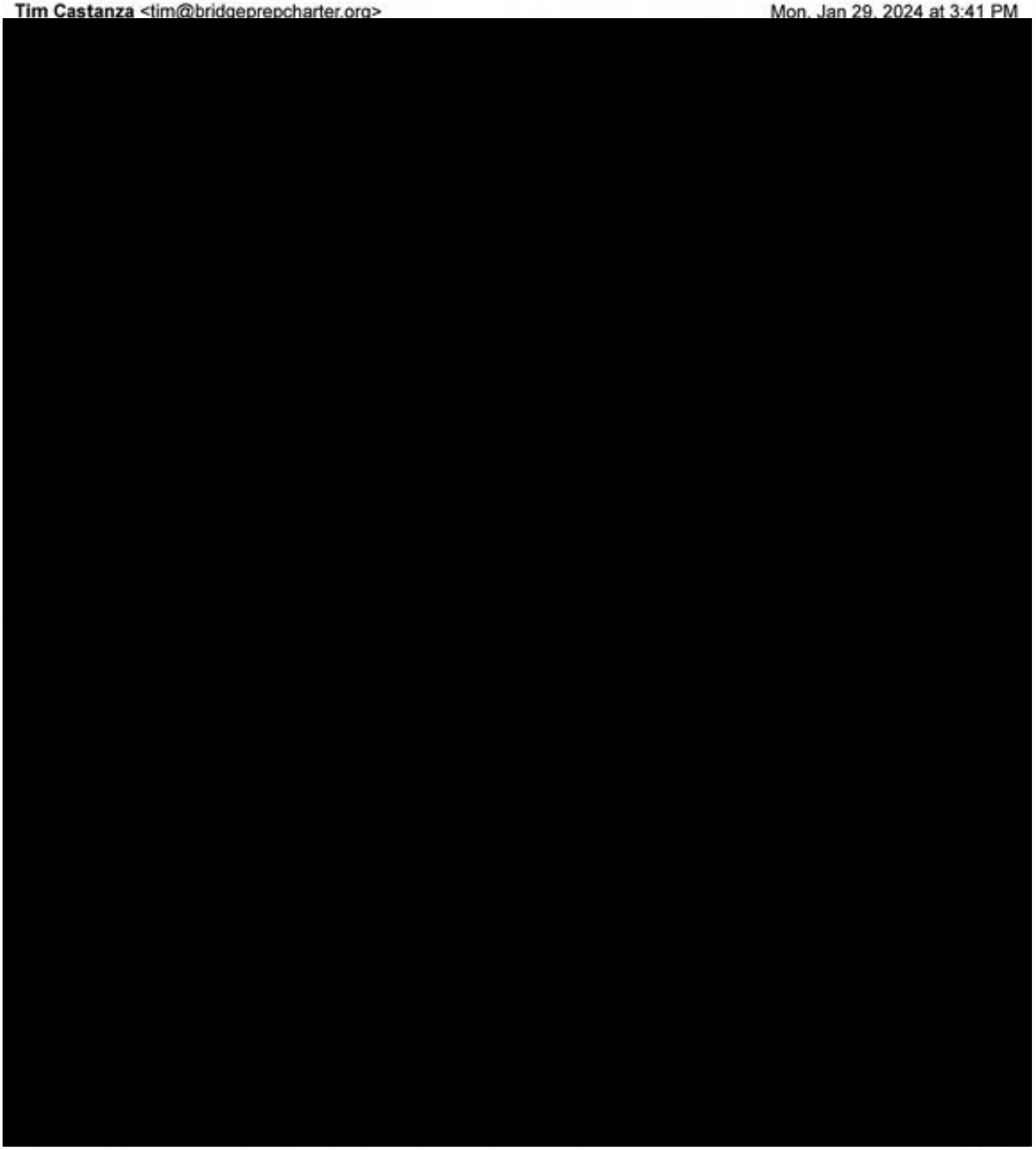
BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

Tim Castanza <tim@bridgeprepcharter.org> Mon, Jan 29, 2024 at 3:41 PM



Dear Bridge Prep Community,

I'm reaching out to share an important and exciting update related to the potential growth of our Bridge Prep community. Last month the Board of Trustees and I were presented with the opportunity to expand by applying to establish a new charter school on Staten Island, which would be able to open, at the earliest, in **September 2025**. I am excited to announce that after careful consideration we have decided to submit an application for a new middle school to the SUNY Board of Trustees! If approved, Bridge Prep 2 would open with 6th grade, serving a total of 230 students at scale and would be the first middle school of its kind in New York State, providing our community with a new, specially designed middle school option, with small classes rooted in the Science of Reading. As a result of the transformational academic growth of our elementary school students, Bridge Prep 2's mission is to build on that success and support the academic growth of our community's neurodiverse students and prepare them for sustainable success.

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While this opportunity is exciting, it is not guaranteed. As part of this extremely competitive process, we are seeking your help and ask that you please provide your support and feedback for Bridge Prep 2, by visiting the QR code on the attached flyer no later than February 6.

Our success and ability to consider this level of growth would not be possible without the support we have received from our incredible community of families, including you. Please do not hesitate to reach out to me or members of the team with any questions or feedback you may have.

image.png

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 Cahn Fellow

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Interest Flyer (Final).pdf
6544K

Proposed Middle School Expansion

BRIDGE PREPARATORY CHARTER SCHOOL 2

Bridge Prep Is Applying to Open a Middle School!

We are excited to announce that we are applying to the SUNY Board of Trustees to establish a middle school in Staten Island with an estimated opening of September 2025.

If approved, Bridge Prep 2 will provide the community with a new middle school option rooted in the Science of Reading that supports the academic growth of neurodiverse students and prepares them for sustainable success.

ARE YOU IN? SCAN THE QR CODE AND GIVE US YOUR FEEDBACK!

PROJECTED OPENING *September 2025*

www.bridgeprepcharter.org

Bridge Prep Middle School Opening Interest Survey

As a result of the transformational academic growth of our students, and incredibly high demand from members of the Staten Island community, Bridge Prep Charter School is excited to announce their application to the SUNY Board of Trustees to establish a new middle school on Staten Island, Bridge Preparatory Charter School 2.

If approved, Bridge Prep 2 will open in September 2025 as the first middle school of its kind in New York State, providing the community with a specially designed middle school option serving a total of 250 students, rooted in the Science of Reading. The school's mission is to build on the success of the current Bridge Prep Charter Elementary School and support the academic growth of our community's neurodiverse students and prepare them for sustainable success. We'd love your feedback on this short survey to help us as we plan for the opening and design of this potential new middle school.

* Indicates required question

1. Do you support Bridge Prep's application to open a middle school? *

   Mark only one oval.

   - ◯ Yes
   - ◯ No

2. Why are you interested in supporting our new middle school? (Check all that apply.) *

   Check all that apply.

   - ☐ I have a current Bridge Prep student.
   - ☐ I have a prospective middle schooler.
   - ☐ I am a Bridge Prep supporter.
   - ☐ I support new school options for diverse learners.
   - ☐ Other:

3. Do you have (or know) a child who will be in middle school in 2025 or beyond? If so, tell us what grade they are in now.

Check all that apply.

- [ ] Kindergarten
- [ ] 1st grade
- [ ] 2nd grade
- [ ] 3rd grade
- [ ] 4th grade
- [ ] 5th grade
- [ ] N/A

4. If approved to open a new middle school, it would open in Fall 2025. If your child was eligible t attend our middle school, would you apply for admission?

Mark only one oval.

- ◯ Yes
- ◯ No

5. If our middle school is approved to open, would you encourage family and friends to apply? *

Mark only one oval.

- ◯ Yes
- ◯ No

6. We want your feedback to help us plan our proposed new middle school! What suggestions do you have as we design our program?

This content is neither created nor endorsed by Google.

Google Forms

CEC 31
CEC31.ORG
Community Education Council
Staten Island District 31
NYC Department of Education

CEC 31 Virtual Business and Calendar Meeting

Monday February 5th, 2024 Business Meeting 6:30 PM, Calendar Meeting 7:30 PM

COMMUNITY EDUCATION COUNCIL DISTRICT 31

Dr. Marion Wilson
District Superintendent

OFFICERS

Lucia Curatolo-Boylan
President

James Desiderato
1st Vice President

Frank Marino
2nd Vice President

Joseph Bird
Treasurer
IEP Representative

Yekaterina Slobodkin
Recording Secretary

COUNCIL MEMBERS
Brandi Childs
Melissa Cosentino
Andrew Guido

BOROUGH PRESIDENT APPOINTEES
Daniella Capato
Teresa Cirelli

ADMINISTRATIVE ASSISTANT
Leah Stumpf

VACANT
D75 Representative
ELL Representative
D31 Representative

Business Meeting

1. Call to Order and Roll Call
2. Approval of Business January Minutes
3. President's Report
4. Council Member Reports
5 New Business for Next Month's Agenda
6. Adjournment

Calendar Meeting

1. Call to Order and Roll Call
2. Approval of Calendar JanuaryMinutes
3. Presentations
   Tim Castanza Bridge Charter Preparatory School
6. President's Report
7. Superintendent's Report
8. Committee Reports
9. Public Speaking
10. New Business for Next Month's Agenda
11. Adjournment

Invite Link
https://nycdoe.zoom.us/j/96882125989?pwd=M2lidVVDMk11LytQeVIvY2d6d3hQUT09

Next CEC Meetings

***BUSINESS MEETING**: March 4th, 2024 at 6:30 pm. Petrides Educational Complex Bldg. A - Borough President's Hall of Science as well via Zoom invite announced at a later date.*
***CALENDAR MEETING**: March 4th, 2024 at 7:30 pm. Petrides Educational Complex Bldg. A - Borough President's Hall of Science as well via Zoom invite announced at a later date.*

MONDAY FEB. 5th

BUSINESS 6:30PM CALENDAR 7:30PM

JOIN US FOR A COMMUNITY EDUCATION COUNCIL OF DISTRICT 31 HYBRID BUSINESS & CALENDAR MEETING

VIRTUALLY

CLICK HERE TO JOIN!

IN PERSON

Join us in the
Borough President's
Hall of Science
Petrides Educational Complex, Building A
715 Ocean Terrace
Staten Island, NY 10301

YOUR VOICE MATTERS

Hear updates from your council members and Superintendent on District 31! Come and ask questions about and provide feedback regarding your school's educational progress.
Register to Speak!

GUEST SPEAKERS

Tim Castanza
Exeutive Director
Bridge Charter
Preparatory School

CEC 31
Community Education Council
Staten Island District 31
NYC Department of Education

www.cec31.org cec31@schools.nyc.gov

[redacted]

SIEDC Newsletter

THURSDAY, JANUARY 25, 2024

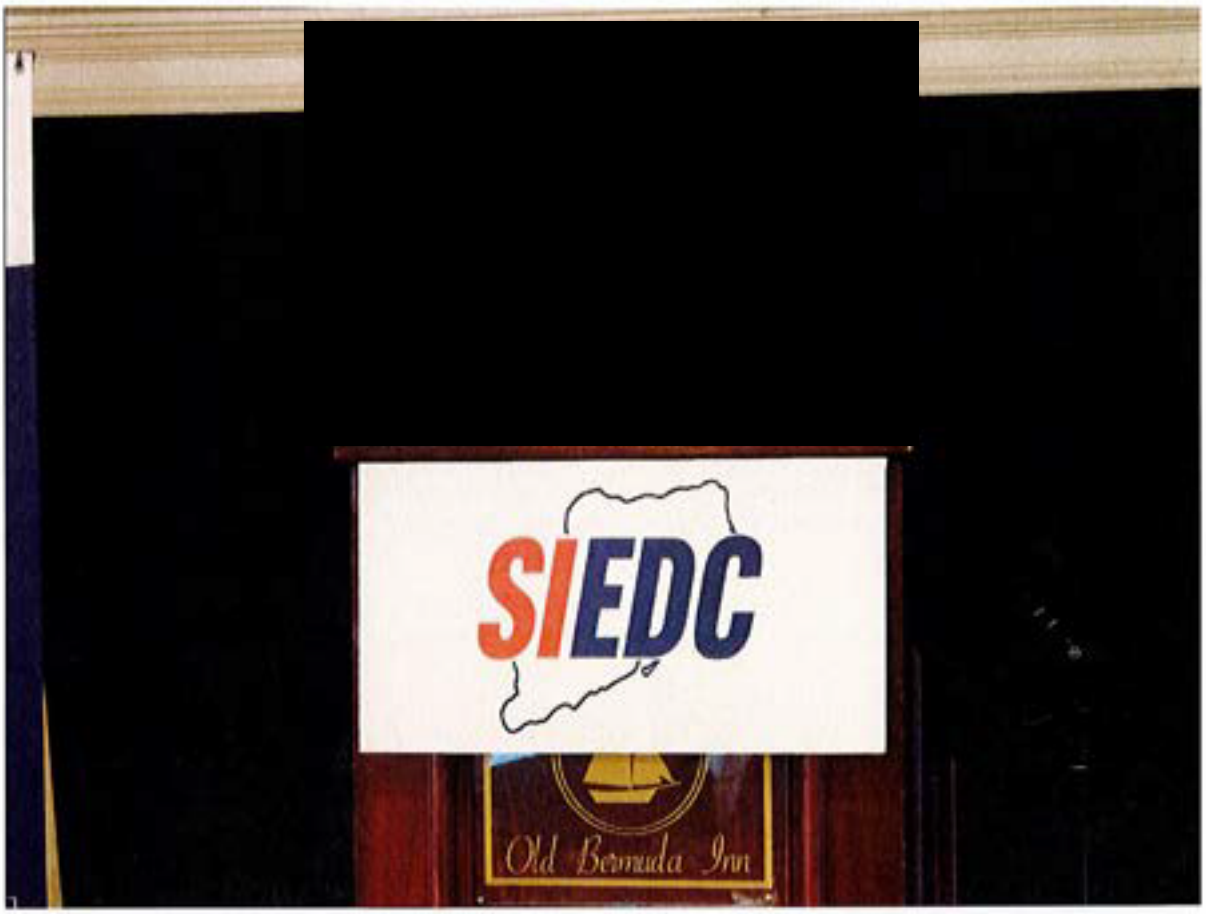
SIEDC outlines plans for a prosperous 2024 at All Member Breakfast

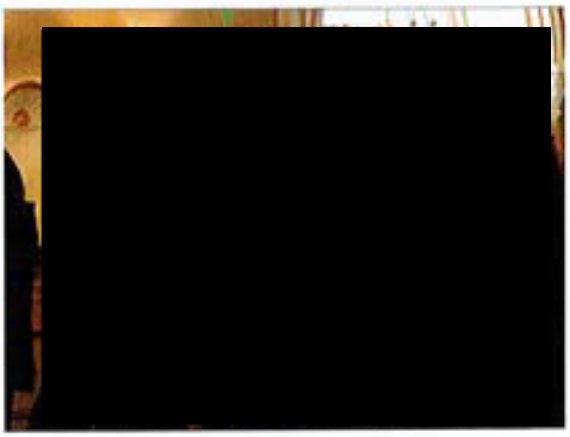
This morning, nearly **100 SIEDC members** representing influential businesses and organizations in the borough and the region convened at the **Historic Old Bermuda Inn** for SIEDC's **All Member Breakfast** sponsored by **New York Community Bank.**

The breakfast serves as an opportunity to not only connect, but to set the stage for another year of economic vitality. [redacted] and **New York**

[redacted] delivered opening remarks to the crowd of new and familiar faces, while SIEDC staff members unveiled exciting initiatives ahead -- from upcoming events related to business financing and trends in tech, unmatched networking opportunities and innovative projects, to a refreshed logo.

Check out more photos from the All Member Breakfast below.





BRIDGE PREP CHARTER SCHOOL

2023 PARENT/GUARDIAN SURVEY

Each year, we reach out to members of our school community for their feedback. Please take a few moments to complete the following survey. Your input helps our team get a better understanding of what members of the school community think about their school. The information collected by the survey is designed to support a dialogue among all members of the school community about how to make Bridge Prep a better place to learn as we go through this school year.

How many of your children are enrolled at Bridge Prep? *

Short answer text

In what grade(s) is your child(ren) enrolled? *

- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th

If Bridge Prep had middle school grades, I would be excited for my child to stay. *

	1	2	3	
Strongly Disagree	○	○	○	Strongly Agree

Gmail

Proposed New Bridge Prep Middle School [dedicated]

[redacted] Sat, Jan 27, 2024 at 10:00 AM

To: tm@bridgeprepcharter.org

[redacted]

Bridge Prep Charter School is Applying to Expand!

As a result of the transformational academic growth of their students, and incredibly high demand from members of the Staten Island community, **Bridge Prep Charter School** is excited to announce their application to the SUNY Board of Trustees to establish a new middle school on Staten Island, Bridge Preparatory Charter School-2.

If approved, Bridge Prep 2 will open in September 2025 as the first middle school of its kind in New York State, providing the community with a specially designed middle school option rooted in the Science of Reading, serving a total of 250 students.

The school's mission is to build on the success of the current Bridge Prep Charter Elementary School and support the academic growth of their community's neurodiverse students and prepare them for sustainable academic success. They'd love your feedback and support, which you can provide by clicking here or visiting the link below.

LEARN MORE

[redacted]

Gmail

Proposed New Bridge Prep Middle School [dedicated]

[redacted] Tue, Jan 30, 2024 at 3:00 PM

To: tim@bridgeprepcharter.org

[redacted]

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LEARN MORE

[redacted]

Petrides Educational Complex
Campus Council Meeting
February 2, 2024
1:00pm
Location: Bridge Preparatory Charter School, Room A147

1- Welcome

2-Campus Items
- Campus Signage- Update
- Greenhouse location update
- Spring Events Dates
    - May 17- Bridge Prep Lightning Field Day(Field)
    - May 18- Soapbox Derby
    - May 29- Bridge Prep 5th Grade Carnival(Field)
    - June 8- Bridge Prep Community Day
    - June 12- Bridge Prep Awards Ceremony (Quad)

3- Campus Traffic and Parking
- Morning Arrival
    - Ocean Terrace
    - A parking lot
- Campus Handicap Parking

4- Bridge Prep Charter School-2 Application

5- Building A Shared Items
- Safety Drills- schedule
- Additional AED machine
- Building Entry to front door replacement
- Floors/Doors- update
- Parking- unauthorized parking(in various locations) by campus employees

Gmail

Bridge Prep Charter School is Applying to Open a Middle School!

1 message

Tim Castanza <tim@bridgeprepcharter.org> Fri, Feb 2, 2024 at 12:48 PM

[redacted]

[redacted]

Bridge Prep Charter School is excited to announce our application to the SUNY Board of Trustees to establish a new middle school on Staten Island! If approved, Bridge Prep 2 would open in **September 2025** as the first middle school of its kind in New York State, providing the community with a new, specially designed middle school option, with small classes rooted in the Science of Reading. The school would open with 6th grade and serve a total of 230 students at scale, specifically targeting students with language based learning differences. As a result of the transformational academic growth of our elementary school students, Bridge Prep 2's mission is to build on that success and support the academic growth of our community's neurodiverse students and prepare them for sustainable success.

With the opening of Bridge Prep 2, we seek to meet the increasing demand from the community for our model at the middle school level, a need that is not met by any other schools in Staten Island. Our program will be to prepare students to excel in high school, using tools that will empower them to take the lead in their learning journeys. To achieve this, we will pair many of the successful key design elements of our elementary school with higher level offerings for middle school students such as advisory, world language, Regents level programming and an advanced commitment to the arts.

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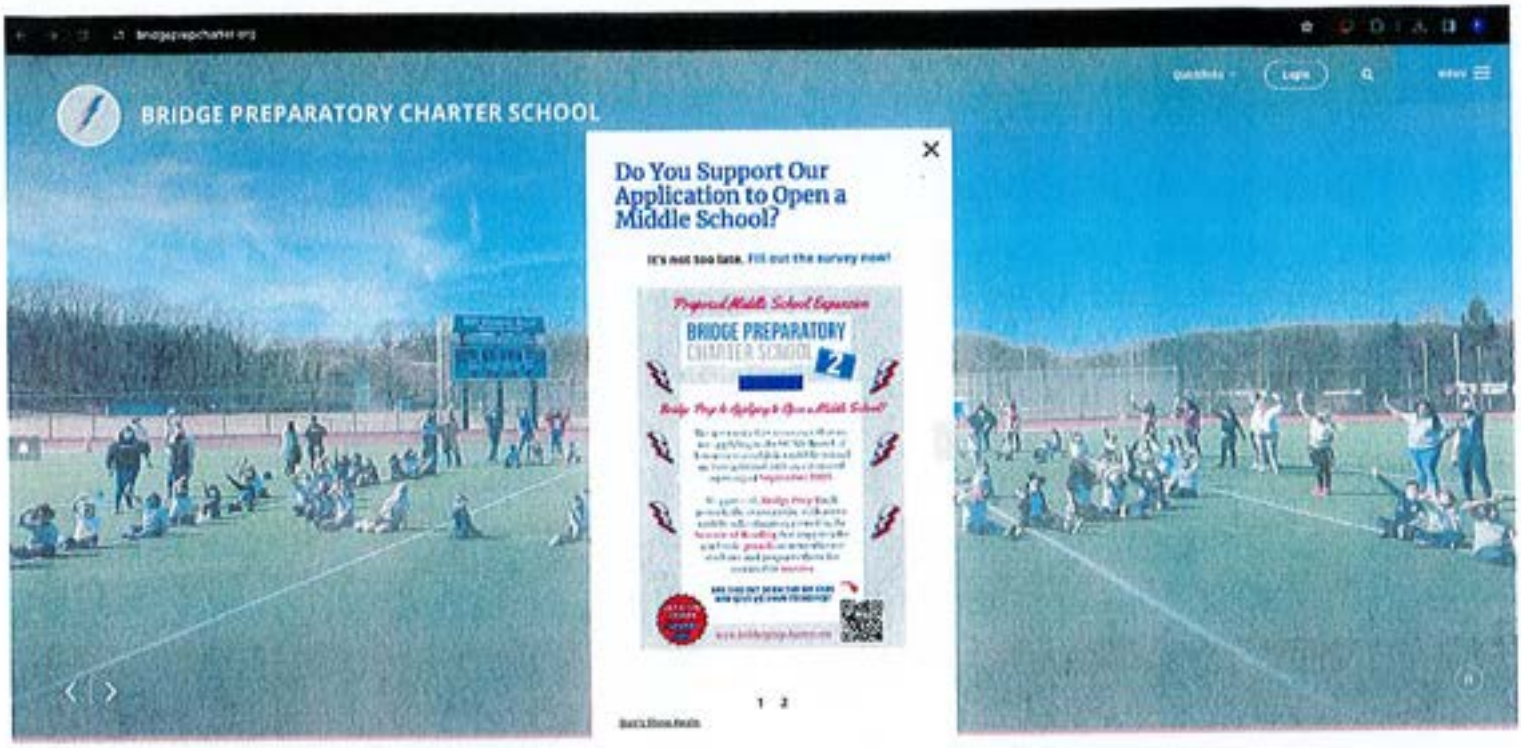
Please do not hesitate to reach out to me with any questions or feedback you may have!

Timothy Castanza, Executive Director and School Leader
Bridge Preparatory Charter School
2022 Cahn Fellow

BRIDGE PREPARATORY CHARTER SCHOOL

CAHN FELLOWS PROGRAMS

Interest Flyer (Final).pdf
6544K


BRIDGE PREPARATORY CHARTER SCHOOL
Do You Support Our Application to Open a Middle School?
It's not too late. Fill out the survey now!
Proposed Middle School Expansion
BRIDGE PREPARATORY
CHARTER SCHOOL
Bridge Prep is Applying to Open a Middle School!
1 2

Bridge Preparatory Charter School

Special Meeting - Board Strategy Meeting

Published on January 3, 2024 at 11:47 AM EST

Date and Time

Thursday January 4, 2024 at 5:00 PM EST

Location

Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY

[redacted]

[redacted]

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**5:00 PM**
	A. Record Attendance		[redacted]	1 m
	B. Call the Meeting to Order			
II.	**Board Strategy Session**			**5:01 PM**
	A. Charter Availability	Discuss		45 m
	B. Land Acquisition	Discuss		25 m
III.	**Vote**			**6:11 PM**
	A. Vote on whether to apply for charter through SUNY	Vote		10 m
IV.	**Closing Items**			**6:21 PM**
	A. Closing Items	FYI		2 m
	B. Adjourn Meeting	Vote		

Executive Board

[redacted]

Email: [redacted]

Website: [redacted]

Bridge Prep Family Association Monthly Meeting

Date and Time:
Wednesday, February 7, 2023 – 6:30pm

[redacted]

Agenda

I. Call the meeting to order
II. Attendance of Executive Board members
III. Financial Report. Motion to accept January's financials.
IV. Minutes from November meeting. Motion to accept January's minutes.
V. Communications/ Social media report
VI. New Business:
    a. Valentine's Day Gram Reminder
    b. Yearbook update
    c. Family Association showing the love
    d. Read-a-thon
    e. Mr. Castanza
VII. [redacted]
VIII. Announcements:

Join us for our February Meeting Feb 7th 6:30pm

[redacted]

with a special guest to discuss the potential new Bridge Prep Middle School

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

MICHAEL REILLY
Assemblyman 62nd District

RANKING MEMBER
Committee on Cities

COMMITTEES
Codes
Education
Governmental Employees
Higher Education
Rules

February 6, 2024

SUNY Charter Schools Institute
The State University of New York
H. Carl McCall SUNY Building
353 Broadway,
Albany, NY 12246

Dear Members of the SUNY Board of Trustees:

We the undersigned are writing to express our strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2" herein), which would serve as New York State's first public charter middle school rooted in the Science of Reading and designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, Staten Island is once again ready to lead and excitedly welcomes Bridge Prep 2 as an addition to our community.

We appreciate your attention to and consideration of this matter. Do not hesitate to contact any of us directly if follow-up is necessary.

Sincerely,

[redacted]

[redacted]

[redacted]

Congress of the United States
House of Representatives
Washington, DC 20515–3211

Katheryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

February 2024

It is with great pleasure that I write in support of the application for Bridge Prep Charter School to open a new middle school in New York City that will focus its education on students with dyslexia. I believe this specialized school would be an asset to our community and provide sorely needed high quality instruction in our district and I proudly endorse this effort.

According to the International Dyslexia Association, dyslexia affects 1 in 5 people. Dyslexia can have a significant impact on academic success and students struggle with reading comprehension and fluency, spelling, and writing. Very often, they also have difficulty with math and other subjects that require strong reading skills. Children with dyslexia require structured, multi-sensory instruction. Bridge Prep is a unique school in that it is the **only** public school in New York City that serves children with dyslexia and other language-based learning needs. They offer educational opportunities for students who are much better served outside the traditional school setting.

Bridge Prep's founder and board have a clear commitment to the work they do and to serving our families. A middle school is the logical step to continue this much needed school. I fully support their application.

Sincerely,

[redacted]

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STATEN ISLAND ECONOMIC DEVELOPMENT CORPORATION

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John Scalfa
Historic Old Bermuda Inn
Robert Wallace
College of Staten Island

February 6, 2024

Dear Members of the SUNY Board of Trustees,

On behalf of the Staten Island Economic Development Corporation (SIEDC), I am writing to express our strong support for the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to the implementation of the Science of Reading across New York's schools, much of which place emphasis on supporting early and elementary literacy instruction.

At the cornerstone of local economic development is investing in our youth and their unique abilities. Bridge Prep Charter School plays a key role in fostering an inclusive learning environment focused on innovative teaching methods and curriculum design, which not only contribute to greater learning opportunities but helps to cultivate the development of a skilled future workforce. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle schoolers, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for students throughout their educational journeys. Given the lack of middle schools to support the needs of students with language-based learning differences across our city, the SIEDC would be proud to partner with Bridge Prep 2 in our continued mission to expand educational opportunities and further economic vitality for our youth and their families.

Thank you,

[redacted]

The Staten Island Foundation

[redacted]

Dear Members of the SUNY Board of Trustees,

The Staten Island Foundation has developed a funding relationship with Bridge Preparatory Charter School and as such we are confident in the school's leadership and would like to offer our support in their efforts to open Bridge Preparatory Charter School 2("Bridge Prep 2").

Bridge Prep's approach, using the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, is proving to be life changing for students in our community. There are too few opportunities such as this in New York City. In June 2023, the Foundation provided funds to assist with trainings for teachers in the Bridge Prep Structured Literacy Practicum Program. At last report, they have finished their training and are now providing targeted literacy support to students who require explicit and direct instruction. These steps toward creating a professional development center based on Bridge Prep's approach will become a vital community resource.

The leadership and faculty of Bridge Prep have built experience and expertise that the larger New York City education sector may benefit from as the field returns to traditional strategies with a fresh perspective. Bridge Prep's success can be New York City's success.

The Staten Island Foundation joins with other members of our community in encouraging your careful consideration of Bridge Prep's request to establish Bridge prep 2.

All the best

[redacted]

[redacted]

[redacted]

February 1, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

As Associate Professor of Psychology at Columbia University, Director of the National Institute of Child Health Development's Learning Disability Innovation Hub, and a founding member the Board of Directors of Bridge Prep Charter School, I have spent my career helping neurodiverse learners whether it is through my research or direct intervention. Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we are excited about the possibility of adding Bridge Prep 2 to our incredible community.

Sincerely,

[redacted]

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

As a Staten Island parent and community advocate, I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, on Staten Island.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which place emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences, which eluded our students for far too long until recently. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community. As the public access television network for the Island, we work with schools across the Island in every age

group to offer students hand-on experience in the field and a place to learn, grow, and share their diverse voices.

Thank you for your attention to this incredibly important issue.

Most Sincerely,

[redacted]

NONPROFIT
STATEN ISLAND

[redacted]

January 31, 2024

Dear Members of the SUNY Board of Trustees,

BOARD OF DIRECTORS

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I am writing to you in strong support for the establishment of Bridge Preparatory Charter School 2 ("Bridge Prep 2") – New York State's first public charter middle school dedicated to the Science of Reading and designed to cater to the needs of students with language-based learning differences, such as dyslexia, in our community.

We find encouragement in recent announcements by state and local officials regarding new commitments to implementing the Science of Reading in New York's schools, particularly focusing on early and elementary literacy instruction. Staten Island takes pride in being the home of one of our esteemed partners, Bridge Prep Charter School, which stands as New York's inaugural public elementary school designed to address the needs of students with language-based learning differences. Bridge Prep has emerged as a leader in this field, consistently showcasing academic success through the transformative growth of its students.

The Staten Island community has been vocal about its desire for specially designed school options, particularly for students with language-based learning differences. Given the limited availability of middle schools to meet the needs of this student group in our city, we enthusiastically welcome Bridge Prep 2 as an addition to our remarkable community and express our eagerness to collaborate with the school.

Thank you for your attention to this matter, and we look forward to the positive impact that Bridge Prep 2 will undoubtedly bring to our community's education landscape.

Sincerely,

[redacted]

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

Sincerely,

[redacted]

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Director

Candace Gonzalez
Chief Executive Officer

Established 1970

South Shore
Rotary
Staten Island, N.Y.

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

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Sincerely,

[redacted]

[redacted]

Service Above Self

District 7230

46

PRIDE CENTER
of STATEN ISLAND
Staten Island's LGBT Community Center

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

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The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

Thank you,

[redacted]

Gmail

<Update> Bridge Prep Is Applying To Open a Middle School

[redacted] Mon, Jan 29, 2024 at 2:07 PM

To: Tim Castanza <tim@bridgeprepcharter.org>, [redacted]

Great! Let me know if you need a letter of support.

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 2:00 PM
[redacted]
Subject: [EXTERNAL] <Update> Bridge Prep Is Applying To Open a Middle School

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to phish@oti.nyc.gov as an attachment.

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:08 PM
To: Tim Castanza <tim@bridgeprepcharter.org>, [redacted]
Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>, Barbara Stella <bstella@bridgeprepcharter.org>

Tim: It was good talking with you today. You have the Senator's support, and I will follow up with him regarding this email. Thank you.

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 1:49 PM
[redacted]
Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>; Barbara Stella <bstella@bridgeprepcharter.org>
Subject: <Update> Bridge Prep Is Applying to Open a Middle School!

You don't often get email from tim@bridgeprepcharter.org. Learn why this is important

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:41 PM

To: Tim Castanza <tim@bridgeprepcharter.org>

Very exciting news, thank you so much for this update! Please let us know if we can do anything to help like provide a letter of support for your application or anything else along the way.

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 2:09 PM
[redacted]
Subject: <Update> Bridge Prep Is Applying to Open a Middle School!

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<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:28 PM

To: Tim Castanza <tim@bridgeprepcharter.org>, [redacted]

Hello Tim,

Great speaking with you today. I will share this great news with the Council Member.

Let us know if there is anything we can do to support.

Best,

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 1:53:10 PM
[redacted]
Subject: [EXTERNAL] <Update> Bridge Prep Is Applying to Open a Middle School!

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to phish@oti.nyc.gov as an attachment.

February 7, 2024

To Whom It May Concern:

On behalf of the Bridge Preparatory Charter School Family Association, I am writing this letter to express our support of the opening of Bridge Preparatory Charter School 2 ("BPCS2"). As the current President of the Bridge Prep Family Association, I currently have a child who attends Bridge Prep Charter School. Since there is currently no middle school on Staten Island, let alone New York State, that is designed for children with language-based learning disabilities, there is no appropriate place for my child to attend middle school once he graduates 5th grade.

All of our current Bridge Prep families send their children to Bridge Prep for the same reason, to get the education that they deserve in an environment where they are not pushed aside because of their disability. Bridge Prep is a place where our kids feel accepted, included and valued for who they are, not who they are supposed to be.

As the President of the Bridge Prep Family Association, I am proud to represent our school community and families. We are a group of parents and caregivers with one main goal, to have a place for our diverse learners to thrive socially and academically. Bridge Prep offers an academic environment that supports the needs of not only our children, but also offers support for families.

As our children are approaching their final years of elementary school, we as parents are anxiously awaiting what the future looks like. BPCS2 would serve as an essential part of our children's educational path, as it will continue to foster and nurture the Science of Reading.

In conclusion, we are in full support of opening BPCS2. Currently, there is no middle school option for our neurodiverse children to be successful in. BPCS2 would serve as an opportunity for our children to be able to continue to grow and overcome the stigma of having a language-based learning disability.

With appreciation,

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

[redacted]

[redacted]

February 6, 2024

SUNY Charter Schools Institute
The State University of New York
H. Carl McCall SUNY Building
353 Broadway,
Albany, NY 12246

Dear Members of the SUNY Board of Trustees:

We the undersigned are writing to express our strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2" herein), which would serve as New York State's first public charter middle school rooted in the Science of Reading and designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, Staten Island is once again ready to lead and excitedly welcomes Bridge Prep 2 as an addition to our community.

We appreciate your attention to and consideration of this matter. Do not hesitate to contact any of us directly if follow-up is necessary.

Sincerely,

[redacted]

[redacted]

[redacted]

Congress of the United States
House of Representatives
Washington, DC 20515–3211

Katheryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

February 2024

It is with great pleasure that I write in support of the application for Bridge Prep Charter School to open a new middle school in New York City that will focus its education on students with dyslexia. I believe this specialized school would be an asset to our community and provide sorely needed high quality instruction in our district and I proudly endorse this effort.

According to the International Dyslexia Association, dyslexia affects 1 in 5 people. Dyslexia can have a significant impact on academic success and students struggle with reading comprehension and fluency, spelling, and writing. Very often, they also have difficulty with math and other subjects that require strong reading skills. Children with dyslexia require structured, multi-sensory instruction. Bridge Prep is a unique school in that it is the **only** public school in New York City that serves children with dyslexia and other language-based learning needs. They offer educational opportunities for students who are much better served outside the traditional school setting.

Bridge Prep's founder and board have a clear commitment to the work they do and to serving our families. A middle school is the logical step to continue this much needed school. I fully support their application.

Sincerely,

[redacted]

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STATEN ISLAND ECONOMIC DEVELOPMENT CORPORATION

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Northwell Health

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Joseph Ferrara
BFC Partners

Dwight Gorries
JPMorgan Chase Bank, N.A.

Brian Gomez
Investors Bank

Robin Lefkowitz
Northfield Bank

Dr. Daniel Messina Ph.D., FACHE
Richmond University Medical Center

Kenneth C. Mitchell
Staten Island Zoo

Robert Myers
IOB Bank

Frank Naso
The Naso Organization

Evan Pebrasca
Triangle Equities

Michael Saniuolo
Amazon

Anthony Santo
Hawey F. Mallabley & Company

John Scalia
Historic Old Bermuda Inn

Robert Wallace
College of Staten Island

February 6, 2024

Dear Members of the SUNY Board of Trustees,

On behalf of the Staten Island Economic Development Corporation (SIEDC), I am writing to express our strong support for the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to the implementation of the Science of Reading across New York's schools, much of which place emphasis on supporting early and elementary literacy instruction.

At the cornerstone of local economic development is investing in our youth and their unique abilities. Bridge Prep Charter School plays a key role in fostering an inclusive learning environment focused on innovative teaching methods and curriculum design, which not only contribute to greater learning opportunities but helps to cultivate the development of a skilled future workforce. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle schoolers, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for students throughout their educational journeys. Given the lack of middle schools to support the needs of students with language-based learning differences across our city, the SIEDC would be proud to partner with Bridge Prep 2 in our continued mission to expand educational opportunities and further economic vitality for our youth and their families.

Thank you,

[redacted]

The Staten Island Foundation

[redacted]

Dear Members of the SUNY Board of Trustees,

The Staten Island Foundation has developed a funding relationship with Bridge Preparatory Charter School and as such we are confident in the school's leadership and would like to offer our support in their efforts to open Bridge Preparatory Charter School 2("Bridge Prep 2").

Bridge Prep's approach, using the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, is proving to be life changing for students in our community. There are too few opportunities such as this in New York City. In June 2023, the Foundation provided funds to assist with trainings for teachers in the Bridge Prep Structured Literacy Practicum Program. At last report, they have finished their training and are now providing targeted literacy support to students who require explicit and direct instruction. These steps toward creating a professional development center based on Bridge Prep's approach will become a vital community resource.

The leadership and faculty of Bridge Prep have built experience and expertise that the larger New York City education sector may benefit from as the field returns to traditional strategies with a fresh perspective. Bridge Prep's success can be New York City's success.

The Staten Island Foundation joins with other members of our community in encouraging your careful consideration of Bridge Prep's request to establish Bridge prep 2.

[redacted]

[redacted]

Division of Child &
Adolescent Psychiatry

[redacted]

February 1, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

As Associate Professor of Psychology at Columbia University, Director of the National Institute of Child Health Development's Learning Disability Innovation Hub, and a founding member the Board of Directors of Bridge Prep Charter School, I have spent my career helping neurodiverse learners whether it is through my research or direct intervention. Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we are excited about the possibility of adding Bridge Prep 2 to our incredible community.

Sincerely,

[redacted]

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

As a Staten Island parent and community advocate, I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, on Staten Island.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which place emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences, which eluded our students for far too long until recently. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community. As the public access television network for the Island, we work with schools across the Island in every age

group to offer students hand-on experience in the field and a place to learn, grow, and share their diverse voices.

Thank you for your attention to this incredibly important issue.

Most Sincerely,

NONPROFIT
STATEN ISLAND

[redacted]

January 31, 2024

Dear Members of the SUNY Board of Trustees,

BOARD OF DIRECTORS

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I am writing to you in strong support for the establishment of Bridge Preparatory Charter School 2 ("Bridge Prep 2") – New York State's first public charter middle school dedicated to the Science of Reading and designed to cater to the needs of students with language-based learning differences, such as dyslexia, in our community.

We find encouragement in recent announcements by state and local officials regarding new commitments to implementing the Science of Reading in New York's schools, particularly focusing on early and elementary literacy instruction. Staten Island takes pride in being the home of one of our esteemed partners, Bridge Prep Charter School, which stands as New York's inaugural public elementary school designed to address the needs of students with language-based learning differences. Bridge Prep has emerged as a leader in this field, consistently showcasing academic success through the transformative growth of its students.

The Staten Island community has been vocal about its desire for specially designed school options, particularly for students with language-based learning differences. Given the limited availability of middle schools to meet the needs of this student group in our city, we enthusiastically welcome Bridge Prep 2 as an addition to our remarkable community and express our eagerness to collaborate with the school.

Thank you for your attention to this matter, and we look forward to the positive impact that Bridge Prep 2 will undoubtedly bring to our community's education landscape.

[redacted]

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

Sincerely,

[redacted]

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Established 1970

South Shore
Rotary
Staten Island, N.Y.

February 8, 2024

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Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

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The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

[redacted]

Service Above Self

District 7230

PRIDE CENTER
of STATEN ISLAND
Staten Island's LGBT Community Center

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

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The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

Thank you,

[redacted]

Gmail

<Update> Bridge Prep Is Applying To Open a Middle School

[redacted] Mon, Jan 29, 2024 at 2:07 PM
To: Tim Castanza <tim@bridgeprepcharter.org>, [redacted]

Great! Let me know if you need a letter of support.

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 2:00 PM
[redacted]
Subject: [EXTERNAL] <Update> Bridge Prep Is Applying To Open a Middle School

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to phish@oti.nyc.gov as an attachment.

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:08 PM
To: Tim Castanza <tim@bridgeprepcharter.org> [redacted]
Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>, Barbara Stella <bstella@bridgeprepcharter.org>

[redacted]It was good talking with you today. You have the Senator's support, and I will follow up with him regarding this email. Thank you.

Sincerely,

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 1:49 PM
[redacted]
Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>; Barbara Stella <bstella@bridgeprepcharter.org>
Subject: <Update> Bridge Prep Is Applying to Open a Middle School!

You don't often get email from tim@bridgeprepcharter.org. Learn why this is important

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:41 PM

To: Tim Castanza <tim@bridgeprepcharter.org>

Very exciting news, thank you so much for this update! Please let us know if we can do anything to help like provide a letter of support for your application or anything else along the way.

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 2:09 PM
[redacted]
Subject: <Update> Bridge Prep Is Applying to Open a Middle School!

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<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:28 PM

To: Tim Castanza <tim@bridgeprepcharter.org>, [redacted]

Hello Tim,

Great speaking with you today. I will share this great news with the Council Member.

Let us know if there is anything we can do to support.

Best,

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 1:53:10 PM
[redacted]
Subject: [EXTERNAL] <Update> Bridge Prep Is Applying to Open a Middle School!

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February 7, 2024

To Whom It May Concern:

On behalf of the Bridge Preparatory Charter School Family Association, I am writing this letter to express our support of the opening of Bridge Preparatory Charter School 2 ("BPCS2"). As the current President of the Bridge Prep Family Association, I currently have a child who attends Bridge Prep Charter School. Since there is currently no middle school on Staten Island, let alone New York State, that is designed for children with language-based learning disabilities, there is no appropriate place for my child to attend middle school once he graduates 5th grade.

All of our current Bridge Prep families send their children to Bridge Prep for the same reason, to get the education that they deserve in an environment where they are not pushed aside because of their disability. Bridge Prep is a place where our kids feel accepted, included and valued for who they are, not who they are supposed to be.

As the President of the Bridge Prep Family Association, I am proud to represent our school community and families. We are a group of parents and caregivers with one main goal, to have a place for our diverse learners to thrive socially and academically. Bridge Prep offers an academic environment that supports the needs of not only our children, but also offers support for families.

As our children are approaching their final years of elementary school, we as parents are anxiously awaiting what the future looks like. BPCS2 would serve as an essential part of our children's educational path, as it will continue to foster and nurture the Science of Reading.

In conclusion, we are in full support of opening BPCS2. Currently, there is no middle school option for our neurodiverse children to be successful in. BPCS2 would serve as an opportunity for our children to be able to continue to grow and overcome the stigma of having a language-based learning disability.

With appreciation,

f. Evidence of Student Demand

Attached is evidence of two surveys we administered to current BPCS families. Below are summaries of the results from these Interest and Feedback Surveys (pre application submission):

- **Question: Do you support Bridge Prep's application to open a middle school**
  - Response Data: 100% of respondents answered- Yes

- **Question: Do you have(or know) a child who will be in middle school in 2025 or beyond? If so, what grade are they in now?**
  - Response: 95% yes

- **Question: If approved to open a new middle school, it would open in Fall 2025. If your child was eligible to attend our middle school, would you apply for admission?**
  - Response: 98% yes

- **Question: If our middle school is approved to open, would you encourage family and friends to apply?**
  - Response: 100% yes

- **Question: We want your feedback to help us plan our proposed new middle school! What suggestions do you have as we design our program?**

  Open Responses:

  - *Small classroom setting*
  - *A small classroom setting*
  - *Small class setting*
  - *I was eager to send my child to a K-8th grade program for continuity and community purposes which was the number one reason I hesitated to send him to Bridge Prep (BP) despite his diagnosis with dyslexia during the spring of his kindergarten year. Though I am glad that I did. His reading skills have improved immensely (he basically just reached Level A at the end of kindergarten but was still struggling with letter identification). I know OG is changing my child's life through not only skill-building but confidence-boosting — which is equally as important for helping him grow into a healthy person.*
  - *I would love for the middle school to be approved! All students that are being taught in Bridge Prep with the strategies that they use, other schools will not be able to help those who struggle with reading. Those students that have dyslexia are being taught*

by all professional teachers that use their knowledge of Orton-Gillingham and not every teacher in other schools have the ability to teach this way. Students in Bridge Prep are being nurtured by teachers, different strategies for all students are being used. Parents are always in communication with staff and teachers. Middle school would mean that students from all background of learning and abilities can learn and will learn from the knowledgeable staff of Bridge Prep. Thank you

- *This is life changing for students with dyslexia*
- *I love the idea of this new middle school! However, I have concerns about campus infrastructure to support traffic/parking/shared community space. Perhaps different start/end times to help alleviate stress? So many ideas to add in regards to family support, goal setting, community building and school spirit! However, I'm not an educator and can't suggest the first thing when it comes to designing a program. I would want segregation between the 1-5 & 6-8 students, with the exception of buddy day type activities.*
- *Helping students grow in conflict resolution.*
- *I wish it was K-8 already. Let's do this!*
- *Strongly encourage students creative expression*
- *Keep Orton Gillingham and add foreign languages*
- *More science classes. AP classes.*
- *More science classes. AP classes.*
- *Smaller class settings*
- *Stay great as you are!*
- *Small class sizes*
- *Having your own bldg so we don't have to share space*
- *Have its own gym*
- *Science and arts*
- *Great School!!*
- *Small classes*
- *Good Luck!!*
- *After school opportunities*
- *Computer/tech classes*

- *BPCS middle school would be so good for SI, we need this!*
- *DOE middle schools are too large, keep the school a small size and watch it fill*
- *I truly do believe in a classroom where there is a combination of Neurotypical and Neuro diverse students. The neurodivergent child needs the role model of the Neurotypical kid. Not that the Neurotypical kid is better. Neurotypical kids do have weaknesses as well, but they obviously have more strengths. So the neurodivergent kid needs the role model of the Neurotypical kid to help succeed in life not just the teachers. The neurodivergent kids need the Neurotypical kids to talk and socialize with, and know how to act socially by observing. If everyone in the classroom is neurodivergent, how are they going to have progress an academic and social strength, if they do not see it and or observe it.*
- *This schools setting can benefit any child. My twins are very different learners and Bridge Prep supports both of their needs as one excels in all they do and the other needs other support in other ways. Both children have more confidence and are growing as learners. I only hope the middle school will continue the same mission and help children, grow, gain confidence and feel a part of a community.*
- *Consider integrating technology in the curriculum to prepare students for the digital age. Providing flexible learning spaces and promoting teacher-student engagement could further enrich the learning environment. Lastly, seeking input from both students and parents throughout the planning process will ensure a holistic approach to designing the middle school program*
- *My biggest want is having more exposure to specials. A lot of growth happens in the middle school age range and this is where children get to try different things. Scheduling needs to be done where students are still getting their services and also receiving specials. I am interested in a school that creates a sense of community and we have our own space.*
- *Some suggestions I have as the new program is designed is to find as many employee's who are willing to be trained in reading remediation in OG or are trained already. I also suggest finding an ELA and Math coach certified to teach middle school and with 5 years or more of experience teaching at that grade level to help the incoming teachers with content.*

- *If done right I think it can be a great school as long as it stays true to children with dyslexia and not anyone with an iep. I also think it will have to follow ieps, and have creative outlets such as band, art, lego robotics.*
- *Think about how to incorporate academic support for students who are new and have been struggling in their previous school before arriving in Bridge Prep in a way that makes it part of the culture of the school.*
- *The school is great. Staff and teachers go above and beyond. My daughter struggled with reading but since she is in Bridgeprep Charter school she has improved so much. Keep it the good work!*
- *Continuity is so important for students with learning difficulties. Bridge 2 makes so much sense because the staff could easily collaborate for the best results for each student.*
- *Continue the great work that you provide by giving students giving them a great academic curriculum and prepare them for sustainable success.*
- *Bridge Prep has a wonderful staff of teachers that are so caring and truly want to see our children succeed. Keep the same quality of teachers and teaching methods in place.*
- *Need schools that plan future independence for our students. Different languages, sign languages, music classes, cooking, gardening. Real life knowledge.*
- *Combining the science of reading with implantation of more technology based activities will set our kids up for success in the future!*
- *Amazing. Hope this really happens is a great addition for kids with dyslexia who need special services focusing on their education*
- *I'm all in favor for multisensory learning for all children with a new DIVERSIFIED, learning and instructional techniques*
- *My son is right now in bridge prep it is a wonderful school Mr Castanza runs an amazing school with great teachers.*
- *Establish a positive environment with arts and sciences to help the children gain confidence to prepare for high school*
- *Continue after school programs for additional help as well as give homework to support learning in school at home.*

- *Outline it close to the way the current one is outlined. You guys have very good communication with parents.*
- *Maybe one class. Teaching life skills Managing money and debt, also how to write their own signatures.*
- *To make our school with a gym and to expand all the way to 12th grade… My son and I would love that*
- *No feedback!! Great school, meets the needs of so many who would've otherwise been left behind.*
- *Maintain a similar educational philosophy - you're obviously doing something right.*
- *Advanced programs for students who may struggle in some areas but excel in others*
- *Your school is awesome.i know it will be fantastic for the middle schoolers too.*
- *Elective classes (music, computers, art, film/media) After school programs/clubs*
- *I would like to see students have different options for after school programs.*
- *Strong Arts Program, Small School Size, Happy and Talented Staff*
- *Show them you have students that need this middle school!!*
- *Small class size and help students to prepare SHSAT*

BRIDGE PREP CHARTER SCHOOL

2023 PARENT/GUARDIAN SURVEY

Each year, we reach out to members of our school community for their feedback. Please take a few moments to complete the following survey. Your input helps our team get a better understanding of what members of the school community think about their school. The information collected by the survey is designed to support a dialogue among all members of the school community about how to make Bridge Prep a better place to learn as we go through this school year.

How many of your children are enrolled at Bridge Prep? *

Short answer text

In what grade(s) is your child(ren) enrolled? *

- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th

If Bridge Prep had middle school grades, I would be excited for my child to stay. *

	1	2	3	
Strongly Disagree	○	○	○	Strongly Agree

Bridge Prep Middle School Opening Interest Survey

As a result of the transformational academic growth of our students, and incredibly high demand from members of the Staten Island community, Bridge Prep Charter School is excited to announce their application to the SUNY Board of Trustees to establish a new middle school on Staten Island, Bridge Preparatory Charter School 2.

If approved, Bridge Prep 2 will open in September 2025 as the first middle school of its kind in New York State, providing the community with a specially designed middle school option serving a total of 250 students, rooted in the Science of Reading. The school's mission is to build on the success of the current Bridge Prep Charter Elementary School and support the academic growth of our community's neurodiverse students and prepare them for sustainable success. We'd love your feedback on this short survey to help us as we plan for the opening and design of this potential new middle school.

* Indicates required question

1. Do you support Bridge Prep's application to open a middle school? *

   Mark only one oval.

   - ◯ Yes
   - ◯ No

2. Why are you interested in supporting our new middle school? (Check all that apply.) *

   Check all that apply.

   - ☐ I have a current Bridge Prep student.
   - ☐ I have a prospective middle schooler.
   - ☐ I am a Bridge Prep supporter.
   - ☐ I support new school options for diverse learners.
   - ☐ Other:

3. Do you have (or know) a child who will be in middle school in 2025 or beyond? If so, tell us what grade they are in now.

Check all that apply.

- [ ] Kindergarten
- [ ] 1st grade
- [ ] 2nd grade
- [ ] 3rd grade
- [ ] 4th grade
- [ ] 5th grade
- [ ] N/A

4. If approved to open a new middle school, it would open in Fall 2025. If your child was eligible t attend our middle school, would you apply for admission?

Mark only one oval.

- ◯ Yes
- ◯ No

5. If our middle school is approved to open, would you encourage family and friends to apply? *

Mark only one oval.

- ◯ Yes
- ◯ No

6. We want your feedback to help us plan our proposed new middle school! What suggestions do you have as we design our program?

This content is neither created nor endorsed by Google.

Google Forms

THE ASSEMBLY
STATE OF NEW YORK
ALBANY

[redacted]

[redacted]

February 6, 2024

SUNY Charter Schools Institute
The State University of New York
H. Carl McCall SUNY Building
353 Broadway,
Albany, NY 12246

Dear Members of the SUNY Board of Trustees:

We the undersigned are writing to express our strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2" herein), which would serve as New York State's first public charter middle school rooted in the Science of Reading and designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, Staten Island is once again ready to lead and excitedly welcomes Bridge Prep 2 as an addition to our community.

We appreciate your attention to and consideration of this matter. Do not hesitate to contact any of us directly if follow-up is necessary.

Sincerely,

[redacted]

[redacted]

[redacted]

Congress of the United States
House of Representatives
Washington, DC 20515–3211

Katheryn Connell-Espinosa
Executive Director
SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246

February 2024

It is with great pleasure that I write in support of the application for Bridge Prep Charter School to open a new middle school in New York City that will focus its education on students with dyslexia. I believe this specialized school would be an asset to our community and provide sorely needed high quality instruction in our district and I proudly endorse this effort.

According to the International Dyslexia Association, dyslexia affects 1 in 5 people. Dyslexia can have a significant impact on academic success and students struggle with reading comprehension and fluency, spelling, and writing. Very often, they also have difficulty with math and other subjects that require strong reading skills. Children with dyslexia require structured, multi-sensory instruction. Bridge Prep is a unique school in that it is the **only** public school in New York City that serves children with dyslexia and other language-based learning needs. They offer educational opportunities for students who are much better served outside the traditional school setting.

Bridge Prep's founder and board have a clear commitment to the work they do and to serving our families. A middle school is the logical step to continue this much needed school. I fully support their application.

Sincerely,

[redacted]

PRINTED ON RECYCLED PAPER

STATEN ISLAND ECONOMIC DEVELOPMENT CORPORATION

[redacted]

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February 6, 2024

Dear Members of the SUNY Board of Trustees,

On behalf of the Staten Island Economic Development Corporation (SIEDC), I am writing to express our strong support for the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to the implementation of the Science of Reading across New York's schools, much of which place emphasis on supporting early and elementary literacy instruction.

At the cornerstone of local economic development is investing in our youth and their unique abilities. Bridge Prep Charter School plays a key role in fostering an inclusive learning environment focused on innovative teaching methods and curriculum design, which not only contribute to greater learning opportunities but helps to cultivate the development of a skilled future workforce. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle schoolers, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for students throughout their educational journeys. Given the lack of middle schools to support the needs of students with language-based learning differences across our city, the SIEDC would be proud to partner with Bridge Prep 2 in our continued mission to expand educational opportunities and further economic vitality for our youth and their families.

Thank you,

[redacted]

The Staten Island Foundation

[redacted]

Dear Members of the SUNY Board of Trustees,

The Staten Island Foundation has developed a funding relationship with Bridge Preparatory Charter School and as such we are confident in the school's leadership and would like to offer our support in their efforts to open Bridge Preparatory Charter School 2("Bridge Prep 2").

Bridge Prep's approach, using the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, is proving to be life changing for students in our community. There are too few opportunities such as this in New York City. In June 2023, the Foundation provided funds to assist with trainings for teachers in the Bridge Prep Structured Literacy Practicum Program. At last report, they have finished their training and are now providing targeted literacy support to students who require explicit and direct instruction. These steps toward creating a professional development center based on Bridge Prep's approach will become a vital community resource.

The leadership and faculty of Bridge Prep have built experience and expertise that the larger New York City education sector may benefit from as the field returns to traditional strategies with a fresh perspective. Bridge Prep's success can be New York City's success.

The Staten Island Foundation joins with other members of our community in encouraging your careful consideration of Bridge Prep's request to establish Bridge prep 2.

[redacted]

[redacted]

Division of Child &
Adolescent Psychiatry

[redacted]

February 1, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, in our community.

As Associate Professor of Psychology at Columbia University, Director of the National Institute of Child Health Development's Learning Disability Innovation Hub, and a founding member the Board of Directors of Bridge Prep Charter School, I have spent my career helping neurodiverse learners whether it is through my research or direct intervention. Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we are excited about the possibility of adding Bridge Prep 2 to our incredible community.

Sincerely,

[redacted]

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

As a Staten Island parent and community advocate, I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2 ("Bridge Prep 2") - New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language-based learning differences, such as dyslexia, on Staten Island.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which place emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language-based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language-based learning differences, which eluded our students for far too long until recently. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community. As the public access television network for the Island, we work with schools across the Island in every age

group to offer students hand-on experience in the field and a place to learn, grow, and share their diverse voices.

Thank you for your attention to this incredibly important issue.

Most Sincerely,

[redacted]

NONPROFIT
STATEN ISLAND

[redacted]

January 31, 2024

Dear Members of the SUNY Board of Trustees,

BOARD OF DIRECTORS

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I am writing to you in strong support for the establishment of Bridge Preparatory Charter School 2 ("Bridge Prep 2") – New York State's first public charter middle school dedicated to the Science of Reading and designed to cater to the needs of students with language-based learning differences, such as dyslexia, in our community.

We find encouragement in recent announcements by state and local officials regarding new commitments to implementing the Science of Reading in New York's schools, particularly focusing on early and elementary literacy instruction. Staten Island takes pride in being the home of one of our esteemed partners, Bridge Prep Charter School, which stands as New York's inaugural public elementary school designed to address the needs of students with language-based learning differences. Bridge Prep has emerged as a leader in this field, consistently showcasing academic success through the transformative growth of its students.

The Staten Island community has been vocal about its desire for specially designed school options, particularly for students with language-based learning differences. Given the limited availability of middle schools to meet the needs of this student group in our city, we enthusiastically welcome Bridge Prep 2 as an addition to our remarkable community and express our eagerness to collaborate with the school.

Thank you for your attention to this matter, and we look forward to the positive impact that Bridge Prep 2 will undoubtedly bring to our community's education landscape.

[redacted]

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

Sincerely,

[redacted]

BOARD OF DIRECTORS

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Chief Executive Officer

Established 1970

South Shore
Rotary
Staten Island, N.Y.

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

[redacted]

Service Above Self

District 7230

PRIDE CENTER
of STATEN ISLAND
Staten Island's LGBT Community Center

[redacted]

February 8, 2024

Dear Members of the SUNY Board of Trustees,

I am writing to you in strong support of the opening of Bridge Preparatory Charter School 2("Bridge Prep 2")- New York State's first public charter middle school rooted in the Science of Reading, designed to meet the needs of students with language based learning differences, such as dyslexia, in our community.

Like many New Yorkers, we are encouraged by recent announcements by state and local officials related to new commitments to implementation of the Science of Reading across New York's schools, much of which places emphasis on supporting early and elementary literacy instruction. We are proud that Staten Island is the home of one of our partners, Bridge Prep Charter School, New York's first and only public elementary school designed to meet the needs of students with language-based learning differences. Bridge Prep has already become a leader in this area, consistently demonstrating academic success as evidenced by the transformational growth of its students.

Building off the successes made by Bridge Prep in offering a dynamic learning environment for some of our most creative, diverse learners, the opening of Bridge Prep 2 will fill a critical gap for middle school learners, especially those with language based learning differences, with a rigorous, engaging and specially designed academic environment rooted in the Science of Reading. This is something that is both critically needed and highly sought after in our community and across the state.

The Staten Island community has been clear with its desire for specially designed school options for our students, particularly our students with language based learning differences. Given the lack of middle schools to support the needs of this group of students across our city, we would be excited to partner with Bridge Prep 2 and would welcome the school as an addition to our incredible community.

Thank you,

[redacted]

Gmail

<Update> Bridge Prep Is Applying To Open a Middle School

[redacted] Mon, Jan 29, 2024 at 2:07 PM
To: Tim Castanza <tim@bridgeprepcharter.org>, [redacted]

Great! Let me know if you need a letter of support.

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 2:00 PM
[redacted]
Subject: [EXTERNAL] <Update> Bridge Prep Is Applying To Open a Middle School

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to phish@oti.nyc.gov as an attachment.

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:08 PM
To: Tim Castanza <tim@bridgeprepcharter.org> [redacted]
Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>, Barbara Stella <bstella@bridgeprepcharter.org>

[redacted] It was good talking with you today. You have the Senator's support, and I will follow up with him regarding this email. Thank you.

Sincerely,

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 1:49 PM
[redacted]
Cc: RoseMarie Illuzzi <rosemarie@bridgeprepcharter.org>; Barbara Stella <bstella@bridgeprepcharter.org>
Subject: <Update> Bridge Prep Is Applying to Open a Middle School!

You don't often get email from tim@bridgeprepcharter.org. Learn why this is important

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:41 PM

To: Tim Castanza <tim@bridgeprepcharter.org>

Very exciting news, thank you so much for this update! Please let us know if we can do anything to help like provide a letter of support for your application or anything else along the way.

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 2:09 PM
[redacted]
Subject: <Update> Bridge Prep Is Applying to Open a Middle School!

You don't often get email from tim@bridgeprepcharter.org. Learn why this is important

Gmail

<Update> Bridge Prep Is Applying to Open a Middle School!

[redacted] Mon, Jan 29, 2024 at 2:28 PM
To: Tim Castanza <tim@bridgeprepcharter.org>, [redacted]

Hello Tim,

Great speaking with you today. I will share this great news with the Council Member.

Let us know if there is anything we can do to support.

Best,

[redacted]

From: Tim Castanza <tim@bridgeprepcharter.org>
Sent: Monday, January 29, 2024 1:53:10 PM
[redacted]
Subject: [EXTERNAL] <Update> Bridge Prep Is Applying to Open a Middle School!

CAUTION: This email originated from outside of the organization. Do not click links or open attachments unless you recognize the sender and know the content is safe. Report suspected phishing emails with the Phish Alert Button or forward them to phish@oti.nyc.gov as an attachment.

February 7, 2024

To Whom It May Concern:

On behalf of the Bridge Preparatory Charter School Family Association, I am writing this letter to express our support of the opening of Bridge Preparatory Charter School 2 ("BPCS2"). As the current President of the Bridge Prep Family Association, I currently have a child who attends Bridge Prep Charter School. Since there is currently no middle school on Staten Island, let alone New York State, that is designed for children with language-based learning disabilities, there is no appropriate place for my child to attend middle school once he graduates 5th grade.

All of our current Bridge Prep families send their children to Bridge Prep for the same reason, to get the education that they deserve in an environment where they are not pushed aside because of their disability. Bridge Prep is a place where our kids feel accepted, included and valued for who they are, not who they are supposed to be.

As the President of the Bridge Prep Family Association, I am proud to represent our school community and families. We are a group of parents and caregivers with one main goal, to have a place for our diverse learners to thrive socially and academically. Bridge Prep offers an academic environment that supports the needs of not only our children, but also offers support for families.

As our children are approaching their final years of elementary school, we as parents are anxiously awaiting what the future looks like. BPCS2 would serve as an essential part of our children's educational path, as it will continue to foster and nurture the Science of Reading.

In conclusion, we are in full support of opening BPCS2. Currently, there is no middle school option for our neurodiverse children to be successful in. BPCS2 would serve as an opportunity for our children to be able to continue to grow and overcome the stigma of having a language-based learning disability.

With appreciation,

[redacted]

f. Evidence of Student Demand

Attached is evidence of two surveys we administered to current BPCS families. Below are summaries of the results from these Interest and Feedback Surveys (pre application submission):

- **Question: Do you support Bridge Prep's application to open a middle school**
  - Response Data: 100% of respondents answered- Yes

- **Question: Do you have(or know) a child who will be in middle school in 2025 or beyond? If so, what grade are they in now?**
  - Response: 95% yes

- **Question: If approved to open a new middle school, it would open in Fall 2025. If your child was eligible to attend our middle school, would you apply for admission?**
  - Response: 98% yes

- **Question: If our middle school is approved to open, would you encourage family and friends to apply?**
  - Response: 100% yes

- **Question: We want your feedback to help us plan our proposed new middle school! What suggestions do you have as we design our program?**

  Open Responses:

  - *Small classroom setting*
  - *A small classroom setting*
  - *Small class setting*
  - *I was eager to send my child to a K-8th grade program for continuity and community purposes which was the number one reason I hesitated to send him to Bridge Prep (BP) despite his diagnosis with dyslexia during the spring of his kindergarten year. Though I am glad that I did. His reading skills have improved immensely (he basically just reached Level A at the end of kindergarten but was still struggling with letter identification). I know OG is changing my child's life through not only skill-building but confidence-boosting — which is equally as important for helping him grow into a healthy person.*
  - *I would love for the middle school to be approved! All students that are being taught in Bridge Prep with the strategies that they use, other schools will not be able to help those who struggle with reading. Those students that have dyslexia are being taught*

by all professional teachers that use their knowledge of Orton-Gillingham and not every teacher in other schools have the ability to teach this way. Students in Bridge Prep are being nurtured by teachers, different strategies for all students are being used. Parents are always in communication with staff and teachers. Middle school would mean that students from all background of learning and abilities can learn and will learn from the knowledgeable staff of Bridge Prep. Thank you

- *This is life changing for students with dyslexia*
- *I love the idea of this new middle school! However, I have concerns about campus infrastructure to support traffic/parking/shared community space. Perhaps different start/end times to help alleviate stress? So many ideas to add in regards to family support, goal setting, community building and school spirit! However, I'm not an educator and can't suggest the first thing when it comes to designing a program. I would want segregation between the 1-5 & 6-8 students, with the exception of buddy day type activities.*
- *Helping students grow in conflict resolution.*
- *I wish it was K-8 already. Let's do this!*
- *Strongly encourage students creative expression*
- *Keep Orton Gillingham and add foreign languages*
- *More science classes. AP classes.*
- *More science classes. AP classes.*
- *Smaller class settings*
- *Stay great as you are!*
- *Small class sizes*
- *Having your own bldg so we don't have to share space*
- *Have its own gym*
- *Science and arts*
- *Great School!!*
- *Small classes*
- *Good Luck!!*
- *After school opportunities*
- *Computer/tech classes*

- *BPCS middle school would be so good for SI, we need this!*
- *DOE middle schools are too large, keep the school a small size and watch it fill*
- *I truly do believe in a classroom where there is a combination of Neurotypical and Neuro diverse students. The neurodivergent child needs the role model of the Neurotypical kid. Not that the Neurotypical kid is better. Neurotypical kids do have weaknesses as well, but they obviously have more strengths. So the neurodivergent kid needs the role model of the Neurotypical kid to help succeed in life not just the teachers. The neurodivergent kids need the Neurotypical kids to talk and socialize with, and know how to act socially by observing. If everyone in the classroom is neurodivergent, how are they going to have progress an academic and social strength, if they do not see it and or observe it.*
- *This schools setting can benefit any child. My twins are very different learners and Bridge Prep supports both of their needs as one excels in all they do and the other needs other support in other ways. Both children have more confidence and are growing as learners. I only hope the middle school will continue the same mission and help children, grow, gain confidence and feel a part of a community.*
- *Consider integrating technology in the curriculum to prepare students for the digital age. Providing flexible learning spaces and promoting teacher-student engagement could further enrich the learning environment. Lastly, seeking input from both students and parents throughout the planning process will ensure a holistic approach to designing the middle school program*
- *My biggest want is having more exposure to specials. A lot of growth happens in the middle school age range and this is where children get to try different things. Scheduling needs to be done where students are still getting their services and also receiving specials. I am interested in a school that creates a sense of community and we have our own space.*
- *Some suggestions I have as the new program is designed is to find as many employee's who are willing to be trained in reading remediation in OG or are trained already. I also suggest finding an ELA and Math coach certified to teach middle school and with 5 years or more of experience teaching at that grade level to help the incoming teachers with content.*

- *If done right I think it can be a great school as long as it stays true to children with dyslexia and not anyone with an iep. I also think it will have to follow ieps, and have creative outlets such as band, art, lego robotics.*
- *Think about how to incorporate academic support for students who are new and have been struggling in their previous school before arriving in Bridge Prep in a way that makes it part of the culture of the school.*
- *The school is great. Staff and teachers go above and beyond. My daughter struggled with reading but since she is in Bridgeprep Charter school she has improved so much. Keep it the good work!*
- *Continuity is so important for students with learning difficulties. Bridge 2 makes so much sense because the staff could easily collaborate for the best results for each student.*
- *Continue the great work that you provide by giving students giving them a great academic curriculum and prepare them for sustainable success.*
- *Bridge Prep has a wonderful staff of teachers that are so caring and truly want to see our children succeed. Keep the same quality of teachers and teaching methods in place.*
- *Need schools that plan future independence for our students. Different languages, sign languages, music classes, cooking, gardening. Real life knowledge.*
- *Combining the science of reading with implantation of more technology based activities will set our kids up for success in the future!*
- *Amazing. Hope this really happens is a great addition for kids with dyslexia who need special services focusing on their education*
- *I'm all in favor for multisensory learning for all children with a new DIVERSIFIED, learning and instructional techniques*
- *My son is right now in bridge prep it is a wonderful school Mr Castanza runs an amazing school with great teachers.*
- *Establish a positive environment with arts and sciences to help the children gain confidence to prepare for high school*
- *Continue after school programs for additional help as well as give homework to support learning in school at home.*

- *Outline it close to the way the current one is outlined. You guys have very good communication with parents.*
- *Maybe one class. Teaching life skills Managing money and debt, also how to write their own signatures.*
- *To make our school with a gym and to expand all the way to 12th grade… My son and I would love that*
- *No feedback!! Great school, meets the needs of so many who would've otherwise been left behind.*
- *Maintain a similar educational philosophy - you're obviously doing something right.*
- *Advanced programs for students who may struggle in some areas but excel in others*
- *Your school is awesome.i know it will be fantastic for the middle schoolers too.*
- *Elective classes (music, computers, art, film/media) After school programs/clubs*
- *I would like to see students have different options for after school programs.*
- *Strong Arts Program, Small School Size, Happy and Talented Staff*
- *Show them you have students that need this middle school!!*
- *Small class size and help students to prepare SHSAT*

BRIDGE PREP CHARTER SCHOOL

2023 PARENT/GUARDIAN SURVEY

Each year, we reach out to members of our school community for their feedback. Please take a few moments to complete the following survey. Your input helps our team get a better understanding of what members of the school community think about their school. The information collected by the survey is designed to support a dialogue among all members of the school community about how to make Bridge Prep a better place to learn as we go through this school year.

How many of your children are enrolled at Bridge Prep? *

Short answer text

In what grade(s) is your child(ren) enrolled? *

- [ ] 1st
- [ ] 2nd
- [ ] 3rd
- [ ] 4th
- [ ] 5th

If Bridge Prep had middle school grades, I would be excited for my child to stay. *

	1	2	3	
Strongly Disagree	○	○	○	Strongly Agree

Bridge Prep Middle School Opening Interest Survey

As a result of the transformational academic growth of our students, and incredibly high demand from members of the Staten Island community, Bridge Prep Charter School is excited to announce their application to the SUNY Board of Trustees to establish a new middle school on Staten Island, Bridge Preparatory Charter School 2.

If approved, Bridge Prep 2 will open in September 2025 as the first middle school of its kind in New York State, providing the community with a specially designed middle school option serving a total of 250 students, rooted in the Science of Reading. The school's mission is to build on the success of the current Bridge Prep Charter Elementary School and support the academic growth of our community's neurodiverse students and prepare them for sustainable success. We'd love your feedback on this short survey to help us as we plan for the opening and design of this potential new middle school.

* Indicates required question

1. Do you support Bridge Prep's application to open a middle school? *

   Mark only one oval.

   - ◯ Yes
   - ◯ No

2. Why are you interested in supporting our new middle school? (Check all that apply.) *

   Check all that apply.

   - ☐ I have a current Bridge Prep student.
   - ☐ I have a prospective middle schooler.
   - ☐ I am a Bridge Prep supporter.
   - ☐ I support new school options for diverse learners.
   - ☐ Other: _____

3. Do you have (or know) a child who will be in middle school in 2025 or beyond? If so, tell us what grade they are in now.

Check all that apply.

- [ ] Kindergarten
- [ ] 1st grade
- [ ] 2nd grade
- [ ] 3rd grade
- [ ] 4th grade
- [ ] 5th grade
- [ ] N/A

4. If approved to open a new middle school, it would open in Fall 2025. If your child was eligible t attend our middle school, would you apply for admission?

Mark only one oval.

- ◯ Yes
- ◯ No

5. If our middle school is approved to open, would you encourage family and friends to apply? *

Mark only one oval.

- ◯ Yes
- ◯ No

6. We want your feedback to help us plan our proposed new middle school! What suggestions do you have as we design our program?

This content is neither created nor endorsed by Google.

Google Forms

a. Enrollment Plan

BPCS 2 plans to enroll 76 sixth grade students in Year 1. Our enrollment plan adds approximately 76 students in Year 2, serving grades sixth and seventh and in Year 3, the school would reach the full grade span of sixth through eighth, serving a total of 228 students. We anticipate an 87-90% retention rate each year, based on the retention rate of our partner school, BPCS. In Year 4 and 5, we plan to continue with a total enrollment of 228. This grade configuration is a natural fit with elementary schools in the district, most of which culminate in fifth grade. We have not identified any instances of grade configuration misalignment with our intended district of location. The minimum eligible age for the grades offered at BPCS2 would be the same as the district.

While we believe that our proposed school size is the most appropriate to serve the needs of our intended population and do not expect to increase middle school enrollment at the end of the charter term or during a subsequent term, we will monitor demand for additional seats from the community and which will serve as the basis for determining if additional seats are needed than originally projected. As described in this application, a small school and small class size is an important component of our approach to serving our target population of students, especially those with language-based learning disabilities.

We anticipate an attrition rate of 10%, which is based on the data from our partner (BPCS) as well as our understanding of district enrollment trends. As a school rooted in community need, we plan to backfill in every grade to replace any students lost through attrition.

b. Target Population Enrollment

Our recruitment of students and outreach to families in the community will be inclusive and extensive, and will emphasize our mission and the benefits of our instructional programming, proven effective for all students. In addition to our website and social media, we will engage in multiple forms of outreach such as open houses, recruitment events, newspapers and online sources, information sessions and community presentations, including outreach to faith based and community organizations to: present our mission and school design and raise awareness about literacy challenges; disseminate admission materials; and garner community feedback on family and student needs. Based on the overwhelmingly positive response from members of the Staten Island community, affirming the need for BPCS2 due to the lack of options currently available for struggling middle school readers, and as a school designed to alter the academic path of students, especially those struggling with literacy, we believe our enrollment retention rates will be representative of a diverse group of students and will meet or exceed the enrollment and retention targets established by the SUNY Trustees for students with disabilities, ELLs, and FRPL students. The enrollment and retention calculator found on the SUNY CSI's website generated the targets shown in the table below:

Enrollment and Retention Targets[1]		
	Enrollment	Retention
Economically Disadvantaged	57.6%	96.3%

[1] Enrollment and Retention Targets Calculator, access at https://www.newyorkcharters.org/resource-center/school-leaders/accountability/enrollment-retention-targets/ert. As stated by the calculator, the targets are based on data from 2015-2016 through 2017-2018.

Students with Disabilities	21.1%	95.7%
English Language Learners	4%	96.1%

Recruitment strategies for target populations: Our recruitment will ensure equitable and widespread access to resources and information to all prospective students and families in the community and all marketing and recruitment materials will be provided in the various languages spoken in the larger community. We anticipate recruiting from our partner, BPCS, as a primary feeder into our sixth grade. In addition, specific recruitment strategies for target subgroups are as follows:

Recruiting Students Identified in Our Mission: To meet our projected enrollment targets and remain committed to our mission of providing a specially designed academic option for middle school students on Staten Island, we will continue to engage in efforts to attract students struggling with literacy from all backgrounds across CSD 31. Through presentations, advertising and community recruitment events we will emphasize to families our mission and vision and why our multisensory curriculum and balanced approach to literacy will better meet the needs of their child. To support these efforts, we will share and promote information about our instructional program, admissions process and student applications to all public and private elementary schools within CSD 31, as well as SETTS providers, social workers, local neuropsychologists who identify students with language based learning differences and private tutoring services. We will work with partner organizations in the community to identify families within their networks.

Recruiting Students with Disabilities: BPCS2 will have ample resources to address the needs of students with disabilities, which will be highlighted during our outreach to the community through targeted mailings, information sessions and social media outreach. In addition, we plan to leverage our strong community partnerships to reinforce our recruitment efforts and will enlist the support of organizations such as the Child Mind Institute's Healthy Brain Network, Parent to Parent, Families Helping Families, the Staten Island Developmental Disabilities Council.

Recruiting English Language Learners: We will host targeted informational sessions, and mailings (translated) for non-English speaking students and offer interpretation services in the predominant, non-English languages spoken across the borough, including Spanish, Russian and Chinese. To support our outreach to and recruitment of ELLs, we will build on our strong bonds with groups such as the ELL staff at local ELL advocates like El Centro, Catholic Charities, the Staten Island Immigrants Council and Island Voice. Our recruitment materials will highlight the benefits of our instructional design for ELLs and our application will be made available in a variety of languages.

Recruiting Economically Disadvantaged Students: We will perform outreach and distribute information about our school mission, structure, offerings and community partners, at the various NYCHA housing developments, local after school programs, food pantries and in mixed income neighborhoods across the borough with the support of several well-known community groups including: the NAACP, Project Hospitality, various Head Start programs, the Children's Aid Society/Goodhue Center, NYCID, and United Activities Unlimited. We will maintain a strong presence both on social media and in a variety of print-based publications and canvas in areas of mass public transportation such as the Staten Island Ferry, Staten Island Railroad stations and bus terminals.

Preferences: BPCS 2 will offer a lottery preference for students who reside in NYC Community School District 31 (CSD 31) with a current IEP that indicates the student has dyslexia, an impairment in reading or

difficulties with/an impairment in phonological awareness skills and development. This preference percentage is designed to ensure our steadfast commitment to expanded learning opportunities for at-risk students, while also ensuring we meet the enrollment and retention targets mandated by State Education Law. In addition, BPCS 2 will offer a lottery weight for English language learners, to ensure that our population reflects that of the district.

Retention Strategies for Target Populations: Student retention at BPCS2 will be a student focused, daily effort, as we know that improving literacy outcomes for our students and building our school community will take time and continuity. Family communication, participation and support are key factors in assuring we retain all of our students and our school structure enables us to involve families in a variety of ways. Our involvement of families in school and community events and partnership with them in strategic decision making, will provide families with direct involvement in assuring their needs and concerns are heard.

As a school built to support the needs of students with learning differences, most elements of our program also support the retention of ELLs and ED students. Every choice we make, in and outside of the classroom, is intended to support at-risk student populations. A BPCS 2 classroom is rooted in multisensory, research-based instructional strategies designed to target the needs of SWD, ELLs, and ED students. Our integrated co-taught classroom model provides small group instruction that targets individual students' needs and differentiation and scaffolding to bolster students' skills, with two teachers in every classroom. Our Student Support Team provides push-in and pull-out social emotional instruction to further provide targeted intervention. Our school social workers provide students with behavioral intervention and support, in addition to outreach to families dealing with grief, relocation, trauma, and other familial affairs that impact student learning.

Retention strategies for each subgroup are detailed below:

Retention Strategies for Students Identified in Our Mission: We believe that retention of students identified in our mission will be based on several factors, most notably student success, improved academic performance and family participation. As our students grow both academically and socially, with structural supports such as a dedicated Student Support Team and our classroom structures, it will become clear that BPCS2 is the right place for them to remain in a success cycle within a culture of achievement.

Retention Strategies for Students with Disabilities: When students have been identified as a SWD, both student and family become part of the team that provides fundamental support structures. Dedicated staff, such as our Director of Specialized Instruction, special education teachers and Student Support Team, will continuously monitor Response to Intervention and the feedback loop between assessments and modification of instruction. We will use our family and community partnerships and the CSD 31 CSE to assure our supports are appropriate and work for each individual student. As our SWDs succeed through these measures, they and their families will want to remain with BPCS2 and continue their progress.

Retention Strategies for English Language Learners: Multisensory instruction is particularly effective for ELLs, something seen throughout our visits to successful school models. Our staff's preparedness in Universal Design for Learning (UDL), as well as the use of the NYSESLAT as a data tool to inform instruction, Sheltered Instruction Observation Protocol and other research-based instructional strategies for

supporting ELLs, will drive academic achievement. Our school culture, via The Leader in Me (TLIM) inclusiveness alongside our classroom teachers, and Family Association, will include events and activities that celebrate the traditions of our students. Teachers will connect curriculum to multicultural literature, increasing the likelihood of our ELLs seeing the value and connections of literacy in their daily lives. We believe these strategic decisions will provide culturally sensitive and welcoming community that will ensure our ELLs succeed and remain at BPCS2.

Retention Strategies for Economically Disadvantaged Students: In alignment with our mission and commitment to families and students in economic need, which assures that students have tools necessary to achieve academic success, we will work to reduce any financial strains on families. In addition to our extended school day, which provides families with the supports related to an earlier start time and later end time, we will offer students any needed school supplies or clothes that meet the school dress code, as well cover costs associated with any field trip or school wide activity. Our supportive school culture and caring staff will provide all students with the assistance they need to thrive.

Monitoring Enrollment and Retention: We will conduct annual reviews of enrollment and retention data in comparison with our district and prior years of data to evaluate our recruitment and retention strategies for ELLs, SWD, and ED students. In addition, we will review student performance data, disaggregated for each subgroup to help understand and identify any areas of where our outcomes are not meeting targets.

Record of Meeting Enrollment and Retention Targets of Partner School: Our partner organization, BPCS, is located in CSD 31, which represents the entire borough of Staten Island. In 2022-23, 98% of BPCS students were from CSD 31. The enrollment of SWD at BPCS is substantially higher than that of CSD 31, with 67% of BPCS students classified as SWD in 2022-23 and 27% of CSD 31 students classified as SWD in the same year. BPCS also enrolls a higher population of ED students than that of CSD 31: in 2022-23, 65% of BPCS students were ED, compared to 61% of students in CSD 31. While the enrollment of ELL students at BPCS has increased slightly in every year of its first charter term, it has not met the target for CSD 31. In 2023, BPCS added a lottery weight for ELLs in its admissions policy to support increased enrollment of ELLs. Anticipating that this may also be a challenge for BPCS2, we are proposing a lottery weight for ELLs at BPCS2. In addition to adding a lottery weight for ELLs, to address our enrollment of ELLs, BPCS 2 introduced several specific strategies for recruiting ELLs in our first charter term, including:

- Hosted a Spanish-language version of a popular play on the BPCS campus and invited community members to attend the performance.
- Conducted recruitment efforts in neighborhoods throughout Staten Island and southern Brooklyn with high populations of ELLs, such as Port Richmond, West Brighton, South Beach, Rosebank, Tottenville, Sunset Park, Bensonhurst, and Bay Ridge. These outreach efforts included visits to local establishments, targeted mailings communication with community leaders and engagement with current BPCS families who live in these communities;
- Continued to strengthen our relationships with local organizations that serve ELL families, such as the Staten Island Immigrants Council, La Colemena, the CYO, and Island Voice, to ensure that these families are aware of our program; and
- Highlighted the benefits of BPCS's multisensory curriculum and structured literacy approach for ELLs in all marketing materials and presentations.

As shown in the 2022 NYSED Charter School Information Dashboard, the average retention rate for all students at BPCS to date was 87%. Notably, the retention rate for SWD at BPCS exceeded that of SWD in

CSD 31 by 10 percentage points in 2021-22. Supporting retention is an ongoing process at BPCS that begins in our first trimester, when the Student Support Team completes targeted outreach calls to families.

c. Student Enrollment Table

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School	76	76	76	76	76	
7th Grade	Middle School		76	76	76	76	
8th Grade	Middle School			76	76	76	
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		76	152	228	228	228	

d. Admissions Policy: As a public charter school, Bridge Preparatory Charter School 2 ("BPCS2") is open to all New York State students and will not limit the admission of any student on any unlawful basis, including on the basis of ethnicity, disability, race, creed, gender, gender identification, sexual orientation, national origin, religion, ancestry, athletic ability, or intellectual aptitude or achievement, race, creed, gender, religion, or ancestry.

BPCS 2 does not require any action on the part of potential students or families as a condition of eligibility for enrollment (such as an admissions test, interview, essay, attendance at an information session, etc.) BPCS2's application will be available in English and Spanish and will be made available in additional languages should they be requested. BPCS 2 does not require any action (beyond the submission of a completed application) on the part of potential students or families as a condition of eligibility for enrollment.

The application deadline for all students applying for seats in grades 6-8 will be published by the school and will be April 1, annually. In the event that there are more applicants than seats available at a given grade level, an admissions lottery will be conducted. The school will notify all applicants of the time and place of the lottery, which will generally be April 2-15, subject to circumstances beyond the reasonable control of the school.

The admissions lottery will be open to the public and will be well publicized, in accordance with NYS Education Law and NYS Public Officers Law §104(1). The lottery will be held in accordance with section 119.5 of the Commissioner's Regulations. A link to access the admissions lottery will be posted on BPCS2's website and will be emailed to all families who have applied. Families can apply to BPCS2 directly from their computer or IOS device via the Apply Now section on our website which will direct families to BPCS2's application portal on SchoolMint. Parents/guardians will also have the option to download and print an application from BPCS2's website, complete that printed application, then mail the completed application to the school.

Students will be considered for admission based on the information included on their application at the time of the application's submission. When applying to BPCS 2, students should be applying for the grade that they are expected to be enrolled in the upcoming school year. For example, if a student is in 5th grade at the time of their application submission, they should be applying for 6th grade for the upcoming school year. Should a student apply to BPCS 2 after the start of the school year, the student should apply for a seat in their current grade. In the event that there is a change to the grade that the student is admitted for, or the waitlist they are placed on for the upcoming school year as a result of promotional status determination from the student's sending school, BPCS2 will follow its Promotional Policy to make a determination on the appropriate grade placement for the student at BPCS2 for the upcoming school year.

Any applicant who knowingly provides incorrect information on their application at the time of submission will be moved to the bottom of the waitlist for the correct grade. Any application(s) received after the close of the school's admissions process will be held until after the conclusion of the lottery and will be added to the grade's respective waitlist.

Admitted Grades: BPCS2 will admit students according to the grades offered at the school in a given year, as shown below:

Grades in Which Students are Admitted	School Year
6	2025-2026
6-7	2026-2027
6-8	2027-2028
6-8	2028-2029
6-8	2029-2030

Lottery : In accordance with NYS Education Law, if the number of applicants at a given grade exceeds capacity, BPCS2 will conduct an admissions lottery at each grade, which will electronically assign spaces based on the preferences listed below. The lottery will be publicly noted, and a disinterested party will conduct this process. All families of students who have applied will be notified about the lottery, but will not be required to attend nor be penalized for non-attendance.

In the event of the need for a lottery at a given grade, admission preference shall be granted to applicants in the following manner, consistent with NYS Education Law, and our mission of serving students with dyslexia or other reading and language related disabilities.

(1) Verified siblings of BPCS 2 students. A verified sibling includes a half-sibling, a stepsibling, and/or a foster sibling who lives in the same household of the child seeking admission or enrollment to BPCS2.
(2) Students who reside in NYC Community School District 31(CSD 31) with a current IEP that indicates the student has dyslexia, an impairment in reading or difficulties with/an impairment in phonological awareness skills and development.
(3) Students residing in CSD 31;
(4) Students who are children of full-time BPCS2 employees; provided that this enrollment does not exceed 15 percent of the entire student population.
(5) Students residing outside of CSD 31.

Lottery Weight for English Language Learners: BPCS2 intends to mirror the enrollment of our district in all student demographic subgroups . As such, we offer a lottery weight for applicants who indicate that they may be English Language Learners (ELL). An interested applicant who is an ELL (as defined below) will be entered in the lottery two times, should a lottery be required in that year. BPCS2 defines “ELL” as a student who answers yes to the following question: *Does the student speak a language other than English most of the time?* The application will state that this question is voluntary.

If a student has been admitted to BPCS2 via the lottery, parents or guardians will be notified via email and phone within 48 hours of the completion of the lottery and will have until April 30 to accept their seat. The notification will include information about registration and will provide families with a list of information needed upon registering including:

- an original birth certificate
- academic transcript (such as a report card, progress report, or a letter from current school)
- immunization records, and proof of address.

Proof of address may be verified by any two of the following documents dated within the past 60 days:

- A lease agreement, deed or mortgage statement for the residence;
- A residential utility bill (gas, water or electric) in the resident's name issued by a utility company (e.g. National Grid or Con Edison);
- A bill for cable television services provided to the residence which includes the name of the parent/guardian and address of the residence;
- Documentation or a letter on letterhead from a federal, state, or local government agency, including the IRS, City Housing Authority (NYCHA), the federal Office of Refugee Resettlement, the NYC Human Resources Administration (HRA) or the NYC Administration for Children's Services (ACS) or an ACS subcontractor, indicating the resident's name and address;
- A current property tax bill for the residence;
- State, city or other government issued ID (which has not expired) such as a NYS Driver's License, or State ID card;
- A paystub from the parent/guardian's employer which includes the home address; or
- Evidence of custody of the child, including but not limited to judicial custody orders or guardianship papers, which include the name of the child and address.

The admitted student is automatically guaranteed a seat at BPCS2 for all subsequent grades, unless that student withdraws from the school. When all available seats have been allocated for each grade for which seats were available, students will be placed on the grade specific waitlist. Should a family not accept a seat offer by the established deadline, the student will be placed on the grade respective waitlist (should one exist), and the seat will be offered to the next student on the grade respective waitlist.

Waitlist(s): Should a student who applied not be selected in the lottery, or should a student apply after the close of the admissions period designated above, they will be placed on a grade specific waitlist. The school will maintain the waitlist in an electronic database that will contain the names, home addresses, telephone numbers, and grade levels of students on the waitlist for a specific grade.

Backfilling: If a vacancy occurs at a given grade, BPCS2 may backfill open seats in all grades (6-8) from the grade's respective waitlist (should one exist). Should a seat become available at a given grade, the school will then contact the next family and student from the waitlist via email and follow up phone call, to offer the vacant seat to the family until all seats in each grade are filled or the waitlist is exhausted. Waitlists will remain active throughout the school year but will not carry over from school year to school year and families will need to re-apply if they are not offered a seat by the School's waitlist close date.

CURRICULUM AND INSTRUCTION

(a) Curriculum Selection and Processes

The mission of BPCS2 centers around an innovative, student-centered approach which will prepare neurodiverse students with strategies for success and lifelong learning. While many students are able to obtain the skills they need to be effective readers, and thus successful learners, in elementary school, a significant number of students do not and remain behind as they enter and progress through middle school. Even for those students who are at grade level as they enter middle school, it is important to remember that learning to read does not end as children transition from elementary to middle school, as reading is a continuous process that follows students throughout the K-12 experience. Yet most school programs and curricula are designed for children beyond the third-grade shift entirely toward the disciplines and away from the teaching of reading. In spite of the shift in curricular focus, there are still many students who have not adequately mastered foundational reading skills, many of whom are students with language based learning differences such as dyslexia- the group of students who we expect to make up a large majority of our student population.

Research has shown that when teachers instruct their students using research-based, high-quality core curriculum, it is more likely to result in improved student literacy outcomes. [1] To develop literacy skills, students need explicit instruction in foundational reading skills, such as phonemic awareness, phonics, and fluency, as well as reading comprehension skills. Instruction in foundational reading skills promotes student reading proficiency across reading domains, including the ability to read words in isolation, in connected text, and with sufficient accuracy and fluency. There is strong evidence for teaching awareness of segments of sounds and how they link to letters and for teaching students to decode words, analyze word parts, and writing and recognize words.[2] Though these recommendations are studied most extensively in elementary school grades (K-3), a significant number of students beyond elementary school will need some support and instruction in foundational reading skills.

In a 2000 study on the effectiveness of various approaches for teaching children to read, the National Reading Panel praised the Orton-Gillingham (OG) approach and specifically supported the significance of offering classroom instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.[3] This research underpins our philosophy that explicit and structured language instruction is valuable for all students, but is *critical* for students with language-based learning difficulties (such as dyslexia), those who struggle with literacy acquisition, as well as ELL students. Teaching our students the way <u>*they*</u> learn ensures they will succeed and "take their place alongside other individuals such as Woodrow Wilson, Thomas Jefferson, and Albert Einstein."[4]

[1] Fuchs et al., 2010; McMaster et al., 2008.
[2] Foorman et al., 2016
[3] Cunningham, J. W. (2001), The National Reading Panel Report. Reading Research Quarterly, 36: 326–335.
[4] (Dyslexia Institute;dyslexia-add.org).

It is important that teachers within and across grades utilize a strong, structured literacy curriculum to ensure there is a high level of alignment, access for all learners, and a steady, organized path of learning. Aligning curriculum across grade levels builds a foundation that promotes student opportunities to progress from year to year and graduate prepared for success in the post-secondary future of their choosing.

At BPCS2, all students will be offered a comprehensive, standards aligned, rigorous middle school program, inclusive of core content subjects (ELA, math, science, social studies), arts-based programming, physical education and health, foreign language and a variety of creative, specially designed electives focused on motivating and engaging students through multiple modalities. Each elective serves as an extension of core content subjects. Accelerated programming, including Regents-level courses in Algebra 1 and Life Science: Biology, as well as additional academic interventional support and enrichment, will be offered to students to ensure that students at all levels can experience success in inclusive, engaging learning environments designed to amplify and be responsive to student voice.

To meet the needs of our target population, our approach to teaching and learning will be rooted in the Science of Reading (SOR). The SOR is not a single approach or entity—the term refers to a large, diverse body of evidence that should be used to inform curriculum and pedagogy with a focus on hands-on practice to support classroom implementation. Faculty will become experienced in their implementation of evidence-based practices and are able to develop a depth of knowledge around literacy acquisition and proficiency across content areas for struggling learners.

To accomplish this, our students will receive direct and explicit instruction grounded in SOR, as well as the interdisciplinary threading of SOR across subject areas. During middle school, students embark on a journey of self- discovery, ideally engaging in collaborative and individual learning experiences that shape them as both scholars and citizens. SOR based instruction is critical for our student population as without the ability to access print, students cannot make meaning from text- which is critical as students progress through middle school and on to high school.[5]

Through our experience with our students at our partner school BPCS, this approach, building on the work we did with OG and incorporating SOR, will enhance instruction for all students and provide specific opportunities for focused interventions and enrichments for students with differing needs.

Curriculum Alignment with Key Design Elements (KDE): It is important that teachers within and across grades utilize a strong, structured literacy curriculum to ensure there is a high level of alignment, access for all learners, and a steady, organized path of learning. Aligning curriculum across grade levels builds a foundation that promotes student opportunities to progress from year to year and graduate prepared for success in the post-secondary future of their choosing. At BPCS2, all of our instructional programming and structures are aligned to our Key Design Elements (KDE) which we believe will help our team to achieve

[5] Lesaux, N. K., & Carr, K. C. (2023). *Science of reading: What is it?* New York State Education Department. https://www.nysed.gov/sites/default/files/programs/standards-instruction/literacy-brief-1.pdf

the BPCS2 mission. Given the needs of our students, we recognize that a commitment to research-based approaches to teaching reading and writing is necessary in order to develop key cognitive and linguistic skills needed for our kids to be successful. These skills, such as working memory, Executive Functioning, vocabulary and use of academic language are critical to promote the academic growth of students with language-based learning differences. Our KDEs are as follows:

Instructional Design Rooted in the Science of Reading (SOR): The term "Science of Reading" refers to over 50 years of extensive interdisciplinary research in psychology, linguistics, neuroscience, speech and language pathology, sociology, and science. Simply put, the Science of Reading(SOR) is not one curriculum, or one instructional approach. Rather, it is an evidence-based and comprehensive understanding of how individuals acquire reading skills and address challenges related to reading and writing. At BPCS2, the SOR is not our "curriculum" and is not present in one period- it is the core of our instructional design and it is practiced and infused throughout subject areas.

Research highlights that reading and literacy acquisition are not innate skills, but rather part of a learned process that requires explicit, direct, and systematic instruction. Research shows that the SOR is effective in improving academic outcomes because of its inclusivity, as students with and without learning differences benefit from its application across subject areas, as do students who are ELLs. Similarly, students at or above grade level also thrive under SOR based instruction. Research shows that best practices in math parallel the SOR and that the principles of the SOR (explicit, systematic instruction) are critical for increasing academic achievement in math. Application of these principles across all content areas will provide a consistent, research-based approach to instruction. This is especially critical at the middle school level, as content area texts are increasingly complex, and students struggle to extract meaning and content from those texts.

Innovative Charter Program: BPCS2 will operate an Innovative Charter Program that promotes differentiated, in-depth, and cohesive learning programs aligned to standards across all content areas. Our program is designed to support a neurodiverse group of students with varying academic abilities, including those who have difficulty with reading, phonemic awareness, vocabulary, literacy, as well as oral and written discourse. Our unique instructional design, with multiple teachers in each room, coupled with our unique TSE period taught by a cadre of specialists from our Academic Team, will be used for direct intervention, where students will be grouped based upon screener and assessment data. Students will move throughout groups fluidly based upon classroom and individual assessments. This period serves as an additional intervention to provide our neurodiverse students with targeted, direct intervention to support their academic growth and progress and reinforce or enhance the work being done in core content classes.

Student-Centered Design: BPCS2's student-centered design will develop students as leaders of their own learning. Examples include small classes, differentiated instruction, and amplified student voice through a dedicated House period emphasizing leadership and character development. Additionally, our creative students require additional extensions of their learning in various modalities to express themselves while

developing their talents and future passions. Our variety of Creative Learning Electives(CLE), offered to students daily, each year they are at BPCS2, are designed to be extensions of core content areas to support skills and standards taught in those periods, while also providing students with age appropriate courses meant to enhance their middle school experience. We plan to offer an after school program and various extracurricular activities, as well as community events that will be purposefully designed to engage and meet the unique developmental needs of middle schoolers.

Extensive Supportive Staff Development: BPCS2 will offer unique training and support structures across subject matter to provide teachers with skills to support middle school students at varying academic ability levels. Staff will receive additional support through the BPCS Structured Literacy Practicum Center, and obtain certification through The International Dyslexia Association and The Academy of Orton Gillingham. All teachers at BPCS2 will be uniquely supported in delivering and implementing SOR instruction. We are planning a mandated summer intensive training program, as well as weekly personalized coaching and professional learning. These direct coaching sessions include modeling, lesson planning support and individualized instructional strategies based on the needs of each classroom, teacher and group of students. Through commitment to mission-driven and results-proven professional learning for our staff, rooted in SOR, and aligned with our partner school, which is uniquely positioned as one of the only public schools in the country to have a teaching staff fully trained under the guidance of an Accredited SOR consultant, we plan to offer our faculty the opportunity to participate in the Bridge Preparatory Charter School Structured Literacy Practicum, thus ensuring a sustainable, expertly-trained future for our educational community.

In order to implement these Key Design Elements, we will embed SOR elements into our all core courses which at BPCS2 will be known as "*The Big 6 in the Core 4*" involving systematic, explicit, and diagnostic instruction to address the diverse needs of learners. Educators utilizing a structured literacy approach continuously assess students' progress and adapt instruction based on their individual requirements. By identifying areas of difficulty and providing targeted interventions, students receive personalized support, enhancing their literacy development. One of the strengths of structured literacy is its inclusivity. Both neurodiverse and neurotypical students benefit from this approach. For students with language-based learning disabilities, such as dyslexia, SOR based instruction provides a supportive framework tailored to their specific challenges. The explicit and systematic nature of instruction helps these students develop essential reading skills they may struggle with in traditional approaches. Additionally, students without learning disabilities also thrive under structured literacy instruction. The emphasis on foundational skills like phonemic awareness and phonics enhances their reading abilities and comprehension. The diagnostic aspect of the SOR ensures that advanced learners are appropriately challenged, preventing stagnation in their literacy development.

Accordingly, since we anticipate many of our students will be multiple levels below in reading, the highly structured and multisensory nature of the SOR approach will be essential at the middle school level for content learning. Each teacher of every core content area will incorporate the "Big 6" Skills and Competencies - ***oral language, phonological awareness, phonics, comprehension, fluency, and vocabulary*** - into their lesson plans and practice daily. It is the expectation that High-Impact Instructional

Practices - collaborative and culminating projects, performances, and celebrations; text based discussion and writing opportunities; engagement with a variety of high interest, diverse, and complex texts; phonological awareness, phonics, spelling, and word study skill-building; and fostering understanding of print conventions, features, and functions - will form the core of unit and lesson planning.

Research shows that comprehensive intervention systems must be in place in order to best identify students needing targeted skill based interventions. Given our expected student population and knowing that many students will be entering BPCS2 at various academic ability levels, we have included a specific period offered to all students three times per week, to provide tiered instruction, with increasing intensity and individualization called our Targeted Support and Enrichment (TSE) period. This period will be used for direct intervention, where students will be grouped based upon a Reading Readiness Assessment (RRA) using Acadience. Each semester, students will be re-assessed to determine growth and monitor progress. Students will move throughout groups fluidly based upon classroom and individual assessments - Acadience assessments as well as formative and summative assessments - as an additional measure of identifying reading skills.

By integrating these approaches, BPCS2 will create inclusive and supportive learning environments where students, regardless of their learning profiles, can develop strong literacy skills. The combination of explicit teaching, ongoing assessment, and individualized support empowers all students to achieve their full potential in reading and equips them with a crucial skill that will serve as a foundation for lifelong learning and success.

The Principal and Director of Specialized Instruction, with the support of the Instructional Coaches will oversee the creation, effectiveness, implementation and revision of curriculum maps, unit maps and lesson plans, in consultation with the Head of School, coaches, and administrative team. We will also refer to the scope and sequence and pacing guides provided by each curricular program. The plans will introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.

The process of creating, revising, and getting feedback will be structured in the teachers' daily and weekly schedule. All teachers will have a daily preparation period and weekly collaborative planning time, to create and revise lesson and unit plans in grade and department teams. All lesson plans will have to include learning objectives, standards met, differentiation strategies, activities, academic vocabulary, multisensory components, and success criteria.The curriculum will be systematically reviewed and revised, a process led by the Principal who will lead the BPCS2 Curriculum Team in weekly meetings to review student data and identify changes in response to the data. Teacher teams will also participate in a collaborative curriculum mapping process every summer, during which they review each element of our curriculum and determine whether changes are necessary. The curriculum will be aligned horizontally across classrooms at the same grade level and vertically between grades as part of a standards progression process. Curricular alignment will be supported by our curricular mapping process. During the aforementioned summer sessions, teachers will revise and develop, where necessary, curriculum maps, which include standards, learning objectives, academic vocabulary, differentiation, tasks, rubrics, and

resources. Teachers and team leaders will continue to revise curriculum maps throughout the year during Professional Development days and common planning. This process will allow for grade/subject specific maps that demonstrate continuity from one grade to the next, providing vertical alignment. The mapping process is collaborative, encouraging teachers to discuss best practices and share resources. Our team approach to curriculum mapping ensures that all teachers will be invested and engaged in the revision process.

Teachers will be supported in aligning their lesson plans with the High-Impact Practices, as well as receive support from the Director of Specialized Instruction and Instructional Coaches who will assist teachers with lesson strategies that provide on-ramps for students with disabilities. The lesson plans will be submitted on Google Drive each week for academic leadership review and feedback. Instructional coaches will also offer support.

b. Assessment System

Schoolwide assessments given multiple times per year will include: NWEA MAP ELA and math assessments (three times yearly), Universal Screening through Acadience(three times yearly to improve core curricula and assess academic risk/TSE groupings) and Acadience assessments(three times yearly), to identify student needs and adjust instruction and intervention strategies accordingly. Both MAP and Acadience data(screener and interim assessments) will be used to determine student groupings during small-group instruction in classrooms as well as for the TSE period and assess student response to intervention. While the student who is assessed as lowest-level might have one of the teachers or service provider with them during the lesson (one to one) reading along or providing auditory/computerized assistance. The student who is approaching grade level may be engaged in group extension activities during the TSE period. All students will, at varying points, intersect similar content strands as their scaffolding progresses.

The MAP assessment is an adaptive, standards-aligned test that tracks each student's current mastery of standards and their growth over time. The assessment is a valuable tool for teachers; data from the assessment helps teachers identify common misconceptions and standards that need to be addressed with the whole class, as well as create instructional groupings in these subjects. MAP also generates individual student reports, which teachers can use to create intervention plans as necessary. MAP data will also inform curricular changes initiated by the academic leadership team. Acadience provides a universal screening tool, will detect when students need extra support, and is sensitive to the effects of multi-tiered intervention. In grades 7 and 8, Acadience passages cover content areas specific to instruction.

Teachers will use diagnostic, formative, and summative assessments to inform instructional decisions and promote student learning. Within our specially designed program, assessments are a critical part of understanding where students are in their learning and determining what specific supports they need to progress. Teachers will use multiple measures of data to assess students' competencies. School leaders and teachers will use assessment data to inform every aspect of our program as part of our individualized

academic approach. Teachers will collect data, both formative and summative, in each of their classes, as a natural extension of instruction. This frequent and systematic approach to data collection encourages teachers to use real-time information about individual student needs to adjust instructional strategies and identify additional interventions as needed - observational data, class work, and exit tickets - to adjust student groups, instructional strategies, and curricular resources. Diagnostic assessments will help teachers and Academic Team members identify targeted skills for students who are at or below cut points from the Universal Screener(Acadience).

Additionally, teachers will use item analysis from the NYS ELA and Math assessments to determine where students are not meeting standards proficiently. The school will administer mock NYS assessments twice per year as a strategy to familiarize students with the test format, practice test-taking strategies, and identify strengths and weaknesses. We will also prepare students for state tests through daily exit tickets focused on aligning formative data with state test questions so that students are exposed to the language used in state tests on a daily basis.

We will use the “Big 6” Skills and Competencies approach schoolwide as a strategy to serve the needs of our student population, many of whom are SWD. Each semester, students will be re-assessed with Acadience(the RRA) to determine growth and monitor progress. Students will move throughout groups fluidly based upon classroom and individual assessments.

Teachers will also craft standards aligned formative and summative assessments for their units of study. Such assessments will include writing tasks, entrance and exit assessments, end of unit assessments, socratic seminars, among others. Lesson plans will be aligned to state grade level standards, and both short term and long term learning targets will be standards-based. Student work products will be evaluated using a competency-based rubric, and students will receive feedback on their work from both teachers and peers, with the opportunity to engage in revision cycles.

Teachers will meet in teams weekly. Work in these teams will include the implementation of short-term PDSA cycles to review and analyze data, using the Evidence-Analysis-Action protocol. Teachers will use the results of data to revise lesson and unit plans, create flexible groups, and plan for additional assessments to determine whether adjustments need to be made. The process of creating, revising, and getting feedback on unit and lesson plans at the school will be structured in our daily and weekly schedule. All teachers will have a daily preparation period and weekly collaborative planning time, allowing time to create and revise lesson plans in teaching pairs. All lesson plans must include learning objectives, standards met, differentiation strategies, activities, academic vocabulary, multisensory components, and success criteria. Assessments, including exit tickets, are required in all lessons, reflecting our commitment to data-driven instruction. Team leaders will offer support to teachers in aligning their lesson plans with the Gradual Release of Responsibility approach, and the SOR consultant, Director of Specialized Instruction and Literacy Interventionist will work with teachers to incorporate SOR elements into lessons. The lesson plans will be submitted on Google Drive every Monday, and the academic leadership team will provide feedback on the plans as needed.

School leaders will also review school-wide assessment and observation data to inform professional learning plans. School leaders will share assessment results with both the Board of Trustees' Academic Committee as well as with the whole board at monthly meetings. Results of assessments will be shared with parents via PowerSchools, the school's online grading platform.

In addition to parent-teacher conferences, students will also engage in Student-Led Conferences (SLCs) twice a year, facilitated by their House advisor. In these SLCs, students will craft goals, progress monitor these goals, share work that they are proud of, and share what they still need to improve upon. Participation by students in an SLC increases student engagement, activates student voice, creates a partnership among students, parents, and teachers, and establishes a feedback loop among them.

c. Instructional Methods

BPCS2 will offer a rigorous, standards-aligned curriculum designed to serve the needs of our neurodiverse student body. Research indicates that students with learning differences learn best from a variety of instructional approaches that address their individual needs and strengths. Additionally, project-based learning opportunities will be incorporated into the prescribed curricula as a means to build a deeper conceptual understanding of content and enhance the standards-based curriculum.

Teachers at BPCS2 will use a variety of rigorous instructional strategies to maintain a high-quality academic environment in which all students have the skills to progress as learners. As previously described, we have a number of structures including lesson planning requirements, collaborative planning time, and curricular alignment, to ensure that staff share a common understanding of our model.

All teachers will follow the GRR model, an instructional strategy that shifts the responsibility of learning from the teacher to the student over the course of a lesson. This approach generally begins with explicit, direct instruction as the teacher introduces a new concept, followed by collaborative learning and multisensory activities. Each class ends with time for independent work.

Small-group learning in every class is an essential strategy that will be used at BPCS2 to provide targeted instruction that meets the specific needs of each student. This model is driven by frequent assessments, including MAP Growth and Acadience. Teachers will use data from these assessments to create flexible groups in all classes, identify areas that need to be retaught, and provide students with assignments to practice certain skills.

Our primary tool for engaging all students is through direct, multisensory instruction. Teachers will use visual, auditory, and kinesthetic-tactile pathways in every lesson to enhance student engagement and memory. This type of instruction has been shown to be especially beneficial for SWD and ELLs, as it provides multiple pathways for learning and can help to address different learning styles and strengths. For example, a student who has difficulty with reading may benefit from having text paired with images or spoken aloud, while a student with attention difficulties may benefit from incorporating movement into their learning. This not only helps to keep students engaged, but also creates a physical connection

to the content that can help students with recall. By incorporating multiple sensory inputs, multisensory instruction makes the learning experience more accessible and engaging, leading to greater understanding and retention of information for all students, especially SWD.

Whereas we know that the highly structured and multisensory OG Approach in teaching reading is critical to the SOR and to teaching Structured Literacy effectively to all students from our work at BPCS 1, we will continue that work at by reinforcing students' phonological awareness skills prior to learning new concepts. Building on the "Big 6" Skills and Competencies, and incorporating the High-Impact Practices, teachers will:[6]

- Ensure that classroom work features content-rich text sets, organized around the unit theme, and that span genres, affirm and broaden perspectives, and develop inclusive community; and
- Explicitly teach target words, and model the application of those words in authentic tasks.

Students will[7]:

- Plan and work together, express themselves orally and in writing, and showcase their thoughts and ideas in an extended project, performance or celebration;
- Engage in intensive interactive reading experiences with grade-level text, discuss, debate and write about what they've read, comparing information and perspectives across sources and conducting research;
- Analyze words with complex spelling patterns, intricate morphological structures, and nuanced linguistic elements such as connotations, and practice the application in authentic tasks; and
- Apply print concepts to digital texts, refining online navigation across articles, e-books, social media posts, and online magazines, explore subject-specific structures like script formatting, lab reports, and scientific papers.

We plan to develop a robust collection of resources that teachers use to plan engaging lessons aligned to the elements above. Formative weekly assessments will guide teachers and students in measuring student proficiency in the skills of the week.

BPCS2 will use a range of curricular and instructional resources to support our students and meet the diverse learning needs of our population. The following section describes our proposed approach to curriculum, including how structured literacy principles, strategies and foundational skills will be integrated across our core curriculum.

Some of the key instructional methods and models that will be used at BPCS2 will include:

- Co-Teaching: Co-teaching is a cornerstone of our academic approach and one of our key strategies for providing differentiated instruction. All CORE classes(ELA, math, Science, Social Studies) will

[6] Lesaux, N. K., & Carr, K. C. (2023). *Science of reading: The Secondary Years* New York State Education Department. https://www.nysed.gov/sites/default/files/programs/standards-instruction/literacy-brief-6.pdf

[7] Lesaux, N. K., & Carr, K. C. (2023). *Science of reading: The Secondary Years* New York State Education Department. https://www.nysed.gov/sites/default/files/programs/standards-instruction/literacy-brief-6.pdf

follow the Co-Teaching model, with at least one of the two teachers certified in special education. We will look to hire special educators that are dually certified in a specific content area as well. During class, teachers will work with students in small groups and one-on-one to provide individualized support.

- UDL: Teachers will use the Universal Design for Learning (UDL) framework to design curriculum maps and lesson plans. As part of that approach, all lesson plans are required to include differentiated strategies that proactively address different learning styles. Teachers will identify the needs of each student and plan accordingly, offering multiple entry points for each lesson and ensuring that there are multiple ways in which students can demonstrate growth and mastery. UDL also helps teachers set and meet academic goals for specific students.
- Writing Across the Content: When it comes to writing, each subject area has its own style(type of prompt/writing expectation), structure and format. The connections between reading and writing are crucial for effective literacy learning in middle school because students are practicing writing for different audiences, in different genres and using specific conventions for content areas.[8] This is why using research based writing strategies, taught through The Writing Revolution, are critically important for students at the middle school level as these strategies for effective writing can be applied to support students with writing across various contents, genres and audiences. Teachers will work with the DSI, Instructional Coach and SOR consultant to plan for regular opportunities in their content for students to develop different types of writing products and on best practices for providing students with explicit instruction in how to do this effectively, using TWR. All students will create and maintain a writing portfolio which will travel with them through their time at BPCS2.
- Professional Learning: BPCS2 will provide teachers with extensive professional learning opportunities that support the development of the skills required to deliver differentiated and needs-based instruction, including analyzing student data, using appropriate instructional modalities based on student needs, and understanding the learning profile of each student.

d. Course or Subject Overview

We will introduce a resource, Math and Movement for Middle School, as a strategy to target math proficiency by engaging students in a whole-body approach to learning math. In alignment with our school wide focus on multisensory learning, Math and Movement is a supplementary math curriculum that uses kinesthetic activities to engage students in movement while learning math. Math teachers will incorporate activities from Math and Movement into every math lesson and teach at least one official Math and Movement lesson each week. This practice not only supports math proficiency, but also provides students with an opportunity to develop body awareness and learn how to harness their energy in a productive and positive manner.

All courses offered to students will be aligned with New York State Standards.

[8] Nonnie K Lesaux & Katie C. Carr (2023). *The Science of Reading: The Role of Writing.* (Produced for the New York State Education Department)

In 6th grade, all students will take:

ELA

Frequency: 10 periods/week (2x per day)

Proposed SOR approved Curriculum: Wit & Wisdom*(Great Minds*) and The Writing Revolution (TWR)

SOR skills will be embedded within the 10 periods, as will writing using TWR. TWR is beneficial for students with learning disabilities as it provides them with a structured and systematic way to learn the writing process, breaking it down into smaller and more manageable parts. The focus on consistent writing practice, along with explicit and aligned instruction, helps build the confidence and fluency of all learners, including students with learning disabilities, leading to improvement in their writing skills. Importantly, the approach is designed to be embedded across curricular areas, aligning with our interdisciplinary approach. Students will take the 6th grade NYS ELA exam as well as the NWEA MAP ELA assessment and Acadience Reading assessment.

Math

Frequency: 10 periods/week (2x per day)

Proposed Curriculum: EnVision for Middle School(Savvas).

Students will take the 6th grade NYS Math exam as well as NWEA MAP assessment. Teachers will also supplement math curriculum with the multisensory Math in Movement program.

Social Studies

Frequency: 5 periods/week(1x per day)

Proposed Curriculum: HMH Social Studies, in conjunction with the NYS Social Studies Framework**.**

Students will take a mid year and end of year assessment.

Science

Frequency: 5 periods/week(1x per day)

Proposed Curriculum: Amplify Science.

Students will study biology, ecology, and weather/climate, and take a mid year and end of year assessment.

Physical Education and Health

Frequency: 3 periods/week (Students will take PE twice a week and health once a week)

Proposed Curriculum: HealthSmart Middle School (Health), PE

In PE, students have opportunities "to promote positive relationships. The standards reflect the need for students to develop the following: communication skills and strategies, responding appropriately to successes and failures, developing perseverance, and describing career options related to physical activity and fitness. Identifying the FITT (Frequency, Intensity, Time, and Type) principle in relation to the components of fitness and to the strategies that improve health-enhancing behaviors will provide students with the basic foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life." NYS PE Standards for 6th grade. In health, the curriculum

covers Emotional & Mental Health, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Nutrition & Physical Activity, and Personal Health & Wellness. Students will take a mid year and end of year assessment.

Library

Frequency: 1 period/week

Students will be provided with intellectual and physical access to materials in all formats; receive information literacy instruction that fosters competence and stimulates interests in reading, viewing, and using information and ideas.

Interactive Humanities (*Creative Learning Elective- Social Studies/ELA alignment)*

Frequency: 1 period/week.

Interactive Humanities is an immersive, interdisciplinary cultural exploration of language, literature, music, art, and philosophy of historical societies and civilization. Students will have an opportunity to embark in project based learning and will take mid year and end of year assessments.

STEM/Technology/Media(Creative Learning Electives- Science, Math, ELA aligned)

Frequency: 1 period/week/class.

The STEM course will focus on Engineering, using Engineering Everywhere, encouraging students to become problem solvers. The Technology class will focus on learning how to use the Google Suite, including how to create presentations. The Media class will prepare students to design and record their own podcasts.

House

Frequency: 2 periods/week.

Using the Leader in Me program, House is a critical structure that supports both student social emotional development and schoolwide culture. The course serves a place where students across a grade are mixed for social engagement and community building activities, serves as both a SEL touchpoint for students to engage in a consistent reinforcement of our schoolwide culture and expectations, rooted in The Leader in Me and to engage in CTE learning standards. Students will participate in student-led conferences twice a year, which will serve as a course assessment. House will allow students to build positive connections with their peers and with their House leader.

TSE (Targeted Support and Enrichment)

Frequency: 3 periods/week

This period is designed to provide students necessary remediation and/or enrichment to support their continued growth and progress in literacy development. During this schoolwide period, students are grouped homogeneously based on assessment(Acadience, Universal Screener) and classroom-based data (formative and summative) to best provide targeted supports and instruction in reading, writing.

<u>In 7th grade, all students will take:</u>

ELA

Frequency:10 periods/week(2x per day);

Proposed SOR approved Curriculum: Wit & Wisdom(Great Minds) and The Writing Revolution;(TWR)

SOR skills will be embedded within the 10 periods, as will writing using TWR. The Writing Revolution is beneficial for students with learning disabilities as it provides them with a structured and systematic way to learn the writing process, breaking it down into smaller and more manageable parts. The focus on consistent writing practice, along with explicit and aligned instruction, helps build the confidence and fluency of all learners, including students with learning disabilities, leading to improvement in their writing skills. Importantly, the approach is designed to be embedded across curricular areas, aligning with our interdisciplinary approach. Students will take the 7th grade NYS ELA exam as well as the NWEA MAP ELA and Acadience Reading assessment.

Math

Frequency: 10 periods/week(2x per day)

Proposed Curriculum: EnVision for Middle School(Savvas)

Students will take the 7th grade NYS Math exam as well as NWEA MAP math assessment. Teachers will also supplement math curriculum with the multisensory Math in Movement program.

Social Studies

Frequency:5 periods/week (1x per day)

Proposed Curriculum: HMH Social Studies, in conjunction with the NYS Social Studies Framework.

Students will take a mid year and end of year assessment.

Science

Frequency:5 periods/week(1x per day)

Proposed Curriculum: Amplify Science.

Students will study earth science and chemistry, and take a mid year and end of year assessment.

Physical Education

Frequency: 2 periods/week.

Students have opportunities that “emphasize citizenship, evaluative problem-solving skills, and conflict resolution tactics in physical settings. Understanding the connection between exercise and its emotional benefits will provide students with the foundational practices that will be developed and encouraged throughout their time in school and extend into their adult life. They will also apply learned strategies and concepts to movement, small sided game play, and other physical activities while using their locomotor skills.” NYS PE Standards for 7th grade. Students will take a mid year and end of year assessment.

World Language- Spanish or American Sign Language (ASL)

Frequency: 2 periods/week.

Proposed Curriculum: Entreculturas 1A; Start ASL

- Spanish- Entreculturas 1A; Students will practice listening, speaking, reading, and writing skills, while learning the basics of vocabulary and grammar.
- ASL-StartASL. Students will learn fingerspelling and numbers, the five sign parameters, word order, sentence types, pronouns and indexing, classifiers, verbs, identifying people, deaf culture, and deaf history. Students will take a mid year and end of year assessment.

Digital Arts/Music (Creative Learning Electives- ELA, Science aligned)

Frequency: 3 periods/ week.

Students will engage in a digital arts class found in everything from advertising to animation to photography one day per week and a music class, using the Exploring Music curriculum, two days per week. Students will learn about "how we hear music; how music affects our lives; essential elements of music like rhythm, pitch, and harmony; different musical genres; singing and your voice; various instruments; music composition; and the history and culture of music over the years." Students will take mid year and end of year assessments.

STEM/Media (Creative Learning Electives- SS, ELA, Science, math aligned)

Frequency: 1 period/week/class.

The STEM class will focus on coding, using resources from Hour of Code. The Media class will focus on journalism, including the production of the school newspaper. Students will take mid-year and end year assessments.

Civics/Service Learning (Creative Learning Electives- SS aligned)

Frequency: 1 period/week.

This class will support students in making connections between history, current events, and democratic structures to foster a lifelong commitment to civic action, enabling students to positively impact their local and global communities. Students will take mid-year and end year assessments.

House

Frequency: 2 periods/week.

Using the Leader in Me program, House is a critical structure that supports both student social emotional development and schoolwide culture. The course serves a place where students across a grade are mixed for social engagement and community building activities, serves as both a SEL touchpoint for students to engage in a consistent reinforcement of our schoolwide culture and expectations, rooted in The Leader in Me and to engage in CTE learning standards. Students will participate in student-led conferences twice a year, which will serve as a course assessment. House will allow students to build positive connections with their peers and with their House leader.

TSE (Targeted Support and Enrichment)

Frequency: 3 periods/week

This period is designed to provide students necessary remediation and/or enrichment to support their continued growth and progress in literacy development. During this schoolwide period, students are

grouped homogeneously based on assessment(Acadience, Universal Screener) and classroom-based data (formative and summative) to best provide targeted supports and instruction in reading, writing.

In 8th grade, all students will take:

ELA

Frequency:10 periods/week(2x per day);

Proposed SOR approved Curriculum: Wit & Wisdom(Great Minds) and The Writing Revolution;(TWR)

SOR skills will be embedded within the 10 periods, as will writing using TWR. The Writing Revolution is beneficial for students with learning disabilities as it provides them with a structured and systematic way to learn the writing process, breaking it down into smaller and more manageable parts. The focus on consistent writing practice, along with explicit and aligned instruction, helps build the confidence and fluency of all learners, including students with learning disabilities, leading to improvement in their writing skills. Importantly, the approach is designed to be embedded across curricular areas, aligning with our interdisciplinary approach. Students will take the 8th grade NYS ELA exam as well as the NWEA MAP ELA assessment and Acadience Reading assessment.

Math

Frequency: 10 periods/week(2x per day)

Proposed Curriculum: EnVision for Middle School(Savvas)

Students will take the 8th grade NYS Math exam as well as NWEA MAP math assessment. Teachers will also supplement math curriculum with the multisensory Math in Movement program.

****Algebra 1 (for identified students)***

Frequency: 10 periods/week(2x per day)

Proposed Curriculum: EnVision A/G/A(Savvas). Students in this class will focus on the high school content standards within four conceptual categories: Number & Quantity, Algebra, Functions, and Statistics & Probability. Students will take Algebra 1 and take the corresponding Regents exam.

Social Studies

Frequency: 5 periods/week (1x per day)

Proposed Curriculum: HMH Social Studies, in conjunction with the NYS Social Studies Framework.

Students will take a mid year and end of year assessment.

Science

Frequency:5 periods/week(1x per day)

Proposed Curriculum: Amplify Science.

Students will study earth science and chemistry, and take a mid year and end of year assessment.

****Life Science: Biology (For identified students)***

Frequency: 5 periods/week (1 period per day)

Proposed Curriculum: Biozone Biology for NGSS.

Students in this class will focus on the high school content standards within seven conceptual categories: structure and function, matter and energy in organisms and ecosystems, interdependent relationships in ecosystems, inheritance and variation of traits, natural selection and evolution, Earth's systems, engineering design. Students will meet the laboratory requirements, culminating in the Regents exam.

Physical Education and Health

Frequency: 3 periods/week(2 periods PE, 1 period Health).

Proposed Curriculum: HealthSmart Middle School

In PE, students undergo "incongruent growth, physically, emotionally, and intellectually. The grade-level outcomes reflect the sensitivity of the diversified skills and growth, and therefore provide additional opportunities to promote citizenship and cooperation among peers in a physical activity setting. Strategies will be evaluated for their effectiveness in group activity challenges. Students at this age demonstrate a maturation of specialized skills such as balance and object control." NYS PE Standards for 8th grade. In health, we will use the HealthSmart Middle School curriculum, covering Emotional & Mental Health, Tobacco, Alcohol & Other Drug Prevention, Violence & Injury Prevention, Nutrition & Physical Activity, and Personal Health & Wellness. Students will take a mid year and end of year assessment.

World Language- Spanish or American Sign Language (ASL)

Frequency: 2 periods/week.

Proposed Curriculum: Entreculturas 1B; StartASL

- Spanish-Entreculturas 1B; Students will practice listening, speaking, reading, and writing skills, while learning the basics of vocabulary and grammar.
- ASL- StartASL. Students will learn fingerspelling and numbers, the five sign parameters, word order, sentence types, pronouns Students will take the 8th grade Checkpoint A assessment in Spanish.

Theater (Visual and Performing Arts)

Frequency: 2 periods/week.

Students will learn set design, acting, dancing, writing, directing, and staging. Students will present a performance as their end of year assessment.

STEM/Media (Creative Learning Electives- SS, ELA, Science, math aligned)

Frequency:1 period/week/course.

The STEM course will focus on the basics of robotics, and the design of functioning robots. The Media course will focus on broadcasting, including the production of a weekly morning show. Students will take mid-year and end year assessments.

Speech/Debate *(Creative Learning Electives- SS, ELA aligned)*

Frequency: 1 period/week.

This course will focus on the fundamentals of public speaking, argumentative and critical thinking skills in preparation for high school and post-secondary opportunities. Students will take mid-year and end year assessments.

House

Frequency: 2 periods/week.

Using the Leader in Me program, House is a critical structure that supports both student social emotional development and schoolwide culture. The course serves a place where students across a grade are mixed for social engagement and community building activities, serves as both a SEL touchpoint for students to engage in a consistent reinforcement of our schoolwide culture and expectations, rooted in The Leader in Me and to engage in CTE learning standards. Students will participate in student-led conferences twice a year, which will serve as a course assessment. House will allow students to build positive connections with their peers and with their House leader.

TSE (Targeted Support and Enrichment)

Frequency: 3 periods/week

This period is designed to provide students necessary remediation and/or enrichment to support their continued growth and progress in literacy development. During this schoolwide period, students are grouped homogeneously based on assessment(Acadience, Universal Screener) and classroom-based data (formative and summative) to best provide targeted supports and instruction in reading, writing.

e. Promotion and Graduation Policy

BPCS2 will ensure that students have the supports they need to build a strong foundation in math and literacy before entering the next grade level. Promotion benchmarks, or academic standards, which students must meet in order to advance to the next grade level at the end of the school year include, but are not limited to, proficiency on NYS, NWEA MAP, and Acadience assessments, course grades, portfolio of student work, and teacher recommendations. Throughout the year, teachers and the academic leadership team will regularly review students' academic performance and identify students who, even with additional support and interventions, may be at-risk of not meeting the promotion benchmarks for their grade level.

Access to our Student Information System, PowerSchool, parent-teacher conferences, and Student Led Conferences, as well as report cards home, will inform families of how students are progressing. In early winter, school leaders will identify students who may be at risk of not meeting promotion benchmarks for their grade level and send written notice to their families. In late spring, school leaders will make promotion decisions, which they will communicate in writing to families. Students who were not promoted will be mandated to attend summer school. At the conclusion of summer school, promotional decisions will be made for those students and families will receive written notification of the decision.

f. Programmatic Audits

The Board of Trustees(BOT) will host at least two strategy sessions each year, open to the public, to set goals and priorities and monitor progress. The BOT will frequently refer to our charter to ensure that all initiatives are aligned with the school's mission and program. The BOT will identify ways to provide additional professional learning opportunities for teachers related to structured literacy as a priority.

The BOT will have structures to maintain oversight, including the Governance Committee, Academic Committee, Finance Committee, and Executive Committee. Each committee will meet on a monthly basis and report to the full BOTat monthly meetings. To support continuity between the work of the Board and school-based staff, a leadership team member will serve on every committee and the Head of School will regularly attend all committee meetings. The Head of School will communicate with the Board on a regular basis, providing a written report of monthly activities for every Board meeting. In committee and full meetings, the Board will review academic, operational, and financial data. The Board will also use task forces to address initiatives as they arise.

The BOT will conduct an annual review of the bylaws. Revisions for manuals, policies, and procedures will be initiated by the Head of School and provided to the BOT for review and approval. When necessary, the Board will engage outside counsel for review of policies to ensure compliance with state and federal laws.

To evaluate the Head of School, the BOT of BPCS2 will use a customized evaluation tool that will be created in partnership with BoardonTrack. The system will be designed to better support school leadership throughout the year and align evaluations with specific goals. Within this system, the executive leadership team will be reviewed on a trimester basis, in December, March, and June. Additional evaluative tools like the Quality Review Rubric and the Multidimensional Principal Performance Rubric (MPPR) will be used to identify strengths and areas of focus for both the school and the Head of School. The evaluation process will begin with the identification of goals at the beginning of the year. The BOT's Evaluation Committee will lead the evaluation of the Head of School. The Head of School will evaluate the administrative team, including the Principal, and school leaders have the opportunity to earn bonuses based on how many goals they meet.

Bridge Preparatory Charter School 2
Accountability Plan
for the Accountability Period 2024-25 TO 2025-26

ACADEMIC GOALS

GOAL I: ENGLISH LANGUAGE ARTS

Goal: All students at the Bridge Preparatory Charter School 2 will become proficient in reading and writing of the English Language.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the state's English language arts exam for grades 6-8.

- Each year, the school's aggregate Performance Index[1] ("PI") on the state English language arts exam will meet that year's state Measure of Interim Progress ("MIP") set forth in the state's ESSA accountability system.

- Optional: Each year, 75% of students, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP Reading assessment.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state English language arts exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the state English language arts exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in English language arts for all tested students in 7th – 8th grades will be above the target of 50.
- Optional: 75% of all students will increase their score on MAP Growth Reading assessments, from one trimester to the next.

[1] The method for calculating a school's Performance Index is detailed in the state's Revised State Template for the Consolidated State Plan, p 47. The state's Measures of Interim Progress are also found in the Consolidated State Plan, pp 206-210. The revised State Template for the Consolidated State Plan is found here: www.p12.nysed.gov/accountability/essa/documents/nys-essa-plan-final-1-16-2018.pdf

GOAL II: MATHEMATICS

Goal: All students at Bridge Preparatory Charter School 2 will demonstrate competency in the understanding and application of mathematics computation and problem solving.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State mathematics exam for grades 6-8.

- Each year, the school's aggregate PI on the state mathematics exam will meet that year's state MIP set forth in the state's ESSA accountability system.

- Optional: Each year, 75% of students, who have been enrolled at BPCS for at least two years, will be proficient on their final MAP math assessment.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state mathematics exam will be greater than that of students in the same tested grades in the local school district.

- Each year, the school will exceed its predicted level of performance on the state mathematics exam by an effect size of 0.3 or above (performing higher than expected to a meaningful degree) according to a regression analysis controlling for the enrollment of economically disadvantaged students among all public schools in New York State.

Growth Measure

- Each year, under the state's Growth Model, the school's mean unadjusted growth percentile in mathematics for all tested students in 7^{th} – 8^{th} grades will be above the target of 50.

- Optional: 75% of all students will increase their score on MAP Growth Math assessments, from one trimester to the next.

GOAL III: SCIENCE

Goal: All students at Bridge Preparatory Charter School 2 will demonstrate competency in the understanding and application of scientific reasoning.

Absolute Measures

- Each year, 75 percent of all tested students who are enrolled in at least their second year will perform at or above proficiency on the New York State science exam.

Comparative Measures

- Each year, the percent of all tested students who are enrolled in at least their second year and performing at or above proficiency on the state science exam will be greater than that of students in the same tested grades in the local school district.

GOAL IV: ESSA

Goal: The school will remain in good standing according to the state's ESSA accountability system.

Absolute Measure

- Under the state's ESSA accountability system, the school is in good standing: the state has not identified the school as being in need of comprehensive or targeted assistance.

alendar and Schedules

Bridge Preparatory Charter School 2

2025-2026 Calendar

KEY	
Holiday - No School	Marking Period / Semester Ends
Professional Learning Day - No Students	Family-Teacher Conferences
Early Dismissal - 1:15pm	Tentative State Testing Window
First or Last Day of School	Summer School

August 2025

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

18 Staff Summer Institute Begins
28 First Day of School - Student Orientation
29 Professional Learning Day - No Students
2 Instructional Days
840 Instructional Minutes

September 2025

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

1 Labor Day - School Closed
23-24 Rosh Hashanah - School Closed
19 Instructional Days
7665 Instructional Minutes

October 2025

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

2 Yom Kippur - School Closed
13 Columbus / Indigenous Peoples' Day - School Closed
20 Diwali - School Closed
20 Instructional Days
7875 Instructional Minutes

November 2025

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

4 Professional Learning Day - No Students
7 First Marking Period Ends
11 Veterans Day - School Closed
12 Family-Teacher Conferences
27-28 Thanksgiving Break - School Closed
17 Instructional Days
6720 Instructional Minutes

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			

23 Early Dismissal
24-31 Holiday Break - School Closed
17 Instructional Days
6690 Instructional Minutes

January 2026

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

1 New Year's Day - School Closed
19 Dr. Martin Luther King Jr. Day - School Closed
20 Professional Learning Day - No Students
27 Second Marking Period / Semester 1 Ends
20 Instructional Days
7980 Instructional Minutes

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

16-20 Winter Break - School Closed
15 Instructional Days
5985 Instructional Minutes

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				

11 Professional Learning Day - No Students
20 Eid-al-Fitr - School Closed
21 Instructional Days
8400 Instructional Minutes

April 2026

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

2-10 Spring Break - School Closed
20 Third Marking Period Ends
22 Family-Teacher Conferences
28-30 Grade 6 ELA State Testing Window
15 Instructional Days
5880 Instructional Minutes

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						

Grade 6 Math State Testing Window
25 Memorial Day - School Closed
27 Eid al-Adha - School Closed
19 Instructional Days
7665 Instructional Minutes

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				

19 Juneteenth - School Closed
26 Last Day of School - Early Dismissal for Students
19 Instructional Days
6300 Instructional Minutes

184 Total Instructional Days
72,000 Total Instructional Minutes

July 2026

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

6-31 Summer School
20 Summer Instructional Days
6000 Summer Instrutional Minutes

	Grade 6	Grade 7	Grade 8
CORE/NYS Mandated			
ELA	450 minutes	450 minutes	450 minutes
Math	450 minutes	450 minutes	450 minutes
Science	225 minutes	225 minutes	225 minutes
Social Studies	225 minutes	225 minutes	225 minutes
Phys Ed	90 minutes	90 minutes	90 minutes
Health	45 minutes	N/A	45 minutes
World Language	N/A	90 minutes	90 minutes
Library	45 minutes	N/A	N/A
Theatre	N/A	N/A	90 minutes
Electives/Creative Learning Extensions			
Interactive Humanities	45 minutes	N/A	N/A
Civics / Service Learning	N/A	45 minutes	N/A
Speech / Debate	N/A	N/A	45 minutes
STEM	45 minutes	45 minutes	45 minutes
Technology	45 minutes	N/A	N/A
Visual Arts	90 minutes	N/A	N/A
Media	45 minutes	45 minutes	45 minutes
Music	N/A	90 minutes	N/A
Digital Art	N/A	45 minutes	N/A

	6	7	8
1	Phys Ed	Phys Ed	Phys Ed
2	Phys Ed	Phys Ed	Phys Ed
3	Visual Arts	Music	Theatre
4	Visual Arts	Music	Theatre
5	STEM (Engineering)	STEM (Coding)	STEM (Robotics)
6	Health	Digital Art	Health
7	Technology	Language (ASL / Spanish)	Language (ASL / Spanish)
8	Interactive Humanities	Language (ASL / Spanish)	Language (ASL / Spanish)
9	Media (Podcasting)	Media (Journalism)	Media (Broadcasting)
10	Library	Civics / Service Learning	Speech / Debate

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	**7:45-8:30**	ELA	Interactive Humanities	**7:45-8:05**	**HOUSE**	Science	Math
2	**8:32-9:17**	ELA	Visual Arts	**8:07-8:42**	ELA	Social Studies	Math
3	**9:19-10:04**	**TSE**	**TSE**	**8:44-9:19**	ELA	**TSE**	**HOUSE**
4	**10:06-10:51**	Math	ELA	**9:21-9:56**	Math	Media	Science
5	**10:53-11:38**	Math	ELA	**9:58-10:33**	Math	Technology	Social Studies
6	**11:39-12:22**	**LUNCH**	**LUNCH**	**10:34-11:03**	**LUNCH**	**LUNCH**	**LUNCH**
7	**12:24-1:09**	Science	Math	**11:04-11:39**	Science	ELA	Library
8	**1:11-1:56**	Social Studies	Math	**11:41-12:16**	Social Studies	ELA	Health
9	**1:58-2:43**	Phys Ed	Science	**12:18-12:53**	Phys Ed	Math	ELA
#	**2:45-3:30**	STEM	Social Studies	**12:55-1:30**	Visual Arts	Math	ELA

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	7:45-8:30	Interactive Humanities	Science	7:45-8:05	HOUSE	Math	ELA
2	8:32-9:17	Phys Ed	Social Studies	8:07-8:42	Phys Ed	Math	ELA
3	9:19-10:04	TSE	TSE	8:44-9:19	Visual Arts	TSE	HOUSE
4	10:06-10:51	ELA	Visual Arts	9:21-9:56	ELA	Science	Math
5	10:53-11:38	ELA	STEM	9:58-10:33	ELA	Social Studies	Math
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09	Math	ELA	11:04-11:39	Math	Library	Science
8	1:11-1:56	Math	ELA	11:41-12:16	Math	Health	Social Studies
9	1:58-2:43	Science	Math	12:18-12:53	Science	ELA	Media
#	2:45-3:30	Social Studies	Math	12:55-1:30	Social Studies	ELA	Technology

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	7:45-8:30	Science	Math	7:45-8:05	HOUSE	ELA	Library
2	8:32-9:17	Social Studies	Math	8:07-8:42	Science	ELA	Health
3	9:19-10:04	TSE	TSE	8:44-9:19	Social Studies	TSE	HOUSE
4	10:06-10:51	Visual Arts	Science	9:21-9:56	Visual Arts	Math	ELA
5	10:53-11:38	STEM	Social Studies	9:58-10:33	Phys Ed	Math	ELA
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09	ELA	Interactive Humanities	11:04-11:39	ELA	Science	Math
8	1:11-1:56	ELA	Phys Ed	11:41-12:16	ELA	Social Studies	Math
9	1:58-2:43	Math	ELA	12:18-12:53	Math	Media	Science
#	2:45-3:30	Math	ELA	12:55-1:30	Math	Technology	Social Studies

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	**7:45-8:30**	Math	ELA	**7:45-8:05**	**HOUSE**	Library	Science
2	**8:32-9:17**	Math	ELA	**8:07-8:42**	Math	Health	Social Studies
3	**9:19-10:04**	**TSE**	**TSE**	**8:44-9:19**	Math	**TSE**	**HOUSE**
4	**10:06-10:51**	Science	Math	**9:21-9:56**	Science	ELA	Media
5	**10:53-11:38**	Social Studies	Math	**9:58-10:33**	Social Studies	ELA	Technology
6	**11:39-12:22**	**LUNCH**	**LUNCH**	**10:34-11:03**	**LUNCH**	**LUNCH**	**LUNCH**
7	**12:24-1:09**	Interactive Humanities	Science	**11:04-11:39**	Visual Arts	Math	ELA
8	**1:11-1:56**	Visual Arts	Social Studies	**11:41-12:16**	Phys Ed	Math	ELA
9	**1:58-2:43**	ELA	Phys Ed	**12:18-12:53**	ELA	Science	Math
#	**2:45-3:30**	ELA	STEM	**12:55-1:30**	ELA	Social Studies	Math

		Monday	Tuesday	Wednesday		Thursday	Friday
1	7:45-8:30	601	604	7:45-8:05	PREP	603	602
2	8:32-9:17	601	604	8:07-8:42	601	603	602
3	9:19-10:04	PREP	PREP	8:44-9:19	601	PREP	PREP
4	10:06-10:51	602	601	9:21-9:56	602	604	603
5	10:53-11:38	602	601	9:58-10:33	602	604	603
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09	603	602	11:04-11:39	603	601	604
8	1:11-1:56	603	602	11:41-12:16	603	601	604
9	1:58-2:43	604	603	12:18-12:53	604	602	601
#	2:45-3:30	604	603	12:55-1:30	604	602	601
				1:30-2:30	Grade Team Planning		
				2:30-3:30	Professional Learning		

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	7:45-8:30	604	603	7:45-8:05	PREP	602	601
2	8:32-9:17	604	603	8:07-8:42	604	602	601
3	9:19-10:04	PREP	PREP	8:44-9:19	604	PREP	PREP
4	10:06-10:51	601	604	9:21-9:56	601	603	602
5	10:53-11:38	601	604	9:58-10:33	601	603	602
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09	602	601	11:04-11:39	602	604	603
8	1:11-1:56	602	601	11:41-12:16	602	604	603
9	1:58-2:43	603	602	12:18-12:53	603	601	604
#	2:45-3:30	603	602	12:55-1:30	603	601	604

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	7:45-8:30	603	602	7:45-8:05	HOUSE	601	604
2	8:32-9:17			8:07-8:42	603		
3	9:19-10:04	TSE	TSE	8:44-9:19		TSE	HOUSE
4	10:06-10:51	604	603	9:21-9:56	604	602	601
5	10:53-11:38	603 STEM	602 STEM	9:58-10:33		601 Technology	604 Technology
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09	601	604	11:04-11:39	601	603	602
8	1:11-1:56			11:41-12:16			
9	1:58-2:43	602	601	12:18-12:53	602	604	603
#	2:45-3:30	601 STEM	604 STEM	12:55-1:30		603 Technology	602 Technology

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	7:45-8:30	602 Interactive Humanities	601 Interactive Humanities	7:45-8:05	HOUSE	604 Library	603 Library
2	8:32-9:17	603	602	8:07-8:42		601	604
3	9:19-10:04	TSE	TSE	8:44-9:19	603	TSE	HOUSE
4	10:06-10:51			9:21-9:56			
5	10:53-11:38	604	603	9:58-10:33	604	602	601
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09	604 Interactive Humanities	603 Interactive Humanities	11:04-11:39		602 Library	601 Library
8	1:11-1:56	601	604	11:41-12:16	601	603	602
9	1:58-2:43			12:18-12:53			
#	2:45-3:30	602	601	12:55-1:30	602	604	603

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	7:45-8:30			7:45-8:05	HOUSE		
2	8:32-9:17	602		8:07-8:42	602	604 Health	603 Health
3	9:19-10:04	TSE	TSE	8:44-9:19		TSE	HOUSE
4	10:06-10:51			9:21-9:56			
5	10:53-11:38			9:58-10:33	603		
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09			11:04-11:39			
8	1:11-1:56		603	11:41-12:16	604	602 Health	601 Health
9	1:58-2:43	601	604	12:18-12:53	601		
#	2:45-3:30			12:55-1:30			

		Monday	Tuesday	Wednesday		ol 2 es Thursday	Friday
1	7:45-8:30			7:45-8:05	HOUSE		
2	8:32-9:17		601	8:07-8:42			
3	9:19-10:04	TSE	TSE	8:44-9:19	602	TSE	HOUSE
4	10:06-10:51	603	602	9:21-9:56	603	601 Media	604 Media
5	10:53-11:38			9:58-10:33			
6	11:39-12:22	LUNCH	LUNCH	10:34-11:03	LUNCH	LUNCH	LUNCH
7	12:24-1:09			11:04-11:39	604		
8	1:11-1:56	604		11:41-12:16			
9	1:58-2:43			12:18-12:53		603 Media	602 Media
#	2:45-3:30			12:55-1:30	601		

8. Specific Populations

The proposed processes, methods, strategies and programs for identifying and servicing students who are struggling academically and are at risk of academic failure are closely aligned to the school's mission and academic philosophy. We have carefully reviewed research-based curriculum rooted in the Science of Reading (SOR) and best practices aligned to advancing the progress of neurodiverse learners- students who are struggling academically and at risk of academic failure, SWDs, ELLs, and advanced/accelerated students.

Average class sizes at BPCS2 will be smaller than those at other middle schools in our district which is critical for our ability to deliver effective, targeted instruction. The structure of our neurodiverse integrated classrooms will allow various members of our academic team—teachers, service providers, Literacy Interventionists, and Instructional coaches—to work in each content period with groups of students and directly collaborate to use their specific areas of expertise. This means that each core subject class will be staffed by multiple instructional team members at a given time, resulting in a teacher-student ratio that is significantly lower than traditional middle schools.

Our students will be truly neurodiverse and will have a range of unique needs and strengths. To help our students reach their fullest potential, every aspect of our program, from the curriculum and instructional strategies to daily routines, is designed to maintain a cohesive, student-centered learning environment. Our differentiated design is reflected in our staffing structure, which includes numerous roles dedicated to providing multiple different interventions. At full scale, our plan for BPCS2 includes: At least 12 certified special education teachers(one per each class), a Director of Specialized Instruction, A Literacy Interventionist on each grade, multiple Special Education SETSS/AIS teachers, and 2 Guidance Counselors.

a. Struggling Students

Identification of Struggling Students: At BPCS2, we understand and expect that a many of our students will be below grade level in reading and/or math and that at their previous schools they may have been deemed and classified as "the struggling student". At BPCS2, we celebrate the neurodiverse learners that we have, understanding that some students will have strengths(at or above level) in certain areas, with others needing additional supports in order to be successful and make academic growth and progress. We will use assessment data to tell us which students are in need of additional supports in a given content in which they may be struggling. We will use both the NWEA MAP assessments, which provide us with nationally normed grade level benchmarks, as well as our Reading Readiness Assessment (RRA, Acadience in order to obtain granular, skill based data to show where students are struggling and how we best support them. This data will form the basis of the groupings in our TSE period(defined further below and in our curriculum section).

Response to Intervention (RTI): Our instructional program and support structure is grounded in the RTI framework for direct intervention instruction, for students at risk of not meeting academic goals. Given our school design, target population and expected student body, we have build our instructional program to offer multiple entry p

In compliance with Child Find Regulations, RTI is used as a three-tiered, increasingly intense intervention tool that prevents inappropriate or premature referrals to special education; and as an identification and pre- evaluation process for students with disabilities. Prior to referring a student for a special educational recommendation, teachers will consider multiple classroom-level and RTI interventions. In addition, the teacher will consider: techniques to reduce distractions; exploration with families of

possible student health issues (hearing, vision, medical); scaffolding and strategies; and behavioral supports and interventions. Rendering an instructionally sound curriculum is at our fundamental academic core and is the Tier 1 level of RTI. This occurs right in the classroom with existing staff in small, differentiated groups in all content areas. As students are screened utilizing diagnostic tools to obtain baseline and formative data and are determined to be at risk for not meeting standards, they will be provided with increasingly supportive instruction and programs of intervention. Regular progress monitoring is required so that school staff can determine if levels should intensify or be lessened. An essential component of our RTI program is keeping family members completely informed of their student's progress.

Assisting Struggling Students: Our entire instructional and school design is built to support struggling students. Our small-group approach will be a critical strategies to assist struggling students in the classroom and our specific and specially designed professional learning offerings and teacher supports will ensure that teachers have access to a variety of texts and tools to support students at various levels within the same classroom. Our focus on social-emotional learning and leadership through our Leader in Me program will help students build the skills they will need to work through academic challenges, such as persistence and self-confidence. The classroom structure for each core subject provides two teachers, one of which will be certified in special education; this is a key support for struggling students. Additional strategies for supporting struggling students include:

- **Student-Centered Design:** BPCS2's student-centered design will develop students as leaders of their own learning. Examples include small classes, differentiated instruction, and amplified student voice through a dedicated House period emphasizing leadership and character development. Additionally, our creative students require additional extensions of their learning in various modalities to express themselves while developing their talents and future passions. Our variety of Creative Learning Electives(CLE), offered to students daily, each year they are at BPCS2, are designed to be extensions of core content areas to support skills and standards taught in those periods, while also providing students with age appropriate courses meant to enhance their middle school experience. We plan to offer an after school program and various extracurricular activities, as well as community events that will be purposefully designed to engage and meet the unique developmental needs of middle schoolers.
- **Targeted Support and Enrichment (TSE) period:** Given our expected student population and knowing that many students will be entering BPCS2 at various academic ability levels, we have included a specific period offered to all students three times per week, to provide tiered instruction, with increasing intensity and individualization called our Targeted Support and Enrichment (TSE) period. This period will be used for direct intervention, where students will be grouped based upon a Reading Readiness Assessment (RRA) using Acadience. Each semester, students will be re-assessed to determine growth and monitor progress. Students will move throughout groups fluidly based upon classroom and individual assessments - Acadience assessments as well as formative and summative assessments - as an additional measure of identifying reading skills.
- **Small Group Learning:** Small-group learning in every class is an essential strategy that will be used at BPCS2 to provide targeted instruction that meets the specific needs of each student. This model is driven by frequent assessments, including MAP Growth and Acadience. Teachers will use data from these assessments to create flexible groups in all classes, identify areas that need to be retaught, and provide students with assignments to practice certain skills.
- **Extensive Supportive Staff Development:** BPCS2 will offer unique training and support structures across subject matter to provide teachers with skills to support middle school students at varying

academic ability levels. Staff will receive additional support through the BPCS Structured Literacy Practicum Center, and obtain certification through The International Dyslexia Association. All teachers at BPCS2 will be uniquely supported in delivering and implementing SOR instruction. We are planning a mandated summer intensive training program, as well as weekly personalized coaching and professional learning. These direct coaching sessions include modeling, lesson planning support and individualized instructional strategies based on the needs of each classroom, teacher and group of students. Through commitment to mission-driven and results-proven professional learning for our staff, rooted in SOR, and aligned with our partner school, which is uniquely positioned as one of the only public schools in the country to have a teaching staff fully trained under the guidance of an Accredited SOR consultant, we plan to offer our faculty the opportunity to participate in the Bridge Preparatory Charter School Structured Literacy Practicum, thus ensuring a sustainable, expertly-trained future for our educational community.

- **Writing Across the Content:** When it comes to writing, each subject area has its own style(type of prompt/writing expectation), structure and format. The connections between reading and writing are crucial for effective literacy learning in middle school because students are practicing writing for different audiences, in different genres and using specific conventions for content areas.[1] This is why using research based writing strategies, taught through The Writing Revolution, are critically important for students at the middle school level as these strategies for effective writing can be applied to support students with writing across various contents, genres and audiences. Teachers will work with the DSI, Instructional Coach and SOR consultant to plan for regular opportunities in their content for students to develop different types of writing products and on best practices for providing students with explicit instruction in how to do this effectively, using TWR. All students will create and maintain a writing portfolio which will travel with them through their time at BPCS2.

We will evaluate the efficacy of our supports for struggling students through consistent review of schoolwide and individual student data, resulting from the various assessments administered at BPCS2- daily formative data from classrooms, summative assessments and projects, and schoolwide assessment data from NWEA MAP and Acadience assessments. We will also check in with students on their progress towards achievement on their own set of identified goals as a measure of our success in supporting our students.

Research shows that comprehensive intervention systems must be in place in order to best identify students needing targeted skill based interventions. When teachers instruct their students using research-based, high-quality core curriculum, it is more likely to result in improved student literacy outcomes. [2] To develop literacy skills, students need explicit instruction in foundational reading skills, such as phonemic awareness, phonics, and fluency, as well as reading comprehension skills. Instruction in foundational reading skills promotes student reading proficiency across reading domains, including the ability to read words in isolation, in connected text, and with sufficient accuracy and fluency. There is strong evidence for teaching awareness of segments of sounds and how they link to letters and for

[1] Nonnie K Lesaux & Katie C. Carr (2023). *The Science of Reading: The Role of Writing.* (Produced for the New York State Education Department)

[2] Fuchs et al., 2010; McMaster et al., 2008.

teaching students to decode words, analyze word parts, and writing and recognize words.[3]

b. Students with Disabilities

BPCS2 will abide by all of the assurances found in Appendix B (titled "Special Education Assurances") of the RFP.

As noted above, as a school rooted in serving neurodiverse learners, our entire instructional program is designed to meet the needs of Students with Disabilities and the strategies we use to support them consistent with the strategies used to support our struggling students.

- Small Group Learning: Small-group learning in every class is an essential strategy that will be used at BPCS2 to provide targeted instruction that meets the specific needs of each student. This model is driven by frequent assessments, including MAP Growth and Acadience. Teachers will use data from these assessments to create flexible groups in all classes, identify areas that need to be retaught, and provide students with assignments to practice certain skills..
- *Writing Across the Content:* When it comes to writing, each subject area has its own style(type of prompt/writing expectation), structure and format. The connections between reading and writing are crucial for effective literacy learning in middle school because students are practicing writing for different audiences, in different genres and using specific conventions for content areas.[4] This is why using research based writing strategies, taught through The Writing Revolution, are critically important for students at the middle school level as these strategies for effective writing can be applied to support students with writing across various contents, genres and audiences. Teachers will work with the DSI, Instructional Coach and SOR consultant to plan for regular opportunities in their content for students to develop different types of writing products and on best practices for providing students with explicit instruction in how to do this effectively, using TWR. All students will create and maintain a writing portfolio which will travel with them through their time at BPCS2.
- **Innovative Charter Program:** BPCS2 will operate an Innovative Charter Program that promotes differentiated, in-depth, and cohesive learning programs aligned to standards across all content areas. Our program is designed to support a neurodiverse group of students with varying academic abilities, including those who have difficulty with reading, phonemic awareness, vocabulary, literacy, as well as oral and written discourse. Our unique instructional design, with multiple teachers in each room, coupled with our unique TSE period taught by a cadre of specialists from our Academic Team, will be used for direct intervention, where students will be grouped based upon screener and assessment data. Students will move throughout groups fluidly based upon classroom and individual assessments. This period serves as an additional intervention to provide our neurodiverse students with targeted, direct intervention to support their academic growth and progress and reinforce or enhance the work being done in core content classes.
- **Targeted Support and Enrichment (TSE) period:** Given our expected student population and knowing that many students will be entering BPCS2 at various academic ability levels, we have included a specific period offered to all students three times per week, to provide tiered

[3] Foorman et al., 2016

[4] Nonnie K Lesaux & Katie C. Carr (2023). *The Science of Reading: The Role of Writing.* (Produced for the New York State Education Department)

instruction, with increasing intensity and individualization called our Targeted Support and Enrichment (TSE) period. This period will be used for direct intervention, where students will be grouped based upon a Reading Readiness Assessment (RRA) using Acadience. Each semester, students will be re-assessed to determine growth and monitor progress. Students will move throughout groups fluidly based upon classroom and individual assessments - Acadience assessments as well as formative and summative assessments - as an additional measure of identifying reading skills.

Identification of Students with Disabilities and the Referral Process: The Student Support Team will recommend initial referrals for special education service, or 504 Accommodations, when the targeted interventions of Response to Intervention (RTI) are not sufficient for a student to make adequate progress. It is critical that staff work closely with families, continually bringing the family in as consulting partners so that informed decisions can be made in the educational progress of their children. Once it is determined that special education service may be needed; referrals may be sought by SPT recommendation, by the parent or legal family representative, public agency, or legal entity. In accordance with regulations governing IDEA, initial referrals will be made to the Committee on Special Education (CSE). The CSE process of evaluations includes psycho-educational, observation in the current educational setting, and additional related assessments for speech, language, and behavior (FBA). Teacher assessments, as well as school records will be reviewed. Upon competition, the family will be invited to an IEP meeting attended by a general education and special education teacher, the psychologist, translators, advocates (when needed), and others will be included as appropriate.

The results of the assessments are discussed, and whether special education services are found to be appropriate. If found appropriate, an IEP will be initiated, with parental consent, in the LRE setting The entire process, beginning with RTI, through to the initiation of the IEP, annual reviews and triennial re-evaluations will be reported and tracked in SESIS.

CSE: BPCS2 will maintain open lines of communication and collaborate with CSE to ensure our students' timely and proper evaluations, assignment of related services providers, and empathetic treatment of our families. To facilitate collaboration, we will notify CSE of incoming student IEPs, those whose evaluations are pending, and those requiring related services. In addition, we will seek guidance from CSE regarding fulfilling IEP mandates of students for whom we believe a more restrictive structure is appropriate.

Rendering Special Education Services: The special education teacher on every team, along with other service providers, will render mandated services to students in the LRE within the differentiated culture of the classroom. The CSE will assign related service providers, or we will support parents in obtaining vouchers for services in the community. The social worker may provide mandated counseling services. In order to comply with student's' IEP mandates, budgetary allowances for special education students will assist with the hiring of additional personnel needed to augment existing staffing levels. When it is determined that pull-out or special location of services and more intensive instructional strategies are more appropriate, one of the special education teachers will move to a separate location to render these services. The goal will be to build as inclusive an environment as possible for all students to the fullest extent possible. Even adaptive physical education services will be conducted with the general education students, wherever feasible.

Personnel: Below, are the titles and responsibilities of these team members as it relates to serving students with disabilities:

- **Director of Specialized Instruction (DSI):** The DSI is a critical position that provides teachers with appropriate and critical support to ensure success for students with disabilities, inside and outside the classroom. The DSI will report directly to the Principal and will directly manage the Literacy Interventionist and, Speech and Language Pathologist and will support teachers through observations and coaching in the implementation of strategies and best practices related to supporting all of our students, including differentiation, modifications of lesson plans and materials, classroom organization and structure and behavior management issues that are manifestations of a student's learning difference. The DSI also works closely with our SOR consultant and Literacy Interventionist, Speech and Language Pathologist to support teachers' in effective implementation and use of the TSE period to improve literacy outcomes for all students. The DSI manages external agency provided service providers (OT and PT) with the Speech and Language Pathologist managing external speech providers.
- **Special Education Teachers:** Each core subject will be co-taught by least one Special Education teacher who will ensure all students are receiving appropriate accommodations within the classroom. In addition to discussing ongoing student achievement and progress with the SPT, and providing an additional level of monitoring to ensure timely annuals and reevaluations of student IEPs and attending IEP meetings, special education teachers will:
    - Provide SETSS and/or ICT instruction;
    - Work with students and families to write IEP goals;
    - Perform annual reviews and attend IEP meetings;
    - Consistently review all formative assessments to plan, map and pace all lessons to: Ensure UDL and strategic in-class grouping are in each lesson plan
    - Coordinate related service providers' participation in the classroom to best meet the needs of the students and ensure effectiveness of the instruction; and
    - Collaborate with Academic team members, to ensure they are fully versed in our students' accommodations when supporting staff on lesson development.
- **Dean of Student Support (DSS):** The DSS supports students' social and emotional needs to ensure that all students can succeed in the school's academic program. The DSS at BPCS2 works with administration, staff, and families to ensure that diversity, equity, and inclusion are integrated throughout every aspect of the school community, inside the classroom and out. The DSS supports staff in ensuring the consistent implementation of behavior management systems and schoolwide incentive programs, and analyzes school-wide data to design responsive student behavioral and support interventions. The DSS also models and promotes positive classroom systems and works with teachers to respond to student behavioral trends. The DSS supervises the Student Support Team, composed of the Guidance Counselor and agency-provided behavior paraprofessionals, to oversee the implementation of IEP-driven counseling mandates and behavioral support interventions.
- **Literacy Interventionist:** The Literacy Interventionist will be a key instructional support in assuring there is a tiered system for instruction with increasing intensity and individualization. The Literacy Interventionist will support the DSI in coaching teachers in effective SOR strategies and in reviewing data to identify and develop student groupings for the TSE period, to increase literacy outcomes for all students. Using data from the Screener and RRA, the Literacy Interventionist will play a key role in the effectiveness of TSE, providing small group instruction to targeted student populations, disaggregating literacy data across the school community to inform instructional and programming decisions, RRA progress monitoring and collaborating with the SOR consultant to execute professional learning for staff.
- **Speech and Language Pathologist:** The Speech and Language Pathologist will report to the DSI and collaborate with classroom teachers, focusing on receptive and expressive language, social

pragmatics, executive function, and self-advocacy and provide targeted small group or individual support to students in the areas of reading, writing and spelling. The Speech and Language Pathologist will support the Director of Specialized Instruction in the design of effective intervention programs, including content specific language objectives, classroom modifications, and accommodations, and consult on various aspects of the ELA curriculum development and modification.

- **Guidance Counselor:** The Guidance Counselor serves as a pivotal role in the development of students. Reporting to the DSS and serving on the Student Support Team, the Guidance Counselor will meet IEP-mandated counseling services in addition to providing individual and group support to support student academic, personal, and interpersonal challenges. The Guidance Counselor will coordinate services with external providers and link families to appropriate community resources, provide crisis intervention, referrals and case management services to student and families, complete documentation, progress notes and reports as required by state, local, and federal mandates, serve as liaison on child welfare issues and share expertise with entire school team, and take an integral role in the high school admissions process.

In a 2000 study on the effectiveness of various approaches for teaching children to read, the National Reading Panel praised the Orton-Gillingham (OG) approach and specifically supported the significance of offering classroom instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension.[5] This research underpins our philosophy that explicit and structured language instruction is valuable for all students, but is *critical* for students with language-based learning difficulties (such as dyslexia), those who struggle with literacy acquisition, as well as ELL students. Teaching our students the way *they* learn ensures they will succeed and "take their place alongside other individuals such as Woodrow Wilson, Thomas Jefferson, and Albert Einstein."[6]

Research highlights that reading and literacy acquisition are not innate skills, but rather part of a learned process that requires explicit, direct, and systematic instruction. Research shows that the SOR is effective in improving academic outcomes because of its inclusivity, as students with and without learning differences benefit from its application across subject areas, as do students who are ELLs. Similarly, students at or above grade level also thrive under SOR based instruction. Research shows that best practices in math parallel the SOR and that the principles of the SOR (explicit, systematic instruction) are critical for increasing academic achievement in math. Application of these principles across all content areas will provide a consistent, research-based approach to instruction. This is especially critical at the middle school level, as content area texts are increasingly complex, and students struggle to extract meaning and content from those texts.

Remote Instruction

In the event that students need to be remote and the school is utilizing its Emergency Remote Instructional Plan, students will be provided live daily instruction from their teachers via Google Classroom(on technology provided to the student by the school), so that it mirrors the direct instruction they receive in the classroom in person. Materials will continue to be differentiated accordingly. Should

[5] Cunningham, J. W. (2001), The National Reading Panel Report. Reading Research Quarterly, 36: 326–335.

[6] (Dyslexia Institute;dyslexia-add.org).

the student receive related services, BPCS2 will serve as the liaison between the student's family and the CSE who is responsible for providing the services to the student, to assure that the student is meeting their mandates.

Monitoring Progress and Coordinating Supports: To monitor the progress of individual students, the goals and objectives of a student's IEP will be tracked. In addition, BPCS has a pupil progress team (PPT) meeting led by the dean of specialized instruction that includes the director of teaching and learning, school social workers, and grade team leaders. The PPT meets biweekly to monitor the progress of students receiving interventions. Classroom teachers may also bring specific concerns for review with the PPT team to discuss potential interventions.

Professional Development: BPCS2 will offer professional development to instructional staff to ensure that they have the requisite skills and knowledge to identify, support, and evaluate the progress of special education students, including the implementation of RTI and behavioral intervention plans ("BIPs") in the classroom. BPCS2 will offer full day seminars and workshops beginning in the summer pre-service and continuing throughout the academic year. Professional development themes specifically related to supporting students with disabilities include:

- **Students with Disabilities:** Identification of students who may require referrals; referral process and role of CSE; evaluations; reporting, annual reviews, IEP meetings, entry into SESIS; compliance; understanding IEPs and its components; testing accommodations and modifications; related services; teaching strategies; UDL, setting IEP goals.
- **Response to Intervention**: How it works; three tiers of support; proactive design to prevent unnecessary referrals to special education.

Evaluating the Program: We will evaluate the efficacy of our supports for students with disabilities (learning differences) through consistent review of schoolwide and individual student data, resulting from the various assessments administered at BPCS2- daily formative data from classrooms, summative assessments and projects, and schoolwide assessment data from NWEA MAP and Acadience assessments. We will also check in with students on their progress towards achievement on their own set of identified goals as a measure of our success in supporting our students.

c. English Language Learners

Strategies for supporting ELLs at BPCS2 will include:

- *SOR based instructional approach curriculum*: BPCS2 will implement a literacy-based approach in which students have multiple opportunities each day to build their literacy skills(. Teachers will use multisensory instructional methods to support all students with literacy acquisition; this approach is especially beneficial for ELLs as . Across the curriculum, BPCS2 will use multicultural literature to maximize a sense of belonging for all students and provide students with a chance to connect to the coursework.
- *Neurodiverse co-taught classes in Core Subjects:* As described above, all core subjects at BPCS2 will be neurodiverse co-taught classes, which provide at least two teachers in each classroom. This model supports ELLs by facilitating small-group instruction and allows students to receive individualized support with language acquisition. All classrooms at BPCS2 will be culturally responsive and inclusive, which is critical for developing long term success with literacy acquisition and application.

- **Student-Centered Design:** BPCS2's student-centered design will develop students as leaders of their own learning. Examples include small classes, differentiated instruction, and amplified student voice through a dedicated House period emphasizing leadership and character development. Additionally, our creative students require additional extensions of their learning in various modalities to express themselves while developing their talents and future passions. Our variety of Creative Learning Electives(CLE), offered to students daily, each year they are at BPCS2, are designed to be extensions of core content areas to support skills and standards taught in those periods, while also providing students with age appropriate courses meant to enhance their middle school experience. We plan to offer an after school program and various extracurricular activities, as well as community events that will be purposefully designed to engage and meet the unique developmental needs of middle schoolers.

Identification: We will administer the state required universal screening known as the Home Language Identification Survey to properly identify students who may require ENL instruction. Where indicated, the NYS Identification Test for English Language Learners (NYSITELL) will be administered to further identify the need for emerging, transitioning, expanding or commanding ENL services. We will use the eight components for language development in the Sheltered Instruction Observation Protocol (SIOP), a research-based tool for meeting the academic needs of ELL students, as an instructional framework for ENLs. A report from 2012 on the use of SIOP published in TESL-EJ stated "preservice teachers as well as in-service educators all benefit from this deeper understanding of how to design and deliver learning opportunities with dynamic, viable association to content and language in linguistically and culturally diverse classrooms." While it is critical to be sure that ELL students are not inappropriately identified as students with special education needs, we must also be careful to not assume that ELL students are not students with language-based learning differences, as research and experience shows that many students are often classified as "one or the other."

Bilingual students with dyslexia or another language based learning difference will have symptoms of difficulty across **both** languages, but the nature of those difficulties may differ. Reading and writing disorders—including dyslexia—present differently depending on the nature of the language, as well as the severity of the disorders. In particular, the ratio of sounds (i.e., phonemes) to letters (i.e., graphemes) make any language either more transparent (e.g., Spanish, German) or opaque (e.g., English).[7] This is why a comparison of data from the Home Language Survey and our Acadience Reading Assessment and Screener will be critical to determining and identifying the specific needs of this group of students.

Personnel: Below, are the titles and responsibilities of these team members as it relates to serving English language learners:

- **Director of Specialized Instruction (DSI):** The DSI is a critical position that provides teachers with appropriate and critical support to ensure success for students with disabilities, inside and outside the classroom. The DSI will report directly to the Principal and will directly manage the Literacy Interventionist and,Speech and Language Pathologist and will support teachers through observations and coaching in the implementation of strategies and best practices related to supporting all of our students, including differentiation, modifications of lesson plans and materials, classroom organization and structure and behavior management issues that are

[7] Pearson Assessments (2019). *Dyslexia and English Language Learners*

manifestations of a student's learning difference. The DSI also works closely with our SOR consultant and Literacy Interventionist, Speech and Language Pathologist to support teachers' in effective implementation and use of the TSE period to improve literacy outcomes for all students. The DSI manages external agency provided service providers (OT and PT) with the Speech and Language Pathologist managing external speech providers.

- **Literacy Interventionist:** The Literacy Interventionist will be a key instructional support in assuring there is a tiered system for instruction with increasing intensity and individualization. The Literacy Interventionist will support the DSI in coaching teachers in effective SOR strategies and in reviewing data to identify and develop student groupings for the TSE period, to increase literacy outcomes for all students. Using data from the Screener and RRA, the Literacy Interventionist will play a key role in the effectiveness of TSE, providing small group instruction to targeted student populations, disaggregating literacy data across the school community to inform instructional and programming decisions, RRA progress monitoring and collaborating with the SOR consultant to execute professional learning for staff.
- **ENL Teacher:** The ENL Teacher will provide academic instruction for students who are currently and/or formerly identified as an English Language Learners. The ENL teacher will collaborate with the ESL/ENL students' classroom teachers through a co-teaching and pull out model and differentiate work to meet the needs of each student. With support from the Instructional Coaches and Director of Specialized Instruction, they will design and implement high quality individualized/small group plans that effectively address student strengths and needs with clear learning goals and performance criteria.

Monitoring Progress and Coordinating Supports: The ENL teacher, under the supervision of the Principal, will be responsible for monitoring ELL students' progress in meeting their linguistically appropriate academic goals under the Federal Equal Education Opportunities Act and Civil Rights law, by ensuring they are a part of a cohort of all students with access to a strong instructional core.

During guided reading and centers or strategic native buddy groups, the ENL teacher will target differentiated vocabulary, and use graphic organizers for content learning and to clarify definitions. This is an integral part of RTI/Tier 1 and adds to the certainty of cultural sensitivity, and avoidance of inappropriate referral of ELL students to special education services. ELLs who continue to struggle will require additional interventions. The ENL teacher will review data collected in RTI Tier I interventions, as well as NYSESLAT results, their implications for instruction, and conduct further assessments for recommendation for RTI/Tier two. He/she must continually account for the language and cultural differences in administering assessments and interventions. The ENL teacher will determine the increasing levels of intervention that are then required. In addition, the ENL teacher, under the supervision of the DSI, will complete all supplemental funding reporting requirements, and attend weekly meetings to review progress and needs of each ELL student.

Professional Development: BPCS2 will offer professional development to instructional staff to ensure that they have the requisite skills and knowledge to identify, support, and evaluate the progress of English language learners. BPCS2 will offer full day seminars and workshops beginning in the summer pre-service and continuing throughout the academic year. Professional development themes specifically related to supporting English language learners include: Recruitment, enrollment and retention; identification of ELLs; role of the ENL teacher in an ICT classroom; UDL and ELL instruction; compliance and family communication; SIOP protocols.

Evaluating the Program: BPCS2 will evaluate the efficacy of the supports for ELLs by reviewing summative progress made toward academic goals as measured by our assessments. We will evaluate the efficacy of our supports for ELLS through consistent review of schoolwide and individual student data, resulting from the various assessments administered at BPCS2- daily formative data from classrooms, summative assessments and projects, and schoolwide assessment data from NWEA MAP and Acadience assessments. We will also check in with students on their progress towards achievement on their own set of identified goals as a measure of our success in supporting our students and work in conjunction with the ENL teacher and the classroom teachers of ELLs/ENL students to determine how the student is progressing at BPCS2.

Translation: As the EEOA dictates, the ENL teacher must make certain that parents of ELL students have meaningful communications with schools and ensure that they receive the same information disseminated to English-speaking families, in the language of their choice. We will make every effort to translate written notices, however we will also train staff members who are bilingual, in translating, including the need for confidentiality and ethics of translation. In addition, we will ensure that families receive announcements and information about after-school and other extra-curricular programming translated in their preferred language. We will work closely with staff to ensure that all after-school and extra-curricular programming is accessible to ELLs and their families.

d. Gifted and Advanced Students

Many of our students, including children in our target group, will be gifted intellectually. Families of students who struggle with reading are witness to the fact that as a result of their disability, their children have had to work twice as hard to stay afloat, and thus have developed an extremely strong work ethic, even though they are average to above average in intelligence. They struggle not because they lack intellectual capability, but because there is a gap between their intellectual capacity and their ability to read. The “discrepancy model” reference is made when a child or adult has more difficulty with reading, writing and spelling skills than their IQ would suggest[8].

In the same way that we use data to identify struggling students, when students are demonstrating academic achievement that exceeds grade-level benchmarks, we will identify them as advanced.

As part of our decision-making process we choose programs with resources that are fully enriched not only with higher order thinking skill options, but also with multiple intelligence modalities. The diagnostic aspect of our structured literacy approach will ensure that advanced learners are appropriately challenged, preventing stagnation in their academic development.

For students who are exceeding grade level benchmarks, we will provide an increased the level of challenge to broaden students’ critical thinking skills and further deepen their content knowledge. Our curricular resources will support this practice because they have been chosen to allow for highly differentiated instruction. Through our small-group approach, core subjects will be structured to allow students to further challenge themselves in groups appropriate to their level. The TSE period will be an excellent space for students who are above level to participate in core content based enrichment activities and higher level materials.

[8] Entin, Esther. "Are Dyslexia and IQ Related." *The Atlantic*, November 7, 2011. https://www.theatlantic.com/health/archive/2011/11/are-dyslexia-and-iq-related/247809/

9. Instructional Leadership

A. Instructional Leadership Roles: BPCS 2's instructional leaders, including the Principal, Director of Specialized Instruction, and Dean of Student Support will focus on academics and achieving student progress toward our school wide academic goals.

Principal: The Principal will serve as the school's instructional leader, and leader of the school building on a daily basis. The Principal directly reports to the Head of School, and oversees the Director of Specialized Instruction, Dean of Student Support, Instructional Coaches, Secretary, School Aides and all teaching staff. As the instructional leader, the Principal will supervise BPCS2's academic programming, curricular and instructional design as well as developing and implementing the professional learning plan and cycles. The Principal uses various forms of data to track and evaluate academic progress towards the school's identified benchmarks, making adjustments as needed. The Principal has a substantial role in engaging, supporting and ensuring our families are significant partners in their child's education and is tasked with ensuring a safe and orderly school environment and a caring and supportive school culture for all members of the school community.

Director of Specialized Instruction (DSI): The DSI is a critical position that provides teachers with appropriate and critical support to ensure success for students with disabilities, inside and outside the classroom. The DSI will report directly to the Principal and will directly manage the Literacy Interventionist and,Speech and Language Pathologist and will support teachers through observations and coaching in the implementation of strategies and best practices related to supporting all of our students, including differentiation, modifications of lesson plans and materials, classroom organization and structure and behavior management issues that are manifestations of a student's learning difference. The DSI also works closely with our SOR consultant and Literacy Interventionist, Speech and Language Pathologist to support teachers' in effective implementation and use of the TSE period to improve literacy outcomes for all students. The DSI manages external agency provided service providers (OT and PT) with the Speech and Language Pathologist managing external speech providers.

Dean of Student Support (DSS): The DSS supports students' social and emotional needs to ensure that all students can succeed in the school's academic program. The DSS at BPCS2 works with administration, staff, and families to ensure that diversity, equity, and inclusion are integrated throughout every aspect of the school community, inside the classroom and out. The DSS supports staff in ensuring the consistent implementation of behavior management systems and schoolwide incentive programs, and analyzes school-wide data to design responsive student behavioral and support interventions. The DSS also models and promotes positive classroom systems and works with teachers to respond to student behavioral trends. The DSS supervises the Student Support Team, composed of the Guidance Counselor and agency-provided behavior paraprofessionals, to oversee the implementation of IEP-driven counseling mandates and behavioral support interventions.

Selecting Instructional Leaders: Due to the specialized population of our proposed school, one of the primary criteria for selecting leaders will be extensive experience leading programs specifically for students with language-based learning disabilities. The proposed Board of Trustees has identified a Head of School, who will be shared by our partner organization BPCS. Recruitment for the leadership team of BPCS 2 will be led by the Head of School in consultation with the BOT hiring committee. The school will conduct an extensive search for the principal and cast a wide net for applicants to promote and recruit from a robust pool of candidates for this critical role with the key focus being to promote diversity among the staff.

All hiring will be done in accordance with our hiring policy. We will network with community partners and leverage the experience and capacity of our Board and partner BPCS to help with our search. BPCS2 seeks to promote diversity and equity within the operational, instructional, and administrative leadership and staff, and therefore we implement a broad recruitment effort to ensure that we reach a diverse pool of candidates. Our recruitment efforts will include outreach to networks such as Teach for America, and the New York City Teaching Fellows; local college and University partners such as Wagner College, St. John's University, the College of Staten Island and other CUNY schools of education. Further, in an effort to ensure candidates that align with our mission and philosophy, we will recruit from education programs that include outstanding specializations in Language Based Learning differences such as the Rose Institute at Manhattanville College, the Center for Dyslexia Studies at Fairleigh Dickinson University, the Reading Masters programs at several SUNY schools(Albany, Geneseo, Cortland, New Paltz and Oneonta). The school is particularly excited to explore the formation of a potential partnership with SUNY New Paltz and their newly developed Science of Reading Center of Excellence. Recruitment efforts will extend to on-line search sites and mailing services wherein recruitment can be targeted and focused to complement our school's needs and mission.

Monitoring the Effectiveness of the Academic Program: Instructional leaders at BPCS2 will use interim assessment data as well as performance on achievement goals based on the New York State (NYS) assessments for all subgroups. Data will be disaggregated in all instances of analysis to ensure that the performance of students in at-risk populations are closely monitored.

As a school with a mission to serve students with language based learning disabilities, it is critical that we have multiple measures of academic success. In particular, we focus on growth targets on nationally normed assessments as a critical method of measuring our success using the NWEA MAP assessment to measure student progress and evaluate our efficiency in the delivery of our mission. We will also review progress data from our RRA, results from NYS ELA, math and Science assessments and individual student goal attainment to provide evidence of the transformational impact that our instructional program and school design have on our students. The Principal and Academic team will monitor schoolwide progress towards and will report on this data to the Head of School, who will report this data to the Board of Trustees.

a. Teacher Support and Supervision

The greatest gift we can give our students is highly qualified, highly skilled, caring professionals as their teachers. Teaching and Learning at BPCS2 will be a source of pride and professional growth and we are committed to creating a dynamic, highly structured, highly disciplined, well-designed learning environment, where curriculum and instruction are never confined to individual classroom silos, and where learning is never limited by bell schedules. Therefore, investment in teacher support and coaching is a top priority, as evidenced by our staffing and budgetary decisions. We believe when teachers broaden and deepen their expertise through sustained, high quality PL and meaningful coaching and feedback, it engenders a sense of professional fulfillment that leads to greater teacher retention and higher academic outcomes for students in each classroom.

BPCS2 will utilize Bullseye, a instructional support system that is focused on making observations and feedback meaningful to both teachers and members of the Academic team. Each member of the Academic Team and all teachers have access to Bullseye, which allows teachers to set goals, while

allowing observers to support teacher progress towards these goals. Bullseye provides classroom observers the ability to record videos, collect notes and shared feedback immediately after a classroom visit. collect evidence in the classroom through videos, notes. Observation data will be stored in the Bullseye platform allowing teachers and observers to consistently revisit an observation's feedback/notes, and inform individual and schoolwide support and PL. In addition to the Mid Year and End of Year individual check ins that all staff members will have with the Principal, the Academic Team can use observation data to determine which teachers need individual check ins throughout the year, in addition to the Mid Year and End of Year individual check ins that all staff members will have with the Principal.

Using Bullseye, teachers at BPCS2 will be observed daily by a member of the Academic Team (Principal, DSI, DSS, Literacy Interventionist, Instructional Coaches and Speech and Language Pathologist) and our SOR consultant. A majority of these visits are non-evaluative and are meant to provide teachers with immediate feedback and real time coaching. The Academic team also is able to use these observations/classroom visits to determine which teachers are in need of additional support and then tailor that support to individual teachers, classrooms or teams. This level of support will be a primary driver of improving instructional practice and academic outcomes, as well as a strategy for teacher retention. Through this frequent coaching cycle, BPCS2 will instill high expectations for instruction as well as a growth mindset in our teaching staff—encouraging teachers to pursue constant improvement in teaching skill that results in improvement of student academic outcomes. In addition to these non-evaluative observations and classroom visits, all teachers receive multiple informal observations that are part of the teacher evaluation process.

In addition to observation and feedback of instruction, teachers also receive feedback on lesson plans. The process of creating, revising, and getting feedback on unit and lesson plans at the school is structured in our daily and weekly schedule. All teachers have a daily preparation period and weekly collaborative planning time, allowing time to create and revise lesson plans in teaching pairs. All lesson plans must include learning objectives, standards met, differentiation strategies, activities, academic vocabulary, multisensory components, and success criteria. Daily formative assessments are required in all lessons, reflecting our commitment to data-driven instruction. The Academic Team will offer support to teachers in aligning their lesson plans with grade-level standards, and will work with teachers to incorporate all SOR elements into each specific content lesson. Teachers submit lesson plans weekly, and the Academic Team will provide feedback on the plans.

In addition to coaching built into our school day, all teachers at BPCS2 will be uniquely supported in delivering and implementing SOR based instruction. In addition to a summer intensive training program, mandated for all staff, all teachers will receive weekly individual coaching and professional learning. These direct coaching sessions, provided by our SOR consultant, DSI and Literacy Interventionist will include modeling, lesson planning support and individualized instructional strategies based on the needs of each classroom, teacher and group of students, directly informing our TSE period(described further in our Curriculum and Schedule section). Teachers at BPCS 2 will also have the opportunity to participate in the Bridge Preparatory Charter School Structured Literacy Practicum Center, an expanded professional

learning offering that will support individual teachers with advanced certification through the International Dyslexia Association.

b. Professional Learning

Teachers and staff are critical to achieving a culture of achievement at BPCS2. Our Professional Learning offerings are designed to provide staff with an extensive and balanced approach to professional learning and opportunities to increase their knowledge and skills in implementing effective direct instruction rooted in the SOR. All PL will be treated as sacred time, with high expectations being held to assure our mission and vision is met through rigorous instructional design and a strong school culture.

The Principal is in charge of developing the PL plan at BPCS2. This includes the topics for weekly professional learning and identifying facilitators(both internal and external) to lead professional learning sessions. The PL schedule for the school year is determined by trends in student data, instructional quality, and other needs expressed by teachers or leaders. To meet these needs, BPCS utilizes internal and external providers for PL.

The following staff support structures, will result in a highly qualified staff prepared to work with all student levels, and further our mission and ability to meet our goals:

- **Pre-Service Summer Professional Learning**: Each summer, teachers participate in pre-service PL, which given its critical role is carefully planned. Summer PL will include training on core aspects of our instructional program such as a Science of Reading Bootcamp, which provides staff with foundational principles, critical elements related to the SOR in both seminar and immersive formats; our standards-based curriculum, goal setting, differentiation, co-teaching, classroom management, The Writing Revolution(TWR), and The Leader In Me (TLIM). Teachers are also provided PL on operational protocols, school policies, and procedures, behavior management and are provided time to plan and curriculum map with their co-teacher and members of the Academic Team.
- **Dedicated PL days during the School Year:** Multiple times per academic year will be set aside for staff only professional learning, with topics/structures planned by the Principal and Academic Team. These days are spread throughout the academic year, to allow them to be used in a way that is thoughtful and responsive to data and the needs of teachers and students.
- **Common Planning:** Teachers will each have a daily prep period for: individual lesson plan writing and research/curriculum map/pacing updates; communication with families; data input and student binder updates. Each week on Wednesdays, all teams will have 60 minutes for common team planning discussion of:
    - Review and implementation of feedback from observations;
    - Review of individual student work and classroom/grade level data;
    - Celebrations or concerns regarding individual students or trends of student groups based on data review;
- **Personalized Coaching and Supports in the SOR**: All teachers at BPCS2 are uniquely supported in delivering and implementing SOR based instruction throughout the week, through coaching and observations. Our SOR consultant, Literacy Interventionist, Speech and Language Pathologist and DSI will provide teachers with feedback and support with data analysis, instruction and lesson planning and SOR implementation across content subjects.
- **PL outside the school building.** Staff will have opportunities to attend and participate in external content and practice-based PL, including specific mission aligned conferences each year such as

the International Dyslexia Association Conference, The Reading League Annual Conference and the Orton Gillingham Academy Annual Conference.

BPCS2 will offer a range of PL topics to ensure that we are on track to deliver our mission and vision and that teachers at all stages of development are provided with opportunities to continue growing in their career. Topics will be identified by analyzing the needs of the staff and students, our progress toward our shared academic goals, and the phase of growth of the school (e.g., year one PL will be different from year four PL). PL topics will become more refined, descriptive and focused as we begin to get to know our educational community, but we anticipate that throughout the year, sample PL topics could include:

- Lesson planning (including but not limited to, task and rubric design);
- Crafting rigorous Learning Objectives, and higher order questioning and discussion protocols;
- Personal health and well being(self-care)
- Implementation of PDSA cycles;
- Differentiation;
- Mentorships;
- Development of technical, qualitative and analytical skills to analyze student data and use findings to make instructional modifications;
- Learning new technological skills to be able to properly use technology in the classroom;
- Classroom management skills;
- Action research training;
- develop specialized skills to support special populations;
- Leadership skill acquisition to build capacity for school improvement,
- Shared leadership, and common culture of achievement;
- Understanding the achievement gap, including cultural, economic and racial sensitivity.

In addition to the PL topics listed above, we will plan for specific PL to occur related to the SOR. Some topics examples include:

- Layers of Language
- Administering Sound Inventory
- The Six Syllable Types
    - Syllabication/Coding
    - Extensions and Vocabulary Building
    - Suffix Endings
- Introduction to Grammar
- Introduction to Morphology
- Introducing Morpheme Sets 1 - 8
- Real world vs. Literal meaning
- Real world vs. Literal meaning
- Open vs Closed Syllables
- Fostering Understanding of Print Conventions, Features and Functions
- Text-Based Discussions
- Collaborative and Culminating PBL Celebrations
- Teaching Compositions
- Teaching Sentence Writing- structure and mechanics

PL Evaluation: PL Questionnaires designed to provide a feedback loop between staff, leadership, consultants, mentors, and CBOs, will be completed by participants following each PL session. The questionnaire will measure overall satisfaction, timeliness, relevancy, facilitation of learning, formative competency, provision of resources, meeting expectations, and overall quality of PL to improve design and delivery of instruction. In addition, a full staff survey will be administered each spring to provide feedback on the quality of the staff-wide professional learning opportunities. Leadership "Huddles" will be convened following each administration of questionnaires and surveys to inform future PL sessions, develop topics for weekly sessions with teachers, to gain a more in-depth perspective of staff needs, program effectiveness and to plan staffing patterns and enhance teacher retention programs.

c. Teacher Evaluation and Accountability

In order to determine that BPCS2 is an effective organization and we are meeting our commitments to our students, staff, families, BOT, community, authorizer and the Charter Law, we must rigorously pursue evaluation systems, which render information upon which we can make decisions. BPCS2 will have systems to monitor and maintain organizational and instructional quality. Staff will be held accountable for continuous delivery of high quality, differentiated instruction and student performance through observations, evaluations and support utilizing BPCS2's teacher effectiveness system. As noted above, BPCS2 will use Bullseye as a tool to support the Academic Team in delivering feedback and monitoring teacher progress as part of the formal evaluation process.

BPCS2 instills an annual emphasis not only on reaching summative proficiency targets (set annually based on prior year performance on State exams for Grades 6-8), but on growth. Teachers will be accountable for their students' academic growth, as measured by our interim assessments.

BPCS2 chose the Danielson rubric for teacher evaluations because it offers a clear and structured framework for assessing teacher performance across different areas like lesson planning, classroom environment, and instruction. The framework is grounded in research on effective teaching and helps identify teachers' strengths and areas for improvement, ultimately supporting their professional growth. This rubric aligns well with our emphasis on student-centered and small-group instruction, which is a key method of supporting our mission. Our annual PL sessions include in-depth review of our formal evaluation process as well as a review of the Danielson rubric, which is what is used to guide observations and evaluations at BPCS2.

The Principal will conduct two formal evaluations for each teacher annually. The evaluation is based on both teacher performance and student outcomes and uses a 4-point rating HEDI scale of 1) Highly Effective, 2) Effective, 3) Developing, 4) Ineffective. During formal evaluations, teachers participate in pre- and post-observation conferences and receive written feedback aligned to the Danielson rubric. As part of their evaluation, teachers are asked to complete a portfolio at the end of each year that contains samples of lesson plans and student work and included a self-reflection summarizing their areas of success and growth. This process will be valuable as it shifts the focus of evaluation from one observed lesson to a more holistic evaluation of what the teacher has accomplished that year.

Should a given teacher receive an overall rating of "Developing" or "Ineffective", a Performance Improvement Plan (PIP) will be put in place for the next academic year. The purpose of the PIP is to assist

and further develop teachers to their full potential. The PIP will be developed mutually between rating officer and teacher via pre- and post-conferences during mandatory monthly formal observations. The agreement will incorporate support structures and actionable improvement steps, such as increased professional development, collegial or formal mentoring, and a timeline for attainment. Upon completion of the agreed upon improvements outlined in the PIP, the teacher will be informed in writing that the PIP is complete. If the PIP remains incomplete by year's end, or if the teacher again receives low ratings in the next academic year, and a second PIP is not completed, they will be put on probation for possible termination.

10. School Culture and Discipline

a. School Culture

Research shows that literacy skills are best developed in rigorous classrooms that are rooted in high expectations[1]. By utilizing approaches and drawing from both The Science of Reading and Culturally Responsive-Sustaining Education, our staff will be better prepared to deliver on our mission of developing a lifelong love of learning for our students, particularly those with language based learning differences and ELLs. BPCS 2 recognizes that school culture is created by the values, behaviors and beliefs of all stakeholder groups – teachers, families, students, school support staff and school leaders- as well as the influence of the larger community. Fulfilling our mission to provide all students with a challenging and supportive learning environment that fosters their academic achievement and social and emotional growth is a shared responsibility. Creating a caring school community in which students feel safe, cared for and respected means staff members and families must be partners and role models as we set high academic and behavioral expectations for our students and provide them with the supports they need to achieve them. BPCS 2's BOT, its Head of School and others in leadership roles are sensitive to the fact that their role in setting school policies and procedures, allocate resources, ensure equity and access, influence attitudes about growth and change and engage in formal and informal communication between and among stakeholder groups all contribute to our school's culture. We will emphasize students' worth and potential, so they are able to identify and appreciate it themselves and understand that they also contribute to how they, their parents and school staff feel about the school (school climate) and why they feel the way they do (school culture.)

BPCS 2 will maintain a safe environment free from harassment and discrimination. This is achieved through several methods, including the distribution of our annual Family Handbook. The Handbook includes our Discipline Policy and Code of Conduct. This document outlines the student support interventions that BPCS 2 staff may use when students demonstrate behavioral challenges. For students that violate our school's community behavioral expectations, the policy outlines the appropriate disciplinary response. We strive to create positive working partnerships with students and their families; accordingly, we always inform parents or guardians of behavioral incidents. This allows us to best support students both in and out of the classroom.

BPCS 2 is committed to providing a safe, orderly, and nurturing environment in which students can achieve academic excellence and flourish socially and emotionally. We will have a clear and consistently applied Discipline Policy and Code of Conduct that allows students and teachers to maximize class time and promote student learning. Our school wide approach to behavior management is restorative, with the goal of re-integrating students into the learning environment if an infraction occurs. When a student exhibits a behavior that has a negative impact on the community, the BPCS 2 team will use a range of student support interventions, outlined in our Discipline Policy, to help the student understand and learn to manage their behavior. These interventions are in place to prevent the behavior from continuing, teach the student appropriate replacement behaviors, and reinforce when students are exhibiting positive behaviors. We also will implement proactive strategies to ensure that our students are supported with developing positive behaviors, and our staff works with students to help them understand how their actions can lead to positive or negative consequences

[1] https://www.nysed.gov/sites/default/files/programs/standards-instruction/literacy-brief-1.pdf

Supporting social and emotional development: Lesaux and Katie Carr note that, "In high-quality literacy learning environments, students simultaneously build literacy skills and social emotional skills."[2] BPCS 2 will offer a range of services and programs designed to support the social-emotional needs of our diverse population, which is critically important at the middle school level. We recognize that the social-emotional wellbeing of our students is integral to academic performance, and will continuously look to invest in ways to support our middle school students as they develop and grow. This work will be led by the Student Support Team, which includes our Dean of Student Support and Guidance Counselor. In addition to providing direct services to mandated and at-risk students, the team will work with the Principal to support teachers in assuring that each instructional space is developed and maintained as truly student centered, celebrating the contributions of its neurodiverse students and amplifying their voice. Classrooms[3] at BPCS 2 will be:

- Inclusive
- Safe
- Engaging
- Responsive
- Welcoming
- Affirming

Our Dean of Student Support, Guidance Counselor and teachers will identify and monitor trends in the social-emotional needs of our students through frequent classroom observations and plan responses in interventions accordingly. The team will also work with the Academic team to monitor individual student academic progress, behavioral data, attendance and tardiness to determine if further support is necessary.

House: Our House period occurs two(2) times per week and is a critical structure that supports both student social emotional development and schoolwide culture. The period where students across a grade are mixed for social engagement and community building activities, serves as both a SEL touchpoint for students to engage in a consistent reinforcement of our schoolwide culture and expectations, rooted in The Leader in Me and to engage in CTE learning standards.

The Leader in Me: Similar to our partner school, BPCS 2 will use The Leader in Me (TLIM) program, based on *The 7 Habits of Highly Effective People* and will become a TLIM School working towards achieving a Lighthouse School designation. TLIM provides a leadership-based approach to culture that supports our vision of a caring school community that fosters a culture of holistic student achievement and meaningful family and student engagement. We will use TLIM, schoolwide to teach students leadership and life skills as the program is rooted on the principle that every child can be a leader and encourages the development of self-confidence, responsibility, and positive interpersonal relationships- all critical factors in the success and development of our middle school students. TLIM is aligned to state and national standards and "equips students with the self-confidence and skills they need to thrive in the 21st century"[4]. TLIM's incremental approach also aligns with our instructional philosophy that there is no "one-size fits all" approach to success and that long term, sustainable academic success and student growth must be built upon solid foundations. All teachers will receive training in TLIM and will be expected to integrate

[2] https://www.nysed.gov/sites/default/files/programs/standards-instruction/literacy-brief-1.pdf
[3] In alignment with the NYSED Culturally Responsive-Sustaining Education Framework
[4] http://www.theleaderinme.org

components from the model into their practice. Leadership habits and skills are embedded into lessons across the content areas.

Using TLIM, each House class will develop a mission statement that aligns to the overall BPCS 2 mission and goals that supplement their individual goals, a constant reinforcement of our culture of achievement and shared mission. Based on successes of our partner school and other TLIM schools, we are confident that TLIM will result in development of skills in communication, accountability, adaptability and problem solving for students and staff . This skill development will supplement our rigorous academic approach and further our community goals for academic and personal achievement.

Each month, the entire BPCS 2 community will focus on the relationship between a specific *7 Habit Principle* and aligned theme, based on key character traits and mindsets which will be further explored within each House period and included in individual class periods, through specific books, writing prompts, real world connections and project based experiences/activities. This work will directly support the overall mission of BPCS 2 and can align with elements from the NYS Culturally Responsive Sustaining Education Framework. A sample monthly outline can be see below:

Month	**Themes** ***Traits and Mindsets***	**7 Habit Principle**
September	7 Habits of Highly Effective People	*7 Habits of Highly Effective People*
October	Identity *Who we are* *Who others say we are* *Who we desire to be*	*Habit 2- Begin with the End in Mind*
November	Abundance / Appreciation *Energy, Mindset, Actions, Words*	*Habit 1: Be Proactive*
December	Self-Care and Growth	*Habit 7: Sharpen The Saw*
January	Choices	*Habit 1: Be Proactive*
February	Growth Mindset	*Habit 4: Think Win Win*
March	Teamwork	*Habit 6: Synergize*
April	Prioritizing What's Important	*Habit 3: Put First Things First*
May	Feelings / Emotions	*Habit 5: Seek First to Understand, Then to Be Understood*
June	Justice / Equity	*Habit 2: Begin with the End in Mind*

Creating and sustaining an equitable school culture: Creating and sustaining an equitable school culture is fundamental to the mission of BPCS 2. Teachers will be supported in implementing an equitable culture through the use of a restorative justice approach by the Dean of Student Support. BPCS 2 will use the Code of Conduct which addresses issues such as bullying and bias-based behavior, restorative approaches, and progressive discipline, as a guidance document for school staff professional development and for parent workshops to ensure that school personnel and families are collaborative partners. School leaders will address school safety as part of their daily practice. Both TLIM and the House period are designed to support a school and classroom environment that values and welcomes individual students and prioritizes equity. At the end of each school year, families will have the opportunity to complete an end of year survey to provide feedback in areas of instruction, student achievement, school culture and safety and the level of support provided by school personnel, which will be crucial to the evaluation of our fidelity to our mission and goals. We will maintain compliance with the Dignity for All Students Act (DASA) with oversight from the school's Dignity Act Coordinator (DAC). The name and contact information for the DAC is shared with staff and families and will be posted on our website.

Maintaining a safe and orderly environment: BPCS 2 will establish a safe and orderly school environment conducive to learning through its focus on creating a supportive school culture that involves the active engagement of all stakeholder groups, coupled with the approach to discipline delineated our Code of Conduct. The maintenance of order and security in and around BPCS 2 is essential to achieving our mission and creating a caring school community. We are firmly committed to ensuring that our students come to and leave school feeling safe and comfortable each day. The Head of School and Principal are responsible for assuring that BPCS 2's Safety and Security policy and procedures are followed with fidelity each day. Whether we are co-located in an NYDOE building or operate our private space facility, our school building will be accessible for all, including individuals requiring wheelchairs. The space is compliant with all safety codes for school buildings. Regular fire and health safety checks will be conducted and we will have systems in place for school lockdowns, evacuations, and sheltering sites.

If BPCS 2 is located in a NYCDOE building we will become part of the building's Safety Committee and participate in any "table top" safety scenarios, any fire, lockdown, and sheltering-in drills, and be fully prepared with evacuation procedures, if necessary. If we are not sited in a NYC school facility, we will implement all of the aforementioned safety and security procedures in our facility. We will remain in communication with the NYPD and NYCDOE's Office of Safety and Youth Development, to develop partnerships and strategies that will further ensure the safety of all our students and in the surrounding community. If we must acquire private space, we have already budgeted for outsourcing security services with a reputable, experienced security vendor. All stakeholders at BPCS 2 have a shared responsibility to be vigilant, aware, and fully informed of safety protocols and staff and students will be consistently trained in safety protocols for themselves and others.

At BPCS 2, we are committed to assuring that our school will present an optimal physical environment that showcases a culture of achievement. This means that our entire BPCS 2 community—leadership, staff, students and families—will play a role in assuring our building is clean, neat and orderly. In the event we are not located in a NYCDOE facility we will budget funds to contract with an outside vendor for custodial and maintenance services.

Instilling culture and expectations with board members, staff, students, and families: While the effectiveness and success of our school culture will only come as a result of shared responsibility, the primary responsibility for school culture and discipline rests first with the Board of Trustees, then with the

school leadership and then with all school staff. Board members are charged with setting policies that maintain culture and expectations. For new trustees, an onboarding process will ensure that all trustees understand the BPCS 2 mission and cultural expectations. BPCS 2 will monitor and evaluate the efficacy of school culture and discipline in multiple ways. School Leadership will meet regularly with families and school staff to garner feedback related to school culture and discipline. The Principal, Dean of Student Support and Head of School will regularly review student behavioral data and engage faculty in addressing negative trends that may arise. Students will also be involved with regularly scheduled focus group discussions to invite student feedback around these issues. Key evaluative measures will include attendance levels for students and staff; numbers of disciplinary incidents; severity levels of disciplinary incidents; student retention rates and staff attrition, and responses received from Staff and Family Surveys.

It will be the responsibility of the Head of School and the Principal to clearly communicate to all adults in the building the school's vision of school culture, the role each plays in supporting the vision in their daily interactions with one another, with students and families and in the restorative approach that each adult is expected to use when interacting with students who behave inappropriately. The Principal, with support from the Dean of Student Support will ensure that all adults understand and know how to hold students accountable and help them learn from their misbehavior. All school staff are responsible for fostering students' social and emotional growth whether through direct instruction, recognizing and reinforcing pro-social student behaviors or serving as role models in their interactions with peers as well as students.

As stated earlier, BPCS 2 will follow a discipline policy, outlined in the Family Handbook, which will be distributed to families every year. The discipline policy will be periodically reviewed by the Head of School, Director of Operations, Board of Trustees, and school's counsel to ensure that it remains compliant. The BPCS 2 discipline policy uses age-appropriate progressive disciplinary responses coupled with one or more student supports as applicable to the behavioral needs of the individual child. This approach will be used for both general education students and students receiving special education services.

Equally important, we will work with families to support the social and emotional growth of their child and provide behavioral goals as needed. Every family will receive a copy of our discipline code at the opening of each school year. Family orientation will include discussion of the school's behavioral expectations and the ways in which families can support their child's social and emotional growth. Throughout the year, families have multiple opportunities and different ways to provide feedback and identify ways to engage with their child's teachers and members of the school leadership. At the end of each school year, families will have the opportunity to complete an end of year survey to provide feedback in areas of instruction, student achievement, school culture and safety and the level of support provided by school personnel—crucial to the evaluation of our fidelity to our mission and goals.

b. **Discipline Policy and Code of Conduct**: Bridge Preparatory Charter School 2 ("BPCS2 or the "school") is committed to providing a safe, orderly and nurturing environment in which students can achieve academic excellence and flourish socially and emotionally. Having a firm, clear and consistently applied discipline policy allows students and teachers to maximize class time to promote student learning. Aligned to our overall school mission, BPCS2 commits to supporting the individual learning process for every student, and our academic program and staff training and support plan is constantly refined to ensure that each student's needs are front and center. As we support the development of our students into self-advocates, we will continue to advocate for each student's best interests at all times.

BPCS2 strives to create a positive, safe, supportive learning environment and it is our goal to avoid disruptions to the educational experience of any of our students. Our team will work to help students understand how their actions can lead to positive or negative consequences.

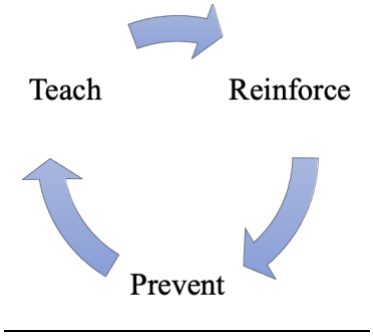
We understand that many students come to BPCS2 because of the academic difficulties they are experiencing in school and that for most students, their past school experience was not positive. This means that there may be times where students exhibit behaviors, including those resulting from academic frustration, that have a negative impact on themselves and on the community. Our Student Support Team, Academic Team and School Leadership will meet regularly to discuss appropriate interventions for students presenting academic or behavioral needs.

Our team will use a range of student support interventions to help students understand and learn to manage their behavior. These interventions, listed below, are in place to **Prevent** the behavior from continuing or happening again**; Teach** the student appropriate replacement behaviors or how the behavior violated the community expectations; and **Reinforce** when students are exhibiting positive behaviors. In the event that student behavior requires disciplinary action, consequences will be logical and fitting of the student's infraction. Infractions are grouped based on the severity of the infraction and each level of infraction, in addition to the student support interventions, has a range of possible disciplinary responses that may be imposed by the School. BPCS2 makes every effort to respond to infractions utilizing student support interventions, alone or together with a disciplinary response; however, there may be times when the school will impose a disciplinary response without utilizing a student support intervention, based on the nature of the incident.

We strive to create positive working partnerships with each student and their family and know that we must work in partnership with families to help best meet the needs of every student. This means keeping families informed about their student's learning progress, school activities, classroom events and anything that impacts classroom learning. Regardless of the level of infraction, teachers or staff members will complete outreach to the parent or guardian of a student via email, phone call or schoolwide messaging system to discuss any incident or

behavior to make them informed as well as share with them the student support intervention(s) and/or disciplinary responses being put in place. Students who miss class time will be given the opportunity to make up any work that is missed and will return to class as soon as possible.

Frequently Used Student Support Interventions



Teach

- Peer Mediation
- Verbal Reminder/Warning
- Student/Teacher Conference
- School/Family Conference

Reinforce

- Positive Parent/Guardian Outreach
- Check-ins with Positive Reinforcement
- Class Job/Leadership Opportunity
- Student Behavior Tracker
- Student Behavior Plan

Prevent

- Student Visit to their Classroom's Calming Corner
- Seat Change
- Redirection
- Outreach with parent(s)/guardian(s)
- Referral to the school's Student Support Team
- Referral to external family and student support services

Disciplinary Responses: Students who are found to have violated the school's community behavioral expectations and/or are disrupting the academic experience of other students may be subject to the following disciplinary responses:

- **Loss of Privileges:** A student may lose privileges based on their actions. This may include attending a field trip, party, or schoolwide event. In this case, parents/guardians will be notified by phone immediately.
- **Confiscation:** Teachers or other staff members may confiscate (take) items that are deemed inappropriate or distracting in the school setting, which will be returned at the end of the school day.
- **Letter Home (Written Warning)**
- **Temporary Exclusion from District-Provided Transportation:** A student(other than a student with an IEP or 504 Plan mandating bus service) may temporarily be excluded from district-provided transportation, based upon their behavior on the bus, if all other attempts to resolve such behavior fail. Prior to excluding a student from the bus, the Principal will arrange a conference with the student's parent/guardian and other appropriate personnel to help resolve the student's behavioral problems on the bus and to arrange other means, if necessary, of getting the student to school. Exclusion from the bus does not mean suspension from school and shall not last for longer than five (5) consecutive days.
- **Detention:** A detention may be determined to be the logical consequence for taking learning time away from others by engaging in disruptive or distracting behaviors. Detentions last for 45 minutes and occur on a daily basis during lunch & recess or after school. Detention is a time for reflection on rule violations. In the case of any detention, the incident is discussed first with the parents/guardians by phone before the detention is served.
- **Short-term In-School or Out-of-School Suspension**: Procedures for short-term suspensions are set forth below.
- **Long-term Out-of-School Suspension:** Procedures for long-term out-of-school suspension are set forth below.
- **Expulsion**: Procedures for expulsion are set forth below.

Code of Conduct: At BPCS2, we want to ensure that there is a fair and consistent Code of Conduct so that students know what is expected of them at all times. We have developed a school-wide discipline system that recognizes students for positive behavior, while ensuring that appropriate disciplinary action is taken when students do not adhere to the Code of Conduct.

Student disciplinary offenses are those actions or inactions that violate the school's Code of Conduct or interfere with the delivery of educational services, jeopardize the health, safety, and well-being of any member of the school community, or threaten the integrity and stability of the school itself.

A disciplinary offense may occur while the student is:

- at school, whether remote or in-person, and/or on school grounds;
- participating in a school-sponsored activity, whether remotely or in-person
- walking to or from school or a school-sponsored event;
- walking to or from, waiting for, or riding on school-provided or district-provided transportation; or

- walking to or from, waiting for, or riding on public transportation to and from school or a school-sponsored activity conducted off school grounds.

School-related disciplinary offenses may also include misconduct outside the school, including texting, emailing and/or activity on social media, when such behavior can be demonstrated to negatively affect the school learning environment or to endanger the school community.

School leadership will use their professional judgment in determining which disciplinary action(s) will be most effective in dealing with the student's misconduct, taking into account the following factors:

- The student's age and maturity level;
- The nature and seriousness of the behavior and the circumstances/context in which the behavior occurred;
- The student's previous disciplinary record;
- The effectiveness of other forms of discipline;
- Information from parents/guardians, teachers and/or others, as appropriate;
- The student's Individualized Education Plan (IEP), Behavioral Intervention Plan (BIP), and/or 504 Plan, if applicable;
- The student's attitude; and
- Other relevant factors.

When a student does not meet behavioral expectations and a violation of the School's Code of Conduct has occurred, clear and consistent disciplinary action will ensue, and other consequences as further described below.

When required, the school will contact law enforcement authorities.

The following chart of infractions is not exhaustive but provides examples of violations of the Code of Conduct that may result in disciplinary or other consequences. The chart may be modified from time to time or supplemented by BPCS2 upon advance notice to students and families.

Behavioral infractions are categorized starting at Level 1 and increase in severity to Level 5. Each infraction will be responded to using appropriate Student Support Interventions and/or disciplinary responses detailed in the tables below.

Level 1 Infractions	
Minor disrespectful behavior (e.g., eye rolling, unfriendly or rude tone of voice)	Communicating with a voice volume that is inappropriate for the setting
Chewing Gum	Bringing in possessions from home that are disruptive to the educational process (e.g., toys, gaming cards)
Uniform Violation	

Possible Student Support Interventions	
Verbal Reminder/Warning	Visit to Guidance Counselor
Student/Teacher Conference	Seat Change
Positive Parent/Guardian Outreach	Redirection
Check-ins with Positive Reinforcement	Outreach with parent(s)/guardian(s)

Possible Disciplinary Responses/Consequences	
Confiscation	Letter Home (Written Warning)

Level 2 Infractions	
Repeated Level 1 infractions	Being disruptive to the educational process (e.g., making excessive noise, walking around the classroom, refusing to do partner or group work)
Littering on School Grounds	Verbally dishonoring peers, staff, family members, and other community members (e.g., name-calling, mocking, teasing)
Excluding classmates from games and activities	Being out of place on school premises without permission
Leaving the classroom, lunchroom or recess area without permission	Displaying and using personal electronic equipment from home without permission (e.g., cell phones, personal gaming systems, computers)

Possible Student Support Interventions	
Peer Mediation	Class Job/Leadership Opportunity
Student/Teacher Conference	Student Behavior Tracker
School/Family Conference	Student Behavior Plan
Positive Parent/Guardian Outreach	Visit to Guidance Counselor
Check-ins with Positive Reinforcement	Outreach with parent(s)/guardians(s)

Possible Disciplinary Responses	
Loss of Privileges	Letter Home (Written Warning)
Confiscation	Detention

Level 3 Infractions	
Repeated Level 2 infractions	Using profane, obscene, or vulgar language, gestures, or behavior
Engaging in scholastic dishonesty, including plagiarism or cheating	Throwing objects or spitting at another person

Shoving, pushing, or engaging in minor physical confrontational behavior with other students or staff members	Engaging in vandalism or intentional damage to school property
Being in an off-limits location of the school/building without permission	Leaving school premises without permission of a supervising school personnel
Engaging in intimidating or bullying behavior, including cyber bullying	Misuse of computer resources or electronic technology, including but not limited to violation of internet policies or unauthorized audio/video recording
Posting or distributing inappropriate material(s) (which includes but is not limited to unauthorized materials; defamatory, disparaging or harmful materials; or threatening materials), including posting such material(s) on the Internet	

Possible Student Support Interventions	
Peer Mediation	Outreach with parent(s)/guardian(s)
School/Family Conference	Referral to the SST
Student Behavior Plan	Referral to external family and student support services

Possible Disciplinary Responses	
Loss of Privileges	Detention
Confiscation	Short-term In-School or Out-of-School Suspension
Letter Home (Written Warning)	

Level 4 Infractions	
Repeated Level 3 infractions	Engaging in behavior which creates a substantial risk of or results in injury to others
Fighting/participating in the use of force or physical violence against another person that may or may not result in injury	Engaging in or causing disruptive behavior on the school bus which creates a substantial risk of or results in injury
Engaging in sexual activity or inappropriate touching	Taking or attempting to take property of the school or another person without authorization
Harassment (verbal or physical behavior creating a hostile, intimidating or offensive environment); includes sexual harassment	Possession or use of a weapon or dangerous object

Possession or use of tobacco (cigarettes, chewing tobacco), electronic cigarettes, or related paraphernalia (pipes, vaping devices)	Possession or use of drugs or illegal substance or drug paraphernalia
Possession or use of alcohol	Falsely activating a fire alarm or other disaster alarm
Coercing, threatening, planning or instigating an act of violence, injury or harm to others.	Posting, distributing, displaying, or sharing literature or material containing a threat of violence, injury or harm, or depicting violent actions against or obscene, vulgar or lewd pictures of students or staff, including but not limited to posting such material on the Internet
Engaging in harassing, intimidating and/or bullying behavior, including using electronic communication to engage in such behavior (cyber-bullying) based on an individual's actual or perceived race, color, creed, religion, religious practices, ethnicity, national origin, citizenship/immigration status, gender, gender identity, gender expression, sexual orientation, disability or weight. Such behavior includes, but is not limited to: physical violence; stalking; verbal, written, or physical conduct that threatens another with harm; seeking to coerce or compel a student or staff member to do something; hazing; taunting; exclusion from peer groups designed to humiliate or isolate; using derogatory language or making derogatory jokes or name calling to humiliate or harass	

Possible Student Support Interventions	
Peer Mediation	Referral to the SST
Outreach with parent(s)/guardian(s)	Referral to external family and student support services

Possible Disciplinary Responses	
Loss of Privileges	Detention
Confiscation	Short-term In-School or Out-of-School Suspension
Letter Home (Written Warning)	Long-term Out-of-School Suspension
Temporary Exclusion from District-Provided Transportation	Expulsion

Level 5 Infractions	
Repeated Level 4 infractions	Making a bomb threat or other threat of violence
Engaging in physical sexual aggression/ compelling or forcing another to engage in sexual activity	Causing a serious injury by engaging in reckless behavior
Using extreme force against or inflicting or attempting to inflict serious injury upon students or staff	Selling or distributing drugs or alcohol
Engaging in threatening, dangerous, or violent behavior that is gang-related	Using a weapon or firearm to threaten or to attempt to inflict injury upon staff or students
Possession or use of a firearm	Starting a fire

Possible Student Support Interventions	
School/Family Conference	Referral to the PPT
Outreach with parent(s)/guardian(s)	Referral to external family and student support services

Possible Disciplinary Responses	
Short-Term In-School or Out-of-School Suspension	Expulsion
Long-term Out-of-School Suspension	

Gun Free Schools Act Policy: Federal and New York law require the expulsion from school for a period of not less than one year of a student who is determined to have brought a firearm to the school, or to have possessed a firearm at school, except that the Head of School may modify such expulsion requirement for a student on a case-by-case basis, if such modification is in writing, in accordance with the Federal Gun-Free Schools Act of 1994 (as amended).

Any such expulsion must comply with the Individuals with Disabilities Education Act and its implementing regulations, for a student with or presumed to have disabilities.

"Firearm" as used in this law is defined by 18 USC § 921(a) and includes firearms and explosives. Any student who brings a firearm or weapon to the school will be referred to the criminal justice or juvenile delinquency system. "Weapon" as used in this context shall mean any weapon, device, instrument, material, or substance that is used for or is readily capable of causing death or serious bodily injury, except that such term does not include a pocketknife with a blade of less than two and half inches in length.

Procedures and Due Process for Short Term Suspension: A short-term suspension refers to the removal of a student from the BPCS2 school community for disciplinary reasons for a period of up to ten (10) days. This includes in-school and out-of-school suspension.

A short-term suspension may be imposed and shall follow due process procedures consistent with applicable federal case law. Before imposing a short-term suspension, the student shall be notified of the charges against them. If the student denies the misconduct, an explanation of the evidence against them will be provided. The student shall be provided an opportunity to deny or explain the charges against them that led to the suspension.

The student's parent or guardian will be notified in writing that the student will be suspended from school. The written notice shall be provided by personal delivery or express mail delivery within 24 hours of the decision to impose suspension at the last known address(es) of the student's parent(s) or guardian(s). Notification also shall be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting the parent(s) or guardian(s).

Such notice shall provide a description of the incident for which suspension is proposed and shall inform the parent(s) or guardian(s) of their right to request an immediate informal conference with the Principal. Both the notice and informal conference shall be in the dominant language or mode of communication used by the parent(s) or guardian(s). At the conference, the parent(s) or guardian(s) of the student and the student shall have the opportunity to present the student's version of the incident and to ask questions of complaining witnesses under such procedures as the school may establish. Such notice and opportunity for an informal conference shall take place before the student is suspended unless the student's presence in school poses a continuing danger to persons or property or an ongoing threat of disruption to the academic process, in which case the notice and opportunity for an informal conference shall take place as soon as possible after the suspension as is reasonably practicable.

An appeal of the school's decision to impose a short-term suspension may be made to the Board of Trustees, which will make its decision based solely upon the record before it.

The Board of Trustees will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board may be appealed to the school's authorizer.

Procedures and Due Process for Long Term Suspension or Expulsion: A long-term suspension refers to the removal of a student from the BPCS2 school community for disciplinary reasons for a period of more than ten (10) days. Expulsion refers to the permanent removal of a student from school for disciplinary reasons. This is the final level of correction.

Upon determining that a student's action warrants a possible long-term suspension or expulsion, the following procedure, consistent with applicable federal case-law, shall be followed:

- The student shall immediately be removed from the class or school, as needed.
- The school shall verbally inform the student of the charges and the evidence for those charges; where applicable, the student will have the opportunity to explain their side of the events.
- The school shall immediately notify the student's parent(s) or guardian(s) in person or on the phone.
- The school shall provide written notice that the school is going to commence a disciplinary hearing to the student and their parent(s) or guardian(s), by personal delivery or express mail delivery as soon as possible to the last known address of the parent(s)/guardian(s). Such notice shall provide a description of the incident that resulted in the suspension and shall state that a formal hearing will be held on the matter that may result in a long-term suspension or expulsion. The notification provided shall be in the dominant language used by the parent(s) or guardian(s) if it is known to be other than English. The notice will state that at the formal hearing, the student shall have the right to be represented by counsel, present and question witnesses, and present evidence.
- The School will set a date, time and place for the hearing, which shall be set forth in the written notice described above.
- An audio recording of the formal hearing will be created and made available to all parties upon request.

The Head of School or their designee, shall serve as hearing officer and preside over the hearing. When the Head of School does not serve as hearing officer, the designated hearing officer shall provide a report to the Head of School which shall be advisory only and the Head of School may accept or reject all or part of it. A written decision will be issued within five (5) school days after the formal hearing to the student and his/her parent(s) or guardian(s).

An appeal from the written decision may be made to the Board of Trustees, which will make its decision based solely upon the record before it. All appeals to the Board must be in writing. The Board of Trustees will issue a written decision no later than thirty (30) days after receipt of the appeal. Final decisions of the Board of Trustees may be appealed to the school's authorizer.

Provision of Instruction During Removal

BPCS2 will ensure that alternative educational services are provided to a student who has been suspended or removed to help that student progress in the general curriculum. Alternative instruction for suspended students will be of sufficient duration to enable a student to cover all class material, take all tests and quizzes, keep pace with other students, and progress to the next grade level. All suspended students are entitled to receive alternative instruction commencing within 24 hours of the suspension or expulsion. Alternative instruction dates and times will be listed on the student's suspension letter. All students will be provided with a minimum of two hours per day of alternative instruction.

For a student who has been expelled, alternative instruction will be provided in like manner as a suspended student until the student enrolls in another school or until the end of the school year, whichever comes first.

Instruction will take place at school. One or more of the following individuals will provide instruction: teacher, teacher aide, or a tutor hired for this purpose. Please note that whoever administers this instruction will meet all certification requirements as stipulated in Section 2854(3)(a-1) of the New York State Education Law.

Discipline for Students with Disabilities: In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability, but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists shall also be disciplined in accordance with these provisions. BPCS2 shall comply with Sections 300.530-300.536 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

BPCS2 shall maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the appropriate Committee on Special Education (CSE) for any consideration of changes.

A student identified as having a disability shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement.

In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

BPCS2 will ensure that the appropriate leadership team member along with the student's teacher will attend all meetings regarding their students initiated by the CSE of the student's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, annual reviews, or Manifestation Determination Reviews (MDRs), among other things.

Provision of Services During Removal: BPCS2 will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. §§ 300.530 and 300.531.

Any student removed for a period of fewer than 10 cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. In these cases, a member of our leadership team, in consultation with the Head of School and the student's special education teacher, shall make the service determination.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. The CSE of the student's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance and/or serious bodily injury offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the student's district of residence.

Additional Due Process (MDR): If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken:

- No later than the date on which the decision to take such action is made, the parent(s) or guardian(s) of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and

- Immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined that the student's behavior was a manifestation of their disability, the student will be permitted to return to school immediately, in lieu of beginning or completing the period of suspension, except as provided in 34 CFR §300.530(g); a functional behavioral assessment (FBA) must be conducted (unless an FBA was conducted before the behavior that resulted in the change of placement occurred) and a BIP must be implemented for the student, or the existing BIP must be reviewed and modified as necessary to address the behavior. If it is determined that the student's behavior was not a manifestation of their disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s) or guardian(s) may request a hearing to challenge an interim alternative educational setting or a manifestation determination by appealing the decision. If a parent or guardian requests a hearing to challenge an interim alternative educational setting or a manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action resulting in a disciplinary change in placement that would exceed ten (10) consecutive school days, including a disciplinary change in placement relating to drug, weapon, controlled substance and/or serious bodily injury offenses, whichever occurs first, unless the parent or guardian and the school agree otherwise.

Students with a Section 504 Plan and "Deemed to Know" Students: With regard to disciplinary actions, including suspension or expulsion, the rights of charter school students with disabilities under Section 504 of the Rehabilitation Act of 1972 (Section 504) are essentially the same as the rights of students with disabilities under the Individuals with Disabilities Education Act, as described above, with minor differences in procedures depending upon the governing law and regulations. However, for a student who receives Section 504 accommodations, the school's Section 504 team, rather than the CSE of the student's district of residence, is responsible for conducting the manifestation determination review in connection with any significant disciplinary change in placement, in accordance with the requirements of Section 504.

A student who has not been determined to be eligible for special education and related services is entitled to all of the protections provided under federal law for students with disabilities if, before the behavior that led to the disciplinary action occurred, the school is "deemed to have knowledge" that the student was a student with a disability, in accordance with 34 C.F.R. § 300.534.

When addressing discipline for students with disabilities, including students with Section 504 plans or those students for whom the school is "deemed to have knowledge," BPCS2 will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA*:* BPCS2 will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist, and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

Search and Seizure: For the safety of students and everyone in the school community, school property that is assigned to students, including lockers and desks, remain the property of the school. Students, therefore, have no expectation of privacy in these areas. School Leadership will make an individual search of a student's bag, backpack, desk, lockers and person only when there is reasonable suspicion to believe that a student is in the possession of an item which is prohibited on school property or which may be used to disrupt or interfere with the educational process. Searches will be conducted under the authorization of the Head of School or his/her designee. Items which are prohibited on school property, or which may be used to disrupt or interfere with the educational process, may be removed from students' desks, bag, backpack, lockers and person by School Leadership.

Non-Discrimination: BPCS2 welcomes all students equally. All students will be treated as individuals and different treatment based on race, color, national origin, disability status, sex, sexual orientation, religion or any other characteristic protected by local, state, or federal law will not be tolerated. Anyone who feels that they have been treated differently on any such basis should speak with the Guidance Counselor who will apprise the Principal of all reports. Anyone who raises any concerns of discrimination on any basis will be free from retaliation for raising such a concern.

Dignity for All Students Act (DASA) Policy: BPCS2 promotes a nurturing school culture that respects diversity. The school is committed to providing a supportive, safe and productive learning environment in which all students are treated with respect and dignity. The ability of students to learn and our ability to educate our students are compromised when members of our school community engage in discrimination, harassment, bullying, or intimidating behavior

towards others. These behaviors affect not only those who are its targets, but also those individuals who participate in and/or witness such acts. It is our goal that our students come to school every day ready to learn and participate as active members of our school community, respectful of the needs of their peers.

In accordance with New York State's "Dignity for All Students Act" ("DASA"), BPCS2 will promptly address incidents of harassment and/or discrimination of or by any student enrolled at the school. This includes bullying, taunting, or intimidation in all their myriad forms.

Policy Definitions: "*School property*" means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus, as defined in section 142 of the vehicle and traffic law.

"*School function*" means a school-sponsored extracurricular event or activity.

"*Harassment*" and *"Bullying"* shall mean the creation of a hostile environment by conduct or by threats, intimidation or abuse, including cyberbullying, that (a) has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; or (b) reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or (c) reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student; or (d) occurs off school property and creates or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. Acts of harassment and bullying shall include, but not be limited to those acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex. For the purposes of this definition the term "threats, intimidation or abuse" shall include verbal and non-verbal actions.

"*Cyberbullying*" shall mean harassment or bullying as defined above, where such harassment or bullying occurs through any form of electronic communication.

Students' Rights: No student shall be subjected to harassment or bullying, including cyberbullying, by employees or students on school property or at a school function. Additionally, no student shall be subjected to discrimination based on the student's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex, by school employees or students on school property or at a school function.

BPCS2's Discipline Policy and Code of Conduct prohibits harassment and bullying, and students who engage in such behavior will be disciplined as set forth in the Code of Conduct. Further, the School reserves the right to discipline students, consistent with our Code of Conduct, who engage in harassment or bullying of students off school property under circumstances where such off-campus conduct:

1. affects the educative process;
2. endangers the health and safety of BPCS2 students within the educational system; or
3. is reasonably believed to pose a danger to the health and safety of school students within the educational system.

This includes written and/or verbal harassment or bullying which materially and substantially disrupts the work and discipline of the school and/or which school officials reasonably forecast as being likely to materially and substantially disrupt the work and discipline of the school.

Dignity Act Coordinator (DAC): BPCS2 will designate a staff member to serve as the Dignity Act Coordinator (DAC). The DAC is trained to handle human relations in the areas of race, color, weight, national origin, ethic group, religion, religious practice, disability, sexual orientation, gender and sex.

The name and contact information for the DAC will be posted on the school's website.

The DAC will be accessible to students and other employees for consultation and advice.

Prevention: In the school setting, we are provided the opportunity to develop our students into caring, smart, well-rounded young people, and our entire instructional programming and school culture is rooted in respect for others. Students are provided with various forms of social emotional programming, such as individual crisis counseling, House period and peer groups which exist to not only decrease incidents of bullying, but to help our students learn to develop supportive relationships with one another. Staff are provided with targeted support to identify the warning signs of bullying, as well as information relating to their responsibility of being active participants in the prevention of bullying before overt acts occur.

In order to ensure the success and fidelity of our Social Emotional programming, the School's DAC works with the entire staff to coordinate the dissemination of information on anti-bullying, implement strategies to prevent bullying, and enforce this Policy. The DAC meets directly with School Leadership to provide updates and to share concerns or request needed support.

Intervention: Intervention by adults and bystanders is an important step in preventing escalation and resolving issues at the earliest stages. The purpose of intervention, which may involve remediation according to the School's Code of Conduct, is to correct the problem behavior, prevent another occurrence of the behavior and protect and prioritize the safety of the target.

Reporting and Investigation: All BPCS2 staff members are responsible for reporting harassment, bullying or discrimination of which they have been made aware of to their immediate supervisor. Any student who believes that they are being subjected to harassment, bullying, or discrimination, as well as any other person who has knowledge of or witnesses any possible occurrence of harassment, bullying or discrimination, shall report the harassment, bullying or discrimination to any staff member, the DAC, or to the Head of School. A staff member who witnesses harassment, bullying or discrimination, or who receives an oral or written report of harassment, bullying or discrimination, shall promptly orally notify their Supervisor not later than one school day after witnessing, or receiving a report of, such acts and shall file a written report with their Supervisor not later than two school days after making such oral report.

The employee's Supervisor, under the guidance of the Head of School shall promptly lead or supervise a thorough investigation of all reports of harassment, bullying or discrimination, shall ensure the investigation is completed in a timely manner, and shall take appropriate action, including as necessary, referral to the next level of supervisory authority (e.g., the Board of Trustees) and/or other official designated by the Board to investigate allegations of harassment, bullying or discrimination. When an investigation reveals any verified harassment, bullying or discrimination, the school will take prompt actions that are reasonably calculated to end the harassment, bullying or discrimination, eliminate any hostile environment, create a more positive school culture and climate, and prevent recurrence of the behavior. Any such actions shall be consistent with the Code of Conduct, which utilizes student support interventions to respond to most behavioral infractions, including bullying and harassment, prior to imposing discipline or in combination with a disciplinary response. Follow up inquiries and/or appropriate monitoring of the alleged harasser and victim shall be made to ensure that the harassment, bullying or discrimination has not resumed and that those involved in the investigation of allegations of harassment, bullying or discrimination have not suffered retaliation.

The Head of School shall provide a report on data and trends related to harassment, bullying and discrimination to the Board of Trustees at least once during each school year. Material incidents of harassment, bullying and/or discrimination will be reported to the State Education Department as required by law.The Head of School shall promptly notify law enforcement authorities when they believe that any harassment, bullying or discrimination constitutes criminal conduct.

No Retaliation: BPCS2 prohibits any retaliatory behavior directed against complainants, victims, witnesses, and/or any other individuals who report or participate in the investigation of allegations of harassment, bullying or discrimination. All complainants and those who participate in the investigation of a complaint in conformity with state law and School policies, who have acted reasonably and in good faith, have the right to be free from retaliation of any kind.

Distribution of Policy: BPCS2 shall distribute a written or electronic copy of this Policy to all employees, students, and parents/guardians at least once during every school year.

c. <u>Discipline for Students with Disabilities:</u> In addition to the disciplinary procedures applicable to all students, the following procedures are applicable to students with disabilities. A student not specifically identified as having a disability, but whose school district of residence or charter school, prior to the behavior that is the subject of the disciplinary action, has a basis of knowledge—in accordance with 34 CFR 300.534—that a disability exists shall also be disciplined in accordance with these provisions. BPCS2 shall comply with Sections 300.530-300.536 of the Code of Federal Regulations (CFR) and the following procedures, except that in the event that the following procedures are inconsistent with federal law and regulations, such federal law and regulations shall govern.

BPCS2 shall maintain written records of all suspensions and expulsions of students with disabilities including the name of the student, a description of the behavior engaged in, the disciplinary action taken, and a record of the number of days a student has been suspended or removed for disciplinary reasons.

Students whose IEP includes a Behavior Intervention Plan (BIP) will be disciplined in accordance with the BIP. If the BIP appears not to be effective or if there is a concern for the health and safety of the student or others if the BIP is followed with respect to the infraction, the matter will be immediately referred to the appropriate Committee on Special Education (CSE) for any consideration of changes. A student identified as having a disability shall not be suspended for a total of more than ten days during the school year without the specific involvement of the CSE of the student's district of residence prior to the eleventh day of suspension, because such suspensions may be considered to be a change in placement. In considering the placement of students referred because of disciplinary problems, the CSE of the student's district of residence is expected to follow its ordinary policies with respect to parental notification and involvement.

BPCS2 will ensure that the appropriate leadership team member along with the student's teacher will attend all meetings regarding their students initiated by the CSE of the student's district of residence. These meetings could be relating to the development and implementation of behavioral intervention plans, initial referrals, change in service, annual reviews, or Manifestation Determination Reviews (MDRs), among other things.

Provision of Services During Removal: BPCS2 will place students in an interim alternative educational setting as appropriate and mandated by 34 C.F.R. §§ 300.530 and 300.531.

Any student removed for a period of fewer than 10 cumulative days during the school year will receive all classroom assignments and a schedule to complete such assignments during the time of their suspension. Provisions will be made to permit a suspended student to make up assignments or tests missed as a result of such suspension. The School also shall provide

alternative instruction to assist the student, so that the student is given full opportunity to complete assignments and master the curriculum, including additional instruction, phone assistance, computer instruction and/or home visits and one-on-one tutoring.

During any subsequent removal that, combined with previous removals, equals 10 or more school days during the school year, but does not constitute a change in placement, services must be provided to the extent determined necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. In these cases, a member of our leadership team, in consultation with the Executive Director and the student's special education teacher, shall make the service determination.

During any subsequent removal that does constitute a change in placement, but where the behavior is not a manifestation of the disability, the services must be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. The CSE of the student's district of residence will make the service determination.

During any removal for drug, weapon, controlled substance and/or serious bodily injury offenses pursuant to 34 CFR §300.530(g), services will be provided to the extent necessary to enable the student to progress appropriately in the general curriculum and in achieving the goals of their IEP. These service determinations will be made by the CSE of the student's district of residence.

Additional Due Process (MDR): If discipline that would constitute a change in placement is contemplated for any student with a disability, the following steps shall be taken:

- No later than the date on which the decision to take such action is made, the parent(s) or guardian(s) of the student with a disability shall be notified of that decision and provided the procedural safeguards notice described in 34 CFR §300.504; and
- Immediately, if possible, but in no case later than ten school days after the date on which such decision is made, the CSE of the student's district of residence and other qualified personnel shall meet and review the relationship between the student's disability and the behavior that is the subject of the disciplinary action.

If, upon review, it is determined that the student's behavior was a manifestation of their disability, the student will be permitted to return to school immediately, in lieu of beginning or completing the period of suspension, except as provided in 34 CFR §300.530(g); a functional behavioral assessment (FBA) must be conducted (unless an FBA was conducted before the behavior that resulted in the change of placement occurred) and a BIP must be implemented for the student, or the existing BIP must be reviewed and modified as necessary to address the behavior. If it is determined that the student's behavior was not a manifestation of their disability, then the student may be disciplined in the same manner as a student without a disability, except as provided in 34 CFR §300.530(d), which relates to the provision of services to students with disabilities during periods of removal.

A student's parent(s) or guardian(s) may request a hearing to challenge an interim alternative educational setting or a manifestation determination by appealing the decision. If a parent or guardian requests a hearing to challenge an interim alternative educational setting or a manifestation determination, the student must remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period provided for in the disciplinary action resulting in a disciplinary change in placement that would exceed ten (10) consecutive school days, including a disciplinary change in placement relating to drug, weapon, controlled substance and/or serious bodily injury offenses, whichever occurs first, unless the parent or guardian and the school agree otherwise.

Students with a Section 504 Plan and "Deemed to Know" Students: With regard to disciplinary actions, including suspension or expulsion, the rights of charter school students with disabilities under Section 504 of the Rehabilitation Act of 1972 (Section 504) are essentially the same as the rights of students with disabilities under the Individuals with Disabilities Education Act, as described above, with minor differences in procedures depending upon the governing law and regulations. However, for a student who receives Section 504 accommodations, the school's Section 504 team, rather than the CSE of the student's district of residence, is responsible for conducting the manifestation determination review in connection with any significant disciplinary change in placement, in accordance with the requirements of Section 504.

A student who has not been determined to be eligible for special education and related services is entitled to all of the protections provided under federal law for students with disabilities if, before the behavior that led to the disciplinary action occurred, the school is "deemed to have knowledge" that the student was a student with a disability, in accordance with 34 C.F.R. § 300.534. When addressing discipline for students with disabilities, including students with Section 504 plans or those students for whom the school is "deemed to have knowledge," BPCS2 will comply with applicable legal requirements governing the discipline of a student for misconduct.

Compliance with the Child Find Requirements of IDEA: BPCS2 will comply with the federal Child Find requirements (34 CFR §300.111), which require schools to have in place a process for identifying, locating and evaluating students with disabilities. Students enrolling for the first time in a New York public school will be screened by a team of teachers (including both regular and special education teachers) to identify any possible indication that the child may need a specialized or Individualized Education Program, or referral to the CSE of the student's district of residence. Other students will be brought to the attention of the team if they are demonstrating any problems within the regular classroom environment. Strategies will then be implemented to address any identified special needs of the student. Should the problems persist, and a disability is suspected, the student will be referred to the CSE of the student's district of residence for an evaluation.

d. Dress Code Policy

BPCS2 believes that a school dress code is meant to be a source of pride and unity for the school community and can help foster an effective climate for learning, school unity and pride. A dress code allows students to focus solely on learning and not on attire and is not meant as a way to limit expression or individuality in our students. Our dress code is simple, cost effective and reflects our belief that student learning will happen best when students are comfortable and bought into a single school culture. The BPCS2 dress code is designed to foster student success in an active learning environment that comes with high expectations and students will be expected to follow the school dress code daily. We anticipate the dress code to include the following:

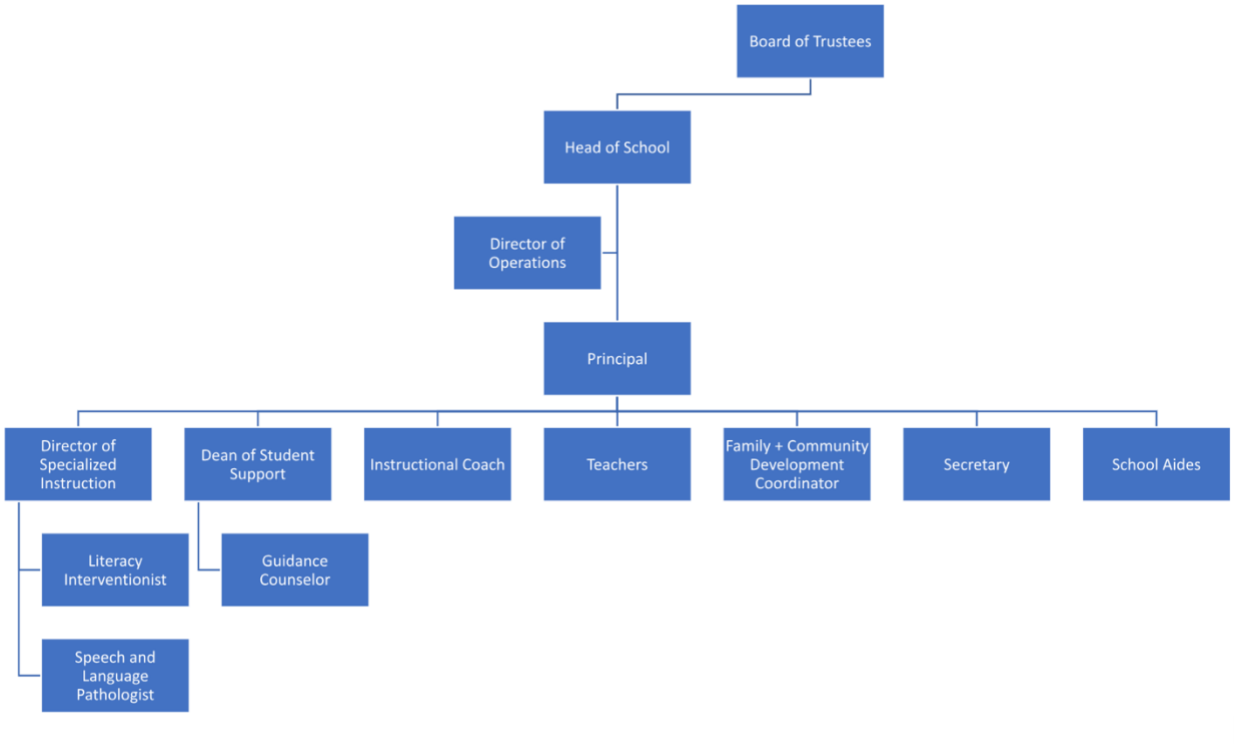
- Our official uniform materials, which will be able to be purchased from various community outlets including Flynn & O'Hara;
- Plain gray polos, navy polos, and/or navy bottoms from any other retailers; and/or
- Any official school gear from school-sanctioned vendors including Legends Sporting Goods or Wicked Stitches.

Students are not permitted to wear crocs, slides, or any other footwear that do not provide adequate safety support for physical activities or movement. The Dean of Student Support will work with any student who does not follow the Dress Code or violates the dress code policy, by providing them school based dress code items on a one off basis. In the event that there are repeated dress code violations, the Code of Conduct will apply. Any families experiencing financial hardship may contact the Family and Community Development Coordinator who will support the family where possible, including gifting the student dress code items from the BPCS2 school store.

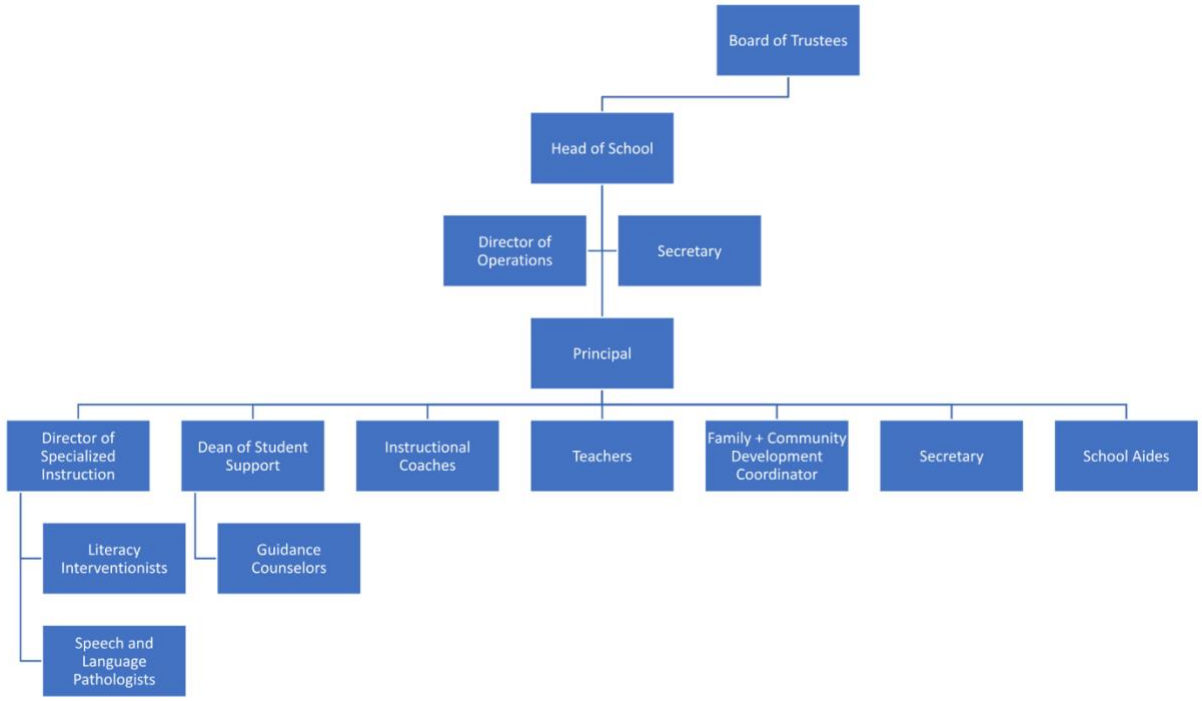
11. School Management and Leadership

a. Organizational Chart

BRIDGE PREPARATORY CHARTER SCHOOL 2 ORGANIZATIONAL CHART – YEAR 1



BRIDGE PREPARATORY CHARTER SCHOOL 2 ORGANIZATIONAL CHART – YEAR 5



b. School Leadership and Management Structure

Board of Trustees:
The Board of Trustees is entrusted with the charter agreement by the SUNY Board of Trustees and has overall legal, financial, and fiduciary responsibility to hold the school accountable to the terms of its charter. The Board's primary responsibilities include approving the school's annual budget and strategic goals, ensuring that the school operates in a fiscally sound manner, and establishing and maintaining policies governing the operation of the school. The Board is also responsible for ensuring that the school is accountable for the academic success of its students, adheres to its mission and state and federal guidelines, and uses achievement and performance data to improve decision-making. Additionally, the Board facilitates long-term strategic planning, holds ultimate accountability for the school in its relationship with the SUNY Board of Trustees, participates in the grievance process as appropriate, and provides support with public outreach and other services. The Board reports to the SUNY Board of Trustees as our authorizer and community stakeholders and oversees the Head of School.

Head of School:
The leader of BPCS2 and head of the organization will be its Head of School. The Head of School reports to the Board of Trustees and will oversee the Principal and Director of Operations. The Head of School is responsible as the officer in charge of all organizational staff and for ensuring that BPCS2 delivers on its commitment to the community and is academically and operationally successful. The Head of School has many responsibilities by which they work with key stakeholders in the BPCS2 community. Some of these major responsibilities include:

- External Relations & Communications (Advocacy & government relations, Communications, marketing & brand identity, Authorizer relations and Community relations)
- Growth & Strategic Initiatives (Strategic partnerships & special projects; School growth and scaling)
- Fiscal Management (reporting, budget development, grant identification and management, donors and impact giving)
- Student Recruitment and Retention
- Staff Recruitment and Retention
- Policy development and refinement
- Direct supervision of the Principal and Director of Operations (DOO), including evaluation and performance assessments.

The Head of School provides monthly updates including financial, enrollment and demographic data, attendance, student performance and achievement data, and staffing to the BOT and meets with each of the BOT committees monthly such as the Academic Committee to review data reflected in the data dashboard and, reporting to the Board on student achievement goals and Finance committee to discuss monthly financials, financial strategy planning and budgetary planning. Our partner organization, BPCS, will share its Head of School (known there as Executive Director) with BPCS2 in Years 1-5.

BPCS2's founding applicant Tim Castanza is the proposed Head of School for BPCS2. Tim is currently the Executive Director of Bridge Preparatory Charter School, our proposed partner for BPCS2 and is a respected voice in the field of literacy education. He is recipient of the prestigious Cahn Fellowship for Distinguished School Leaders and was named an Exceptional New Yorker by New York City Public Advocate Jumaane Williams. Alongside literacy experts from across the country, Tim serves on the NYC Literacy Advisory Council helping to develop guidance for literacy instruction in New York City's public schools, and was appointed by Commissioner Rosa and Chancellor Young to serve on The Path Forward Initiative, which is working to transform early literacy instruction in New York State by integrating the Science of Reading into educator preparation programs.

Tim was a former guest speaker about the role of the Science of Reading and the impact of supporting students with dyslexia at The Rockefeller Institute of Government and serves on the planning board for the annual New York State Dyslexia Awareness Day. Prior to founding Bridge Prep, Tim led teams focused on strategic engagement and planning at the New York City Department of Education and started his career as a public school teacher in the School District of Philadelphia.

Director of Operations:
Reporting to the Head of School, the DOO is responsible for a wide range of tasks, including strategic planning, finance, compliance and data, and operational leadership. This includes supporting the Head of School in assuring the school's mission and vision are optimally operationalized, managing and promoting teamwork among staff, developing and implementing organizational policies, and researching best practices. The DOO also manages the school's finances, talent recruitment and retention, maintains bookkeeping records, manages purchasing and distribution, annual reporting, and attends Board of Trustees Finance Committee meetings. In addition, the DOO manages school compliance and data, supervises all student data entry, and coordinates with technology consultants to develop and improve IT infrastructure. Finally, the DOO ensures smooth school operations and oversees safety and health compliance.

Principal:

The Principal will serve as the school's instructional leader, and leader of the school building on a daily basis. The Principal directly reports to the Head of School, and oversees the Director of Specialized Instruction, Dean of Student Support, Instructional Coaches, Secretary, School Aides and all teaching staff. As the instructional leader, the Principal will supervise BPCS2's academic programming, curricular and instructional design as well as developing and implementing the professional learning plan and cycles. The Principal uses various forms of data to track and evaluate academic progress towards the school's identified benchmarks, making adjustments as needed. The Principal has a substantial role in engaging, supporting and ensuring our families are significant partners in their child's education and is tasked with ensuring a safe and orderly school environment and a caring and supportive school culture for all members of the school community.

BPCS2's management structure will ensure streamlined communication and data-driven decision making by implementing the following team structures inclusive of school leaders and instructional team members:

Team	Members
Senior Leadership Team (meets bi weekly)	Head of School Director of Operations Principal
Cabinet (meets bi-weekly)	Head of School Director of Operations Principal Director of Specialized Instruction Dean of Student Support
Academic Team (meets weekly)	Principal Director of Specialized Instruction Dean of Student Support Instructional Coach
Student Support Team (meets weekly)	Dean of Student Support Guidance Counselor

Due to the specialized population of our proposed school, one of the primary criteria for selecting leaders will be extensive experience leading programs specifically for students with language-based learning disabilities. The proposed Board of Trustees has identified a Head of School, who will be shared by our partner organization BPCS. Recruitment for the leadership team of BPCS2 will be led by the Head of School in consultation with the BOT hiring committee. The school will conduct an extensive search for the Principal and cast a wide net for applicants to promote and recruit from a robust pool of candidates for this critical role with the key focus being to promote diversity among the staff.

All hiring will be done in accordance with our hiring policy. We will network with community partners and leverage the experience and capacity of our Board and partner BPCS to help with our search. BPCS2 seeks to promote diversity and equity within the operational, instructional, and administrative leadership and staff, and therefore we implement a broad recruitment effort to ensure that we reach a diverse pool of candidates. Our recruitment efforts will include outreach to networks such as Teach for America, and the

New York City Teaching Fellows; local college and University partners such as Wagner College, St. John's University, the College of Staten Island and other CUNY schools of education. Further, in an effort to ensure candidates that align with our mission and philosophy, we will recruit from education programs that include outstanding specializations in Language Based Learning differences such as the Rose Institute at Manhattanville College, the Center for Dyslexia Studies at Fairleigh Dickinson University, the Reading Masters programs at several SUNY schools(Albany, Geneseo, Cortland, New Paltz and Oneonta). The school is particularly excited to explore the formation of a potential partnership with SUNY New Paltz and their newly developed Science of Reading Center of Excellence. Recruitment efforts will extend to on-line search sites and mailing services wherein recruitment can be targeted and focused to complement our school's needs and mission.

12. Personnel

a. Staffing Chart and Rationale

	Year 1	Year 2	Year 3	Year 4	Year 5
	2025-26	2026-27	2027-28	2028-29	2029-30
	6	6-7	6-8	6-8	6-8
	76	152	228	228	228
ADMINISTRATIVE PERSONNEL FTE	**FTE**				
Executive Management	0.5	0.5	0.5	0.5	0.5
Instructional Management	1	1	1	1	1
Deans, Directors & Coordinators	2	2	2	2	2
CFO / Director of Finance	0	0	0	0	0
Operation / Business Manager	0.5	0.5	1	1	1
Administrative Staff	1.5	2	3	3	3
TOTAL ADMINISTRATIVE STAFF	5.5	6	7.5	7.5	7.5
INSTRUCTIONAL PERSONNEL FTE					
Teachers - Regular	4	8	12	12	12
Teachers - SPED	4	8	12	12	12
Substitute Teachers	0	0	0	0	0
Teaching Assistants	0	0	0	0	0
Specialty Teachers	4	8	10.5	10.5	10.5
Aides	2	4	6	6	6
Therapists & Counselors	1	1	2	2	2
Other	4	6	7	7	7
TOTAL INSTRUCTIONAL	19	35	49.5	49.5	49.5
NON-INSTRUCTIONAL PERSONNEL FTE					
Nurse	0	0	0	0	0
Librarian	0	0	0	0	0
Custodian	0	0	0	0	0
Security	0	0	0	0	0
Other	0	0	0	0	0

TOTAL NON-INSTRUCTIONAL	0	0	0	0	0
TOTAL PERSONNEL SERVICE FTE	24.5	41	57	57	57

BPCS2's staffing plan prioritizes starting with the full leadership team and instructional support staff to provide immediate capacity for student support, intervention, and enrichment. In the subsequent years, the team will be built out by adding additional teachers (general and special education and specialty) to ensure full range of our course offerings to the eighth grade. Moreover, the instructional support staff will grow to include two guidance counselors, instructional coaches, and speech and language pathologists and a literacy and academic interventionist per grade at full scale. All supports are intended to maintain small class sizes and low staff to student ratios. In order to be competitive in recruitment of teachers, BPCS2 will use the most current UFT Salary Scale, data from the Charter Compensation Survey and any available data from specific private schools with similar target populations as BPCS2, as comparative sources for staff salaries.

b. Qualifications and Responsibilities

Title	Qualifications	Responsibilities
Head of School	• A Master's degree • A combined 10 years of professional leadership experience, with a minimum of 5 years of school-based experience	The leader of BPCS2 and head of the organization will be its Head of School. The Head of School reports to the Board of Trustees and will oversee the Principal. The Head of School is responsible as the officer in charge of all organizational staff and for ensuring that BPCS2 delivers on its commitment to the community and is academically and operationally successful. The Head of School has many responsibilities by which they work with key stakeholders in the BPCS2 community. Some of these major responsibilities include: • External Relations & Communications (Advocacy & government relations, Communications, marketing & brand identity, Authorizer relations and Community relations) • Growth & Strategic Initiatives (Strategic partnerships & special projects; School growth and scaling) • Fiscal Management (reporting, budget development, grant identification and management, donors and impact giving) • Student Recruitment and Retention • Staff Recruitment and Retention • Policy development and refinement

		• Direct supervision of the Principal and Director of Operations (DOO), including evaluation and performance assessments. The Head of School provides monthly updates including financial, enrollment and demographic data, attendance, student performance and achievement data, and staffing to the BOT and meets with each of the BOT committees monthly such as the Academic Committee to review data reflected in the data dashboard and, reporting to the Board on student achievement goals and Finance committee to discuss monthly financials, financial strategy planning and budgetary planning. Our partner organization, BPCS, will share its Head of School (known there as Executive Director) with BPCS2 in Years 1-5.
Director of Operations (DOO)	• A Master's degree • A combined 5 years of professional leadership experience, with a minimum of 3 years of school-based experience	The DOO is responsible for a wide range of tasks, including strategic planning, finance, compliance and data, and operational leadership. This includes supporting the Head of School in assuring the school's mission and vision are optimally operationalized, managing and promoting teamwork among staff, developing and implementing organizational policies, and researching best practices. The DOO also manages the school's finances, talent recruitment and retention, maintains bookkeeping records, manages purchasing and distribution, annual reporting, and attends Board of Trustees Finance Committee meetings. In addition, the DOO manages school compliance and data, supervises all student data entry, and coordinates with technology consultants to develop and improve IT infrastructure. Finally, the DOO ensures smooth school operations and oversees safety and health compliance.
Principal	• A Master's degree • A combined 5 years of professional leadership experience, with a minimum of 3 years of school-based experience	The Principal will serve as the school's instructional leader, and leader of the school building on a daily basis. The Principal directly reports to the Head of School, and oversees the Director of Specialized Instruction, Dean of Student Support, Instructional Coaches, Secretary, School Aides and all teaching staff. As the instructional leader, the Principal will supervise BPCS2's academic programming, curricular and instructional design as well as

		developing and implementing the professional learning plan and cycles. The Principal uses various forms of data to track and evaluate academic progress towards the school's identified benchmarks, making adjustments as needed. The Principal has a substantial role in engaging, supporting and ensuring our families are significant partners in their child's education and is tasked with ensuring a safe and orderly school environment and a caring and supportive school culture for all members of the school community.
Director of Specialized Instruction (DSI)	• A Master's Degree • At least 3 years of school-based professional leadership experience • A current New York State (or other State) special education certification	The DSI is a critical position that provides teachers with appropriate and critical support to ensure success for students with disabilities, inside and outside the classroom. The DSI will report directly to the Principal and will directly manage the Literacy Interventionist and Speech and Language Pathologist and will support teachers through observations and coaching in the implementation of strategies and best practices related to supporting all of our students, including differentiation, modifications of lesson plans and materials, classroom organization and structure and behavior management issues that are manifestations of a student's learning difference. The DSI also works closely with our SOR consultant and Literacy Interventionist, Speech and Language Pathologist to support teachers' in effective implementation and use of the TSE period to improve literacy outcomes for all students. The DSI manages external agency provided service providers (OT and PT) with the Speech and Language Pathologist managing external speech providers.
Dean of Student Support (DSS)	• A Master's Degree • At least 3 years of school-based professional leadership experience • A current New York State (or other State) certificate in teaching, social work, school leadership, or other related fields	The DSS supports students' social and emotional needs to ensure that all students can succeed in the school's academic program. The DSS at BPCS2 works with administration, staff, and families to ensure that diversity, equity, and inclusion are integrated throughout every aspect of the school community, inside the classroom and out. The DSS supports staff in ensuring the consistent implementation of behavior management systems and schoolwide incentive programs, and analyzes school-wide data to design responsive student

		behavioral and support interventions. The DSS also models and promotes positive classroom systems and works with teachers to respond to student behavioral trends. The DSS supervises the Student Support Team, composed of the Guidance Counselor and agency-provided behavior paraprofessionals, to oversee the implementation of IEP-driven counseling mandates and behavioral support interventions.
Family and Community Development Coordinator (FDDC)	• A Bachelor's Degree • At least 3 years of school-based family support and community liaison experience	The FCDC serves as the primary contact for families and engages the larger community. The FCDC plays a vital role in maintaining a steady partnership with our families by helping the Family Association coordinate school events, fundraisers, and school trips. Another critical role for the FCDC is planning specific parent training, working with the Student Support Team and teachers to aid in their communication, and forming a nexus for families with local agencies to offer services to families.
Instructional Coach	• A Master's degree • A current New York State (or other state) teaching certification • A minimum of 3 years of middle school teaching experience • At least 2 years of experience leading other teachers to achieve strong academic results	The Instructional Coach serves to increase student achievement by building instructional capacity of classroom teachers. The Instructional Coach will conduct professional development activities and teacher feedback sessions, coordinate selection and organization of appropriate instructional and professional resources. This role will analyze and utilize assessment data to track and evaluate adjustments in teacher lesson plans based on trends, disaggregated student cohort data findings correlated to achievement and progress organized by subgroup, for monthly and annual reporting, make recommendations regarding academic interventions and program changes, and progress towards the school's identified student growth and achievement goals (by full school, grade, and classroom). Most critically, as a member of the Academic Team and reporting to the Principal, the Instructional Coach will support the development of high quality, effective instruction across each grade, including observing and coaching teachers to improve instructional planning, teaching practice, small-group instruction, and the use of data, assessment, and instructional technology.

Literacy Interventionist	• A Master's degree, with a Masters in Literacy preferred. • A current New York State (or other state) teaching certification, with special education certification preferred. • A minimum of 5 years of elementary or middle school teaching experience with a track record of high margins of academic growth for diverse students.	The Literacy Interventionist will be a key instructional support in assuring there is a tiered system for instruction with increasing intensity and individualization. The Literacy Interventionist will support the DSI in coaching teachers in effective SOR strategies and in reviewing data to identify and develop student groupings for the TSE period, to increase literacy outcomes for all students. Using data from the Screener and RRA, the Literacy Interventionist will play a key role in the effectiveness of TSE, providing small group instruction to targeted student populations, disaggregating literacy data across the school community to inform instructional and programming decisions, RRA progress monitoring and collaborating with the SOR consultant to execute professional learning for staff.
Speech and Language Pathologist	• A Master's degree in Speech and Language Pathology (or related major) • A current certification in Speech and Language Pathology • ASHA Certificate of Clinical Competence for Speech-Language and Hearing (CCC-SLP)	The Speech and Language Pathologist will report to the DSI and collaborate with classroom teachers, focusing on receptive and expressive language, social pragmatics, executive function, and self-advocacy and provide targeted small group or individual support to students in the areas of reading, writing and spelling. The Speech and Language Pathologist will support the Director of Specialized Instruction in the design of effective intervention programs, including content specific language objectives, classroom modifications, and accommodations, and consult on various aspects of the ELA curriculum development and modification.
Guidance Counselor	• A Master's degree • A current New York State (or other state) certification • A minimum of 1 year of middle school counseling experience	The Guidance Counselor serves as a pivotal role in the development of students. Reporting to the DSS and serving on the Student Support Team, the Guidance Counselor will meet IEP-mandated counseling services in addition to providing individual and group support to support student academic, personal, and interpersonal challenges. The Guidance Counselor will coordinate services with external providers and link families to appropriate community resources, provide crisis intervention, referrals and case management services to student and families, complete documentation, progress notes and reports as required by state, local, and federal mandates, serve as liaison on child welfare issues and share

		expertise with entire school team, and take an integral role in the high school admissions process.
Teacher	• A Bachelor's Degree; a Master's Degree is preferred • A current New York State (or other state) teaching certification • Middle school teaching experience is preferred	Reporting to the Principal, all teachers will create a collaborative and supportive learning environment where all students can learn. Teachers will plan and facilitate engaging lessons, as part of a classroom teacher pair, in alignment with NY State Standards and BPCS2's curriculum, routinely analyze data with the purpose of increasing student achievement, and build students' academic and social emotional skills through modeling and explicit instruction. A teacher's role within BPCS2's community is to engage in Professional Learning opportunities to improve knowledge and skills with the purpose of increasing student achievement, advocate to ensure students receive appropriate support and services, and maintain regular and open communication with families to promote the success and growth of all students and promote family participation, inclusion and collaboration.
Secretary	• High School Diploma or equivalent • School clerical experience is preferred • Proficiency in Google and Microsoft Suite applications in addition to DOE systems (ATS, CPS, FAMIS)	The Secretary will supervise the general daily school operations by assisting the Principal in managing the Main Office, maintaining the building conditions and appearance, and liaising with School Food, School Health, School Safety, custodians, etc. The Secretary will oversee all recordkeeping systems, physical and electronic (i.e. Schoolmint, PowerSchool, ATS), maintain the school website, communication system, social media, school calendar, flyers, building visitor control policies, and facility permits, and manage inventory.
School Aide	• High School Diploma or equivalent • School or child supervision experience is preferred • Proficiency in Google and Microsoft Suite applications	School Aides assist in supervising students during arrival, dismissal, hallway duty, lunch, and recess and the preparation of bulletin board, project materials, student files. Reporting to the Principal, School Aides are responsible for duplicating, coordinating, and distributing notices and materials, escorting students to and from buses and/or the school nurse, distributing textbooks, supplies, and mail, and assisting in the Secretary as needed, answering phones, checking emails, taking messages, etc.

c. Staff Recruitment and Retention

Due to the specialized population of our proposed school, one of the primary criteria for selecting leaders will be extensive experience leading programs specifically for students with language-based learning disabilities. The proposed Board of Trustees has identified a Head of School, who will be shared by our partner organization BPCS. Recruitment for the leadership team of BPCS2 will be led by the Head of School in consultation with the BOT hiring committee. The school will conduct an extensive search for the Principal and cast a wide net for applicants to promote and recruit from a robust pool of candidates for this critical role with the key focus being to promote diversity among the staff.

All hiring will be done in accordance with our hiring policy. We will network with community partners and leverage the experience and capacity of our Board and partner BPCS to help with our search. BPCS2 seeks to promote diversity and equity within the operational, instructional, and administrative leadership and staff, and therefore we implement a broad recruitment effort to ensure that we reach a diverse pool of candidates. Our recruitment efforts will include outreach to networks such as Teach for America, and the New York City Teaching Fellows; local college and University partners such as Wagner College, St. John's University, the College of Staten Island and other CUNY schools of education. Further, in an effort to ensure candidates that align with our mission and philosophy, we will recruit from education programs that include outstanding specializations in Language Based Learning differences such as the Rose Institute at Manhattanville College, the Center for Dyslexia Studies at Fairleigh Dickinson University, the Reading Masters programs at several SUNY schools(Albany, Geneseo, Cortland, New Paltz and Oneonta). The school is particularly excited to explore the formation of a potential partnership with SUNY New Paltz and their newly developed Science of Reading Center of Excellence. Recruitment efforts will extend to on-line search sites and mailing services wherein recruitment can be targeted and focused to complement our school's needs and mission.

To retain teachers, BPCS2 will offer a supportive environment that values teacher voice and provides ample professional learning opportunities. All teachers will complete a satisfaction survey at the beginning and end of each year; the results of these surveys inform changes to our program, ranging from the lesson plan format to our compensation model. Teacher retention will be further supported by our competitive salary and retention bonus.

We will follow an evaluation model that provides a clear structure for making decisions to remove ineffective staff members when necessary. If areas of weakness are identified during observations, teachers are given support to improve. If a teacher does not show growth in the area of concern, that teacher may not have their contract renewed. Teachers that demonstrate high levels of effectiveness will be offered leadership opportunities such as grade or department team leads.

12d. Personnel Policies

Attached is a copy of the proposed Personnel Policies for Bridge Preparatory Charter School 2.

Bridge Preparatory Charter School 2

Proposed Employee Handbook

September 2025

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1.0 Welcome

1.1 A Welcome Policy

Welcome!

Thank you for joining the Bridge Preparatory Charter School 2 family. We hope you agree that you have a great contribution to make to the education of our Bridge Builders by way of our community, and that you will find your employment at Bridge Preparatory Charter School 2 a rewarding experience. We look forward to the opportunity of working together to create a more successful school. We also want you to feel that your employment will be a mutually beneficial and gratifying one.

You are now part of a team that is mission driven and working towards establishing an outstanding reputation for providing a quality educational experience for our students. We hope you will find satisfaction and take pride in your work here. As a member of the Bridge Preparatory Charter School 2 team, you will be expected to contribute your talents and energies to further improve the environment and quality of our school community.

1.2 At-Will Employment (PEO)

Your employment with Bridge Preparatory Charter School 2 is on an "at-will" basis. This means your employment may be terminated at any time, with or without notice and with or without cause. Likewise, we respect your right to leave the School at any time, with or without notice and with or without cause.

Nothing in this handbook or any other School document should be understood as creating a contract, guaranteed or continued employment, a right to termination only "for cause," or any other guarantee of continued benefits or employment. Only theSchool Leader has the authority to make promises or negotiate with regard to guaranteed or continued employment, and any such promises are only effective if placed in writing and signed by the School Leader.

If a written contract between you and the School is inconsistent with this handbook, the written contract is controlling. However, ExtensisHR is not a party to the contract, and it is not controlling with respect to ExtensisHR.

Nothing in this handbook will be interpreted, applied, or enforced to interfere with, restrain, or coerce employees in the exercise of their rights under Section 7 of the National Labor Relations Act.

This policy may not be appropriate in its entirety for employees working in Montana.

1.3 Important Definitions

Bridge Preparatory Charter School 2 has entered into an agreement with ExtensisHR, a professional employer organization (PEO). ExtensisHR was selected by the company to help employees enjoy the many company benefits offered through this concept.

The term "School," as used throughout this handbook, refers exclusively to Bridge Preparatory Charter School 2, your worksite employer, who is primarily responsible for directing your day-to-day duties. The terms "we," "us," and "our" refer to Bridge Preparatory Charter School 2 and not ExtensisHR, unless otherwise stated.

Where this handbook refers to current benefit plans maintained by the School and/or ExtensisHR, refer to the actual plan documents and summary plan descriptions if you have specific questions regarding the benefit plans. Those documents are controlling.

ExtensisHR is not bound by the terms of any contract between employees and the School unless it is executed by the PEO.

2.0 Introductory Language and Policies

2.1 Mission Statement

Bridge Preparatory Charter School 2 provides students on Staten Island 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. We will position our students for long-term and sustained academic success on a path of expanded opportunity.

We believe families are a student's first teachers and strongest advocates and must be well informed and involved in order to make decisions for, and with their student and a true partnership and trusting relationship with families will result in increased achievement for our students.

2.2 School Philosophy

Bridge Preparatory Charter School 2 is confident that our instructional and school design is beneficial for all students and will result in improved academic outcomes and necessary social emotional development.

Literacy serves as the foundation upon which all learning is based and data shows that students across the country continue to struggle with literacy. We believe that with proper instructional interventions and an appropriate academic environment, all students can learn to read and write proficiently. Bridge Preparatory Charter School 2 exists so that students and families no longer need to leave the borough to find a school that meets their needs and are instead offered the choice to stay within their own community to be educated in a specially designed environment that meets their needs.

2.3 Revisions to Handbook

This handbook is our attempt to keep you informed of the terms and conditions of your employment, including Bridge Preparatory Charter School 2 policies and procedures. The handbook is not a contract. The School reserves the right to revise, add, or delete from this handbook as we determine to be in our best interest, except the policy concerning at-will employment. When changes are made to the policies and guidelines contained herein, we will endeavor to communicate them in a timely fashion, typically in a written supplement to the handbook or in a posting on company bulletin boards.

3.0 Hiring and Orientation Policies

3.1 Pre-employment

Pre-employment and other background investigations are conducted in accordance with federal and state laws regarding individuals offered employment by the School. The School Leader's designee will review all background clearances unless it is the designee's own clearance, in which case the School Leader will perform the review.

3.2 Verification of Employment

The School will provide dates of employment when employment verification is requested. The School will provide wage/salary information if the appropriate authorization and release has been provided by the employee.

3.3 Background Checks and Fingerprints

For safety and security reasons, all School employees who work around students must undergo a criminal background check prior to beginning employment. The school may require all employees to obtain an updated background check periodically as determined at the School's discretion. A third-party service is used to collect fingerprints for the background checks, which are forwarded to the Federal Bureau of

Investigation (FBI) and the state equivalent, if applicable. The criminal history sent by such bureau(s) is reported as far back as a criminal history exists.

If either an applicant or an existing employee has been convicted of any crime, the School will determine whether employment is possible based on the following criteria: the position applied for, length of time in the position, contact with students, type and number of crime(s), date(s), and relevance to performance of job duties. An applicant or employee convicted of a felony that involves harm to a minor will be ineligible for employment or will be subject to termination (if they are a current employee). Applicants and existing employees have an ongoing obligation to notify their supervisors and the School Leader within three (3) days of all arrests and convictions (excluding minor traffic violations).

3.4 E-Signature Policy

During the course of employment, employees will be asked to sign certain employment-related agreements and documents via electronic signature. "Electronic Signature" includes, but is not limited to, the use of a keypad, mouse, or other device to select an item, button, icon or similar act/action. By signing the E-SIGNATURE ACKNOWLEDGMENT AND AUTHORIZATION, employees are acknowledging and agreeing that:

- They agree to the use of e-signature as standard practice for signing such employment-related documents and agreements;
- Their e-signature has the same effect as their traditional handwritten signature;
- They waive the right to claim that their e-signature does not constitute a valid or binding signature on any such e-signed document or agreement; and
- Any electronic signature on any agreement or document executed prior to executing the E-SIGNATURE ACKNOWLEDGMENT AND AUTHORIZATION form is governed by this E-Signature Policy, constitutes their signature, and has the same effect as if actually signed in writing.

3.5 Religious Accommodation

Bridge Preparatory Charter School 2 recognizes the diversity of religious beliefs and is committed to providing equal employment opportunities to all employees, regardless of their religious beliefs and practices or lack thereof. Consistent with this commitment, the School complies with Title VII of the Civil Rights Act of 1964 and all applicable state and local laws that prohibit employment discrimination on the basis of religion. The School will reasonably accommodate the sincerely held religious beliefs of employees if the accommodations would resolve a conflict between the individual's religious belief or practice and a work requirement, unless doing so would create an undue hardship.

Requesting a Religious Accommodation

If you need an accommodation because of your religious beliefs or practices, make the request with your manager or School Leader. You may be asked to include relevant information such as:

- A description of the proposed accommodation.
- The reason you need the accommodation.
- How the accommodation will help resolve the conflict between your religious beliefs or practices (or lack thereof) and your work requirements.

After receiving your request, the School will engage in an interactive dialogue with you to explore potential accommodations that could resolve the conflict between your religious beliefs or practices and work requirements. The School encourages you to suggest specific reasonable accommodations. However, the School is not required to make the specific accommodation requested by you and may provide an alternative accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on the School.

The School will not discriminate or retaliate against employees who, in good faith, request religious accommodation under this policy.

3.6 Disability Accommodation

Bridge Preparatory Charter School 2 complies with the Americans with Disabilities Act (ADA), the Pregnancy Discrimination Act, and all applicable state and local fair employment practices laws, and is committed to providing equal employment opportunities to qualified individuals with disabilities, including disabilities related to pregnancy, childbirth, and related conditions. Consistent with this commitment, the School will provide reasonable accommodation to otherwise qualified individuals where appropriate to allow the individual to perform the essential functions of the job, unless doing so would create an undue hardship on the business.

If you require accommodation because of your disability, it is your responsibility to notify your manager. You may be asked to include relevant information such as:

- The reason you need accommodation.
- A description of the proposed accommodation.
- How the accommodation will help you perform the essential functions of your job.

After receiving your request, the School will engage in an interactive dialogue with you to determine the precise limitations of your disability and explore potential reasonable accommodations that could overcome those limitations. Where appropriate, we may need your permission to obtain additional information from your medical provider. All medical information received by the School in connection with a request for accommodation will be treated as confidential.

The School encourages you to suggest specific reasonable accommodations that you believe would allow you to perform your job. However, the School is not required to make the specific accommodation requested by you and may provide an alternative accommodation, to the extent any reasonable accommodation can be made without imposing an undue hardship on the School.

Where state or local law provides greater protections to employees than federal law, the School will apply the law that provides the greatest benefit to employees.

If leave is provided as a reasonable accommodation, such leave may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by state and federal law.

The School will not discriminate or retaliate against employees for requesting an accommodation.

3.7 New York City Supplemental Gender Discrimination

In accordance with New York City law, Bridge Preparatory Charter School 2 prohibits unlawful discrimination in employment on the basis of gender. For purposes of this policy, gender is an individual's actual or perceived sex, gender identity and gender expression, including a person's actual or perceived gender-related self-image, appearance, behavior, expression or other gender-related characteristic regardless of the sex assigned to that person at birth.

The Company is dedicated to ensuring the fulfillment of this policy as it applies to all terms and conditions of employment, including recruitment, hiring, placement, promotion, transfer, training, compensation, benefits, accommodation requests, access to programs and facilities, employee activities and general treatment during employment.

In furtherance of this policy:

- The Company gives employees the option of indicating their preferred gender pronoun. The Company's systems allow employees to self-identify their names and genders and do not limit such identifications to male and female only.
- All employees and other individuals have access to single-sex facilities consistent with their gender identity or expression. To the extent possible, the Company provides single-occupancy restrooms and provides multi-user facilities for individuals with privacy concerns, but will not require use of a single-occupancy bathroom because an individual is transgender or gender non-conforming.

- The Company's dress code and grooming standards are gender neutral, and therefore do not differentiate or impose restrictions or requirements based on gender or sex.
- The Company evaluates all requests for accommodations (including requests for medical leaves) in a fair and non-discriminatory manner.
- Employees who engage with the public as part of their job duties are required to do so in a respectful, non-discriminatory manner by respecting gender diversity and ensuring that members of the public are not subject to discrimination (including discrimination with respect to single-sex programs and facilities).

Employees with issues or concerns regarding gender discrimination or who feel they have been subjected to such discrimination can contact the Head of Human Resources. The Company prohibits and does not tolerate retaliation against employees who report issues or concerns of gender discrimination pursuant to this policy in good faith.

3.8 Sexual Harassment Prevention

Purpose and Goals
Bridge Preparatory Charter School 2 is committed to maintaining a workplace free from harassment and discrimination. Sexual harassment is a form of workplace discrimination that subjects an employee to inferior conditions of employment due to their gender, gender identity, gender expression (perceived or actual), and/or sexual orientation. Sexual harassment is often viewed simply as a form of gender-based discrimination, but the School recognizes that discrimination can be related to or affected by other identities beyond gender **(see NY EEO Statement and Nonharassment Policy)**. Our different identities impact our understanding of the world and how others perceive us. For example, an individual's race, ability, or immigration status may impact their experience with gender discrimination in the workplace. While this policy is focused on sexual harassment and gender discrimination, the methods for reporting and investigating discrimination based on other protected identities are the same. The purpose of this policy is to teach employees to recognize discrimination, including discrimination due to an individual's intersecting identities, and provide the tools to take action when it occurs. All employees, managers, and supervisors are required to work in a manner designed to prevent sexual harassment and discrimination in the workplace. This policy is one component of the School's commitment to a discrimination-free work environment.

Goals of this Policy
Sexual harassment and discrimination are against the law. After reading this policy, employees will understand their right to a workplace free from harassment. Employees will also learn what harassment and discrimination look like, what actions they can take to prevent and report harassment, and how they are protected from retaliation after taking action. The policy will also explain the investigation process into any claims of harassment. Employees are encouraged to report sexual harassment or discrimination by filing a complaint internally with the School, with a government agency, or in court under federal, state, or local antidiscrimination laws. To file a complaint internally, use the complaint form attached to the end of this handbook and submit it to the Director of Operations. To file an employment complaint with the New York State Division of Human Rights, visit https://dhr.ny.gov/complaint. To file a complaint with the United States Equal Employment Opportunity Commission, visit https://www.eeoc.gov/filing-charge-discrimination

Sexual Harassment and Discrimination Prevention Policy

1. Bridge Preparatory Charter School 2's policy applies to all employees, applicants for employment, and interns, whether paid or unpaid. The policy also applies to additional covered individuals. It applies to anyone who is (or is employed by) a contractor, subcontractor, vendor, consultant, or anyone providing services in our workplace. These individuals include persons commonly referred to as independent contractors, gig workers, and temporary workers. Also included are persons providing equipment repair, cleaning services, or any other services through a contract with the School. For the remainder of this policy, we will use the term "covered individual" to refer to these individuals who are not direct employees of the School.

2. Sexual harassment is unacceptable. Any employee or covered individual who engages in sexual harassment, discrimination, or retaliation will be subject to action, including appropriate discipline for employees. In New York, harassment does not need to be severe or pervasive to be illegal. Employees and covered individuals should not feel discouraged from reporting harassment because they do not believe it is bad enough, or conversely because they do not want to see a colleague fired over less severe behavior. Just as harassment can happen in different degrees, potential discipline for engaging in sexual harassment will depend on the degree of harassment and might include education and counseling. It may lead to suspension or termination when appropriate.

3. Retaliation is prohibited. Any employee or covered individual that reports an incident of sexual harassment or discrimination, provides information, or otherwise assists in any investigation of a sexual harassment or discrimination complaint is protected from retaliation. No one should fear reporting sexual harassment if they believe it has occurred. So long as a person reasonably believes that they have witnessed or experienced such behavior, they are protected from retaliation. Any employee of the School who retaliates against anyone involved in a sexual harassment or discrimination investigation will face disciplinary action, up to and including termination. All employees and covered individuals working in the workplace who believe they have been subject to such retaliation should inform their manager or the Director of Operations. All employees and covered individuals who believe they have been a target of such retaliation may also seek relief from government agencies, as explained in the **Legal Protections** section below.

4. Discrimination of any kind, including sexual harassment, is a violation of our policies, is unlawful, and may subject the School to liability for the harm experienced by targets of discrimination. Harassers may also be individually subject to liability, and employers or supervisors who fail to report or act on harassment may be liable for aiding and abetting such behavior. Employees at every level who engage in harassment or discrimination, including managers and supervisors who engage in harassment or discrimination or who allow such behavior to continue, will be penalized for such misconduct.

5. The School will conduct a prompt and thorough investigation that is fair to all parties. An investigation will happen whenever management receives a complaint about discrimination or sexual harassment, or when management otherwise knows of possible discrimination or sexual harassment occurring. The School will keep the investigation confidential to the extent possible. If an investigation ends with the finding that discrimination or sexual harassment occurred, the School will act as required. In addition to any required discipline, the School will also take steps to ensure a safe work environment for the employee(s) who experienced the discrimination or harassment. All employees, including managers and supervisors, are required to cooperate with any internal investigation of discrimination or sexual harassment.

6. All employees and covered individuals are encouraged to report any harassment or behaviors that violate this policy. All employees will have access to a complaint form to report harassment and file complaints. Use of this form is not required. For anyone who would rather make a complaint verbally, or by email, these complaints will be treated with equal priority. Employees who prefer not to report harassment to their manager or the School may instead report harassment to the New York State Division of Human Rights and/or the United States Equal Employment Opportunity Commission. Complaints may be made to both the employer and a government agency. Managers and supervisors are **required** to report any complaint that they receive, or any harassment that they observe or become aware of, to the Director of Operations.

7. This policy applies to all employees and covered individuals, such as contractors, subcontractors, vendors, consultants, or anyone providing services in the workplace, and all must follow and uphold this policy. This policy must be provided to all employees in person or digitally through email upon hiring and will be posted prominently in all work locations. For those offices operating remotely, in addition to sending the policy through email, it will also be available on the School's shared network.

What Is Sexual Harassment?
Sexual harassment is a form of gender-based discrimination that is unlawful under federal, state, and (where applicable) local law. Sexual harassment includes harassment on the basis of sex, sexual orientation, self-identified or perceived sex, gender expression, gender identity, and the status of being transgender. Sexual harassment is not limited to sexual contact, touching, or expressions of a sexually suggestive nature. Sexual harassment includes all forms of gender discrimination, including gender role stereotyping and treating employees differently because of their gender.

Understanding gender diversity is essential to recognizing sexual harassment because discrimination based on sex stereotypes, gender expression, and perceived identity are all forms of sexual harassment. The gender spectrum is nuanced, but the three most common ways people identify as cisgender, transgender, and non-binary. A ***cisgender person*** is someone whose gender aligns with the sex they were assigned at birth. Generally, this gender will align with the binary of male or female. A ***transgender person*** is someone whose gender is different from the sex they were assigned at birth. A ***non-binary person*** does not identify exclusively as a man or a woman. They might identify as both, somewhere in between, or completely outside the gender binary. Some may identify as transgender, but not all do. Respecting an individual's gender identity is a necessary first step in establishing a safe workplace.

Sexual harassment is unlawful when it subjects an individual to inferior terms, conditions, or privileges of employment. Harassment does not need to be severe or pervasive to be illegal. It can be any harassing behavior that rises above petty slights or trivial inconveniences. Every instance of harassment is unique to those experiencing it, and there is no single boundary between petty slights and harassing behavior. However, the Human Rights Law specifies that whether harassing conduct is considered petty or trivial is to be viewed from the standpoint of a reasonable victim of discrimination with the same protected characteristics. Generally, any behavior in which an employee or covered individual is treated worse because of their gender (perceived or actual), sexual orientation, or gender expression is considered a violation of the School's policy. The intent of the behavior, for example, making a joke, does not neutralize a harassment claim. Not intending to harass is not a defense. The impact of the behavior on a person is what counts. Sexual harassment includes any unwelcome conduct that is either directed at an individual because of that individual's gender identity or expression (perceived or actual), or is of a sexual nature when:

- The purpose or effect of this behavior unreasonably interferes with an individual's work performance or creates an intimidating, hostile, or offensive work environment. The impacted person does not need to be the intended target of the sexual harassment;
- Employment depends implicitly or explicitly on accepting such unwelcome behavior; or
- Decisions regarding an individual's employment are based on an individual's acceptance or rejection of such behavior. Such decisions can include what shifts and how many hours an employee might work, project assignments, as well as salary and promotion decisions.

There are two main types of sexual harassment:

- Behaviors that contribute to a **hostile work environment** include, but are not limited to, words, signs, jokes, pranks, intimidation, or physical violence that are of a sexual nature or that are directed at an individual because of that individual's sex, gender identity, or gender expression. Sexual harassment also consists of any unwanted verbal or physical advances, sexually explicit derogatory, or discriminatory statements that an employee finds offensive or objectionable, causes an employee discomfort or humiliation, or interferes with their job performance.
- Sexual harassment also occurs when a person in authority tries to trade job benefits for sexual favors. This can include hiring, promotion, continued employment, or any other terms, conditions, or privileges of employment. This is also called **quid pro quo** harassment.

Any employee or covered individual who feels harassed is encouraged to report the behavior so that any violation of this policy can be corrected promptly. Any harassing conduct, even a single incident, can be discrimination and is covered by this policy.

Examples of Sexual Harassment
The following describes some of the types of acts that may be unlawful sexual harassment and that are strictly prohibited. **This list is just a sample of behaviors and should not be considered exhaustive.** Any employee who believes they have experienced sexual harassment, even if it does not appear on this list, should feel encouraged to report it.

- Physical acts of a sexual nature, such as:
    - Touching, pinching, patting, kissing, hugging, grabbing, or brushing against or poking another employee's body; or
    - Rape, sexual battery, molestation, or attempts to commit these assaults, which may be considered criminal conduct outside the scope of this policy (contact local law enforcement if you wish to pursue criminal charges).
- Unwanted sexual comments, advances, or propositions, such as:
    - Requests for sexual favors accompanied by implied or overt threats concerning the target's job performance evaluation, a promotion, or other job benefits (can include sexual advances/pressure placed on a service industry employee by customers or clients, especially those industries where hospitality and tips are essential to the customer/employee relationship);
    - Subtle or obvious pressure for unwelcome sexual activities; or
    - Repeated requests for dates or romantic gestures, including gift-giving.
- Sexually oriented gestures, noises, remarks, or jokes, or questions and comments about a person's sexuality, sexual experience, or romantic history that create a hostile work environment. This is not limited to interactions in person. Remarks made over virtual platforms and in messaging apps when employees are working remotely can create a similarly hostile work environment.
- Sex stereotyping, which occurs when someone's conduct or personality traits are judged based on other people's ideas or perceptions about how individuals of a particular sex should act or look:
    - Remarks regarding an employee's gender expression, such as wearing a garment typically associated with a different gender identity; or
    - Asking employees to take on traditionally gendered roles, such as asking a woman to serve meeting refreshments when it is not part of, or appropriate to, her job duties.
- Sexual or discriminatory displays or publications anywhere in the workplace, such as displaying pictures, posters, calendars, graffiti, objects, promotional material, reading materials, or other materials that are sexually demeaning or pornographic. This includes such sexual displays on workplace computers or cell phones and sharing such displays while in the workplace. This also extends to the virtual or remote workspace and can include having such materials visible in the background of one's home during a virtual meeting.
- Hostile actions taken against an individual because of that individual's sex, sexual orientation, gender identity, or gender expression, such as:
    - Interfering with, destroying, or damaging a person's workstation, tools, or equipment, or otherwise interfering with the individual's ability to perform the job;
    - Sabotaging an individual's work;
    - Bullying, yelling, or name-calling;
    - Intentional misuse of an individual's preferred pronouns; or
    - Creating different expectations for individuals based on their perceived identities, such as dress codes that place more emphasis on women's attire, or leaving parents/caregivers out of meetings.

Who Can Be a Target of Sexual Harassment?
Sexual harassment can occur between any individuals, regardless of their sex or gender. Harassment does not have to be between members of the opposite sex or gender. New York law protects employees and all covered individuals described earlier in the policy. **Harassers can be anyone in the workplace.** A supervisor, a supervisee, or a coworker can all be harassers. Anyone else in the workplace can also be a harasser, including an independent contractor, contract worker, vendor, client, customer, patient, constituent, or visitor.

Sexual harassment does not happen in a vacuum, and discrimination experienced by an employee can be impacted by biases and identities beyond an individual's gender. For example:

- Placing different demands or expectations on Black female employees than white female employees can be both racial and gender discrimination;
- An individual's immigration status may lead to perceptions of vulnerability and increased concerns around illegal retaliation for reporting sexual harassment; or
- Past experiences as a survivor of domestic or sexual violence may lead an individual to feel retraumatized by someone's behaviors in the workplace.

Individuals bring personal history with them to the workplace that might impact how they interact with certain behavior. It is especially important for all employees to be aware of how words or actions might impact someone with a different experience than their own in the interest of creating a safe and equitable workplace.

Where Can Sexual Harassment Occur?

Unlawful sexual harassment is not limited to the physical workplace itself. It can occur while employees are traveling for business or at employer- or industry-sponsored events or parties. Calls, texts, emails, and social media usage by employees or covered individuals can constitute unlawful workplace harassment, even if they occur away from the workplace premises, on personal devices, or during non work hours.

Sexual harassment can occur when employees are working remotely from home as well. Any behaviors outlined above that leave an employee feeling uncomfortable, humiliated, or unable to meet their job requirements constitutes harassment even if the employee is at home when the harassment occurs. Harassment can happen on virtual meeting platforms, in messaging apps, and after working hours between personal cell phones.

Retaliation

Retaliation is unlawful and is any action by an employer or supervisor that punishes an individual upon learning of a harassment claim, that seeks to discourage a worker or covered individual from making a formal complaint or supporting a sexual harassment or discrimination claim, or that punishes those who have come forward. These actions need not be job related or occur in the workplace to constitute unlawful retaliation. For example, threats of physical violence outside of work hours or disparaging someone on social media would be covered as retaliation under this policy.

Examples of retaliation may include, but are not limited to:

- Demoting, terminating, denying accommodations, reduced hours, or the assignment of less desirable shifts;
- Publicly releasing personnel files;
- Refusing to provide a reference or providing an unwarranted negative reference;
- Labeling an employee as "difficult" and excluding them from projects to avoid "drama";
- Undermining an individual's immigration status; or
- Reducing work responsibilities, passing over for a promotion, or moving an individual's desk to a less desirable office location.

Such retaliation is unlawful under federal, state, and (where applicable) local law. The New York State Human Rights Law protects any individual who has engaged in "protected activity." Protected activity occurs when a person has:

- Made a complaint of sexual harassment or discrimination, either internally or with any government agency;
- Testified or assisted in a proceeding involving sexual harassment or discrimination under the Human Rights Law or any other antidiscrimination law;
- Opposed sexual harassment or discrimination by making a verbal or informal complaint to management, or by simply informing a supervisor or manager of suspected harassment;
- Reported that another employee has been sexually harassed or discriminated against; or
- Encouraged another employee to report harassment.

Even if the alleged harassment does not turn out to rise to the level of a violation of law, the individual is protected from retaliation if the person had a good faith belief that the practices were unlawful. However, the retaliation provision is not intended to protect persons making intentionally false charges of harassment.

Reporting Sexual Harassment

Everyone must work toward preventing sexual harassment, but leadership matters. Supervisors and managers have a special responsibility to make sure employees feel safe at work and that workplaces are free from harassment and discrimination. Any employee or covered individual is encouraged to report harassing or discriminatory behavior to their manager or the Director of Operations. Anyone who witnesses or becomes aware of potential instances of sexual harassment should report such behavior to their manager or the Director of Operations.

Reports of sexual harassment may be made verbally or in writing. A written complaint form is attached to this policy for employees to use, but the complaint form is not required. If you are reporting sexual harassment on behalf of someone else, you may use the complaint form and should note that it is on another's behalf. A verbal or otherwise written complaint (such as an email) on behalf of oneself or another is also acceptable.

Employees and covered individuals who believe they have been a target of sexual harassment may at any time seek assistance in additional available forums, as explained in the Legal Protections section below.

Supervisory Responsibilities

Supervisors and managers have a responsibility to prevent sexual harassment and discrimination. All supervisors and managers who receive a complaint or information about suspected sexual harassment, observe what may be sexually harassing or discriminatory behavior, or for any reason suspect that sexual harassment or discrimination is occurring, are required to report such suspected sexual harassment to the Director of Operations. Managers and supervisors should not be passive and wait for an employee to make a claim of harassment. If they observe such behavior, they must act.

Supervisors and managers can be disciplined if they engage in sexually harassing or discriminatory behavior themselves. Supervisors and managers can also be disciplined for failing to report suspected sexual harassment or allowing sexual harassment to continue after they know about it.

Supervisors and managers will also be subject to discipline for engaging in any retaliation.

While supervisors and managers have a responsibility to report harassment and discrimination, they must be mindful of the impact that harassment and a subsequent investigation has on victims. Being identified as a possible victim of harassment and questioned about harassment and discrimination can be intimidating, uncomfortable, and re-traumatizing for individuals. Supervisors and managers must accommodate the needs of individuals who have experienced harassment to ensure the workplace is safe, supportive, and free from retaliation for them during and after any investigation.

Bystander Intervention

Any employee witnessing harassment as a bystander is encouraged to report it. A supervisor or manager that is a bystander to harassment is **required** to report it. There are five standard methods of bystander intervention that can be used when anyone witnesses harassment or discrimination and wants to help.

1. A bystander can interrupt the harassment by engaging with the individual being harassed and distracting them from the harassing behavior;
2. A bystander who feels unsafe interrupting on their own can ask a third party to help intervene in the harassment;
3. A bystander can record or take notes on the harassment incident to benefit a future investigation;
4. A bystander might check in with the person who has been harassed after the incident, see how they are feeling, and let them know the behavior was not ok; and

5. If a bystander feels safe, they can confront the harassers and name the behavior as inappropriate. When confronting harassment, physically assaulting an individual is never an appropriate response.

Though not exhaustive, and dependent on the circumstances, these guidelines can serve as a brief guide on how to react when witnessing harassment in the workplace. Any employee witnessing harassment as a bystander is encouraged to report it. A supervisor or manager that is a bystander to harassment is required to report it.

Complaints and Investigations of Sexual Harassment

All complaints or information about sexual harassment will be investigated, whether that information was reported in verbal or written form. An investigation of any complaint, information, or knowledge of suspected sexual harassment will be prompt, thorough, and started and completed as soon as possible. The investigation will be kept confidential to the extent possible. All individuals involved, including those making a harassment claim, witnesses, and alleged harassers, deserve a fair and impartial investigation.

Any employee may be required to cooperate as needed in an investigation of suspected sexual harassment. The School will take disciplinary action against anyone engaging in retaliation against employees who file complaints, support another's complaint, or participate in harassment investigations.

The School recognizes that participating in a harassment investigation can be uncomfortable and has the potential to retraumatize an individual. Those receiving claims and leading investigations will handle complaints and questions with sensitivity toward those participating.

While the process may vary from case to case, investigations will be done in accordance with the following steps. Upon receipt of a complaint, the Director of Operations will:

1. Conduct a prompt review of the allegations, assess the appropriate scope of the investigation, and take any interim actions (for example, instructing the individual(s) about whom the complaint was made to refrain from communications with the individual(s) who reported the harassment), as appropriate. If the complaint is verbal, request that the individual completes the complaint form in writing. If the person reporting prefers not to fill out the form, the Director of Operations will prepare a complaint form or equivalent documentation based on the verbal reporting;
2. Take steps to obtain, review, and preserve documents sufficient to assess the allegations, including documents, emails, or phone records that may be relevant to the investigation. the Director of Operations will consider and implement appropriate document request, review, and preservation measures, including for electronic communications;
3. Seek to interview all parties involved, including any relevant witnesses;
4. Create a written documentation of the investigation (such as a letter, memo, or email), which contains the following:
    - A list of all documents reviewed, along with a detailed summary of relevant documents;
    - A list of names of those interviewed, along with a detailed summary of their statements;
    - A timeline of events;
    - A summary of any prior relevant incidents disclosed in the investigation, reported or unreported; and
    - The basis for the decision and final resolution of the complaint, together with any corrective action(s).
5. Keep the written documentation and associated documents in a secure and confidential location;
6. Promptly notify the individual(s) who reported the harassment and the individual(s) about whom the complaint was made that the investigation has been completed and implement any corrective actions identified in the written document; and
7. Inform the individual(s) who reported the right to file a complaint or charge externally as outlined in the next section.

Legal Protections and External Remedies

Sexual harassment is not only prohibited by the School, but it is also prohibited by state, federal, and, where applicable, local law.

The internal process outlined in this policy is one way for employees to report sexual harassment. Employees and covered individuals may also choose to pursue legal remedies with the following governmental entities. While a private attorney is not required to file a complaint with a governmental agency, you may also seek the legal advice of an attorney.

New York State Division of Human Rights
The New York State Human Rights Law, N.Y. Executive Law, art. 15, § 290 et seq., applies to all employers in New York State and protects employees and covered individuals, regardless of immigration status. A complaint alleging violation of the Human Rights Law may be filed either with the New York State Division of Human Rights (DHR) or in the New York State Supreme Court.

Complaints of sexual harassment filed with DHR may be submitted any time **within three years** of the harassment. If an individual does not file a complaint with DHR, they can bring a lawsuit directly in state court under the Human Rights Law **within three years** of the alleged sexual harassment. An individual may not file with DHR if they have already filed a Human Rights Law complaint in state court.

Complaining internally to the School does not extend your time to file with DHR or in court. The three years are counted from the date of the most recent incident of harassment.

You do not need an attorney to file a complaint with DHR, and there is no cost to file with DHR.

DHR will investigate your complaint and determine whether there is probable cause to believe that sexual harassment occurred. Probable cause cases receive a public hearing before an administrative law judge. If sexual harassment is found at the hearing, DHR has the power to award relief. Relief varies, but it may include requiring your employer to take action to stop the harassment or repair the damage caused by the harassment, including paying monetary damages, punitive damages, attorney's fees, and civil fines.

DHR's main office contact information is: NYS Division of Human Rights, One Fordham Plaza, Fourth Floor, Bronx, New York 10458. You may call (718) 741-8400 or visit www.dhr.ny.gov.

Go to dhr.ny.gov/complaint for more information about filing a complaint with DHR. The website has a digital complaint process that can be completed on your computer or mobile device from start to finish. The website has a complaint form that can be downloaded, filled out, and mailed to DHR, as well as a form that can be submitted online. The website also contains contact information for DHR's regional offices across New York State.

Call the DHR sexual harassment hotline at **1-(800)-HARASS3** for more information about filing a sexual harassment complaint. This hotline can also provide you with a referral to a volunteer attorney experienced in sexual harassment matters who can provide you with limited free assistance and counsel over the phone.

The United States Equal Employment Opportunity Commission
The United States Equal Employment Opportunity Commission (EEOC) enforces federal antidiscrimination laws, including Title VII of the 1964 federal Civil Rights Act, 42 U.S.C. § 2000e et seq. An individual can file a complaint with the EEOC anytime within 300 days from the most recent incident of harassment. There is no cost to file a complaint with the EEOC. The EEOC will investigate the complaint and determine whether there is reasonable cause to believe that discrimination has occurred. If the EEOC determines that the law may have been violated, the EEOC will try to reach a voluntary settlement with the employer. If the EEOC cannot reach a settlement, the EEOC (or the Department of Justice in certain cases) will decide whether to file a lawsuit. The EEOC will issue a Notice of Right to Sue permitting workers to file a lawsuit in federal court if the EEOC closes the charge, is unable to determine if federal employment discrimination laws may have been violated, or believes that unlawful discrimination occurred by does not file a lawsuit.

Individuals may obtain relief in mediation, settlement, or conciliation. In addition, federal courts may award remedies if discrimination is found to have occurred. In general, private employers must have at least 15 employees to come within the jurisdiction of the EEOC.

An employee alleging discrimination at work can file a "Charge of Discrimination." The EEOC has district, area, and field offices where complaints can be filed. Contact the EEOC by calling 1-800-669-4000 (TTY: 1-800-669-6820), visiting their website at www.eeoc.gov, or via email at info@eeoc.gov.

If an individual filed an administrative complaint with the New York State Division of Human Rights, DHR will automatically file the complaint with the EEOC to preserve the right to proceed in federal court.

Local Protections
Many localities enforce laws protecting individuals from sexual harassment and discrimination. An individual should contact the county, city, or town in which they live to find out if such a law exists. For example, employees who work in New York City may file complaints of sexual harassment or discrimination with the New York City Commission on Human Rights. Contact their main office at Law Enforcement Bureau of the NYC Commission on Human Rights, 22 Reade Street, 1st Floor, New York, New York; call 311 or (212) 306-7450; or visit www.nyc.gov/html/cchr/html/home/home.shtml.

Contact the Local Police Department
If the harassment involves unwanted physical touching, coerced physical confinement, or coerced sex acts, the conduct may constitute a crime. Those wishing to pursue criminal charges are encouraged to contact their local police department.

Conclusion
The policy outlined above is aimed at providing Bridge Preparatory Charter School 2 employees and covered individuals an understanding of their rights to a discrimination- and harassment-free workplace. Everyone should feel safe at work. Though the focus of this policy is on sexual harassment and gender discrimination, the New York State Human Rights law protects against discrimination in several protected classes, including sex, sexual orientation, gender identity or expression, age, race, creed, color, national origin, military status, disability, predisposing genetic characteristics, familial status, marital status, criminal history, or domestic violence survivor status. The prevention policies outlined above should be considered applicable to all protected classes.

3.9 EEO Statement and Nonharassment Policy

Equal Employment Opportunity Policy
Bridge Preparatory Charter School 2 is committed to complying with all federal, state, and local equal employment laws. To that end, the School is dedicated to maintaining a work environment that is free from harassment and discrimination on the basis of age, race, creed, color, national origin (including ancestry), religion, gender or sex, sexual orientation (including transgender status, gender identity or expression), pregnancy (including childbirth, lactation, and related medical conditions), disability, reproductive health decision making (including, but not limited to, the decision to use or access a particular drug, device, or medical service), marital status, partnership status, caregiver status, domestic violence victim status, familial status, military status, unemployment status, citizenship or immigration status, genetic information (including genetic characteristics), or any other protected status under federal, state, or local laws. The School is dedicated to the fulfillment of this policy with respect to all aspects of employment, including, but not limited to, recruiting, hiring, placement, transfer, training, promotion, compensation, termination, and all other terms, conditions, and privileges of employment.

The School will conduct a prompt and thorough investigation of all allegations of discrimination, harassment, or retaliation, or any violation of the Equal Employment Opportunity Policy in a confidential manner. The School will take appropriate corrective action, if and where warranted. The School prohibits

retaliation against employees who provide information about, complain about, or assist in the investigation of any complaint of discrimination or violation of the Equal Employment Opportunity Policy.

We are all responsible for upholding this policy. You may discuss questions regarding equal employment opportunity with your manager or any other designated member of management.

Policy Against Workplace Harassment
Bridge Preparatory Charter School 2 has a strict policy against all types of workplace harassment, including sexual harassment and other forms of workplace harassment based upon an individual's age, race, creed, color, national origin (including ancestry), religion, gender or sex, sexual orientation (including transgender status, gender identity or expression), pregnancy (including childbirth, lactation, and related medical conditions), disability, reproductive health decision making (including, but not limited to, the decision to use or access a particular drug, device, or medical service), marital status, partnership status, caregiver status, domestic violence victim status, familial status, military status, unemployment status, citizenship or immigration status, genetic information (including genetic characteristics), or any other protected status under federal, state, or local laws. All forms of harassment of, or by, employees, vendors, visitors, customers, and clients are strictly prohibited and will not be tolerated.

Sexual Harassment
The School is committed to maintaining a workplace free from sexual harassment, which is unlawful and subjects the School to liability. The School prohibits any form of sexual harassment, and all employees are required to work in a manner that prevents sexual harassment.

For additional information on sexual harassment, including how to file a claim, see the Sexual Harassment Policy.

Other Harassment
Other workplace harassment is verbal or physical conduct that insults or shows hostility or aversion toward an individual because of the individual's age, race, creed, color, national origin (including ancestry), religion, gender or sex, sexual orientation (including transgender status, gender identity or expression), pregnancy (including childbirth, lactation, and related medical conditions), disability, reproductive health decision making (including, but not limited to, the decision to use or access a particular drug, device, or medical service), marital status, partnership status, caregiver status, domestic violence victim status, familial status, military status, unemployment status, citizenship or immigration status, genetic information (including genetic characteristics), or any other protected status under federal, state, or local laws.

Again, while it is not possible to list all the circumstances that may constitute other forms of workplace harassment, the following are some examples of conduct that may constitute workplace harassment:

- The use of disparaging or abusive words or phrases, slurs, negative stereotyping, or threatening, intimidating, or hostile acts that relate to the above-protected categories;
- Written or graphic material that insults, stereotypes, or shows aversion or hostility toward an individual or group because of one of the above-protected categories and that is placed on walls, bulletin boards, or elsewhere on our premises, in emails or voicemails, or otherwise circulated in the workplace; and
- A display of symbols, slogans, or items that are associated with hate or intolerance toward any select group.

Reporting Discrimination and Harassment
If you feel that you have witnessed or have been subjected to any form of discrimination or harassment, immediately notify the Director of Operations or any member of management.

The School prohibits retaliation against employees who provide information about, complain about, or assist in the investigation of any complaint of harassment or discrimination.

The School will promptly and thoroughly investigate any claim and take appropriate action where we find a claim has merit. To the extent possible, the School will retain the confidentiality of those who report suspected or alleged violations of the harassment policy.

Discipline for violation of this policy may include, but is not limited to, reprimand, suspension, demotion, transfer, and discharge. If the School determines that harassment or discrimination occurred, corrective action will be taken to effectively end the harassment. As necessary, the School may monitor any incident of harassment or discrimination to assure the inappropriate behavior has stopped.

Alternative Reporting and Remedies

The School encourages employees to report incidents of discrimination and harassment internally. However, employees who believe they have been subjected to discrimination or harassment in the workplace may file a private civil action or seek relief by either:

- Filing a complaint alleging violation of the New York State Human Rights law with the Division of Human Rights, or in the New York State Supreme Court; or
- Filing a charge of discrimination with the Equal Employment Opportunity Commission (EEOC) for violation of federal antidiscrimination laws, including Title VII of the Civil Rights Act of 1964 (Title VII).

To file a complaint, contact the appropriate agency below.

Contact Information

New York Division of Human Rights

One Fordham Plaza, Fourth Floor

Bronx, New York, NY 10458

718-741-8400

1-800-HARASS-3 (1-800-427-2773): Toll-free, confidential hotline for complaints of workplace sexual harassment

www.dhr.ny.gov

Equal Employment Opportunity Commission (EEOC)

800-669-4000

TTY: 800-669-6820

info@eeoc.gov

www.eeoc.gov

Local jurisdictions may have additional protections against discrimination and harassment. For example, workers in New York City may file complaints of discrimination or harassment with the New York City Commission on Human Rights at:

Law Enforcement Bureau

Commission on Human Rights

40 Rector Street, 10th Floor

New York, NY 10006

212-306-7450

www.nyc.gov/html/cchr/html/home/home.shtml

If the discrimination or harassment involves criminal activity, contact local police.

In any civil action alleging a violation of the laws prohibiting sexual harassment and discrimination, a court may order or award:

- Damages, including, but not limited to, back pay, benefits, and reasonable attorneys' fees and costs;
- Injunctive relief;
- Reinstatement; and/or
- Liquidated damages equal to 100% of the award for damages.

Any act of retaliation against New York employees for exercising any rights granted under this policy may subject the School to separate civil penalties. For the purposes of this policy, ***retaliation*** or ***retaliatory personnel action*** means discharging, suspending, demoting, or otherwise penalizing employees for:

- Making or threatening to make a complaint to the School, a coworker, or to a public body, that rights guaranteed under this policy have been violated;
- Causing to be instituted any proceeding under or related to this policy; or
- Providing information to or testifying before any public body conducting an investigation, hearing, or inquiry into any such violation of a law, rule, or regulation by the School.

3.10 Employment Authorization Verification

New hires will be required to complete Section 1 of federal Form I-9 on the first day of paid employment and must present acceptable documents authorized by the U.S. Citizenship and Immigration Services proving identity and employment authorization no later than the third business day following the start of employment with Bridge Preparatory Charter School 2. If you are currently employed and have not complied with this requirement or if your status has changed, inform your manager.

If you are authorized to work in this country for a limited period of time, you will be required to submit proof of renewed employment eligibility prior to expiration of that period to remain employed by the School.

4.0 Wage and Hour Policies

4.1 Compensation

Payment Schedule: Employees will be paid in accordance with the applicable payroll schedule established by the School.

Time and Place of Payment: If an employee has requested direct deposit, their pay will be deposited into an account at their financial institution using the account information that they have provided in our payroll software, the ExtensisHR platform. If an employee does not have direct deposit, their paycheck will be mailed to the address they have on file.

Wage Garnishment: The school complies with any and all court orders, the Consumer Credit Protection Act, and any other applicable laws or orders regarding wage garnishments and/or wage attachments. On receipt of a court order, the School will notify an employee immediately, begin withholding the specified portion of their wages, and provide the employee with a copy of the order.

Policies for Errors in Pay: Every effort is made to avoid errors in an employee's paycheck. If an employee

believes an error has been made for any reason, including, but not limited to, an overpayment or underpayment, employee's should contact the Director of Operations immediately. Paycheck errors of less than $100.00 (overpayment or underpayment) will be corrected on the next regularly scheduled payroll period. Paycheck errors over $100.00 will be handled on an individual basis depending on the circumstances.

Pay Advances: Salary payments in advance of any normal pay period are not allowed under any circumstances.

4.2 Reporting Time Pay

Bridge Preparatory Charter School 2 provides reporting time pay (also referred to as call-in pay) to nonexempt employees in accordance with applicable law. If you report to work at the request or permission of the School and you are not needed to work, you will be paid the basic minimum hourly wage for the lesser of:

- Four hours.
- The number of hours in your regular shift.

If the amount of your total wages for the workweek exceeds the minimum wage and the overtime rate for the number of hours worked and the minimum wage rate for any reporting time pay owed, no additional payment for reporting pay is required during that workweek.

Speak with your manager for more information regarding reporting time pay.

4.3 Pay Period

At Bridge Preparatory Charter School 2, the standard pay period is biweekly for all employees. Pay dates are every other Friday. If a pay date falls on a holiday, you will be paid on the preceding workday. Special provisions may be required from time to time if holidays fall on pay dates. Check with your manager if this type of date arises.

If you are paid by commission, refer to your commission agreement.

Review your paycheck for accuracy. If you find an issue, report it to the Director of Operations immediately.

4.4 Overtime

If you are nonexempt, you may qualify for overtime pay. All overtime must be approved in advance, in writing, by your manager.

At certain times Bridge Preparatory Charter School 2 may require you to work overtime. We will attempt to give as much notice as possible in this instance. However, advance notice may not always be possible. Failure to work overtime when requested or working unauthorized overtime may result in discipline, up to and including discharge.

Unless otherwise required or exempted by law, overtime pay of one and one-half times your regular rate of pay is paid for any hours worked in excess of 40 hours in a workweek. Holidays, vacation days, and sick leave days do not count as time worked for computing overtime.

4.5 Meal Periods

Bridge Preparatory Charter School 2 strives to provide a safe and healthy work environment and complies with all federal and state regulations regarding meal periods. Under New York law:

- Workers employed in, or in connection with, a factory are entitled to a 60-minute unpaid meal period between 11 a.m. and 2 p.m., and a 60-minute unpaid meal period midway between the beginning and end of any shift that starts between 1 p.m. and 6 a.m. and lasts more than six hours.
- Non-factory workers are entitled to a 30-minute unpaid meal period between 11 a.m. and 2 p.m. for shifts six hours or longer that extend over that period, and a 45-minute unpaid meal period midway between the beginning and end of a shift that starts between 1 p.m. and 6 a.m. and lasts more than six hours.

- All workers are entitled to an additional 20-minute unpaid meal period between 5 p.m. and 7 p.m. for workdays that extend from before 11 a.m. to after 7 p.m.

Applicable law also provides that the School may limit meal periods to a minimum of 30 minutes as long as there is no indication of hardship to the employees.

You will not be required to work during your meal period unless otherwise permitted under applicable law.

Check with your manager regarding procedures and schedules for meal periods.

The School requests that employees accurately observe and record meal periods. If you know in advance that you may not be able to take your scheduled meal period or are not fully relieved of all duties, let your manager know; in addition, notify your manager as soon as possible if you were unable to take or were prohibited from taking a meal period.

4.6 Accommodations for Nursing Mothers

Bridge Preparatory Charter School 2 provides accommodations for nursing mothers to express milk in the workplace in accordance with federal and New York law.

Reasonable Break Time to Express Milk

The School will provide nursing mothers reasonable break time to express milk for their infant child each time the mother has the need to express milk for up to three years following the child's birth.

The break time must, if possible, run concurrently with any break time already provided. If you are nonexempt, clock in and out/any time taken that does not run concurrently with normally scheduled rest periods. Break time may be unpaid where permissible by applicable law.

You are encouraged to discuss the length and frequency of these breaks with your manager.

Lactation Location

The School will provide nursing mothers with a private room or other location, other than a restroom, to express milk. The room or location will be well lit, in close proximity to the work area, and be shielded from view and free from intrusion from coworkers and the public. The room or location will have a chair, a working surface, nearby access to clean running water, and an electrical outlet.

If the sole purpose or function of the room or location is not dedicated for use by employees to express breast milk, employees who need the room for expressing milk will be given priority use of the room, and their pumping needs will determine the availability of the room for other purposes. The School will notify employees as soon as practical when the room or location has been designated for use by employees to express breast milk.

When compliance with the room/location requirements would impose an undue hardship on the School, the School will make reasonable efforts to provide a room or other location, other than a restroom or toilet stall, that is in close proximity to the work area where employees can express breast milk in privacy. You may submit a lactation location request through the School Leader. The School will respond to your request within five business days.

Milk Storage

Expressed milk can be stored in company refrigerators, refrigerators provided in the lactation room, or other location. Sufficiently mark or label your milk to avoid confusion for other employees who may share the refrigerator. You may also bring a personal cooler for storage.

Retaliation

The School will not discriminate or retaliate against School who express breast milk in the workplace in accordance with this policy.

4.7 Introduction to Wage and Hour Policies

At Bridge Preparatory Charter School 2, pay depends on a wide range of factors, including pay scale surveys, individual effort, profits, and market forces. If you have any questions about your compensation, including matters such as paid time off, stipends, overtime, benefits, or paycheck deductions, speak with your manager.

4.8 Workday/Workweek

Employees are required to work according to the schedule provided by the School, including:

- The pre-service schedule which occurs prior to the start of the school year for students;
- During some school breaks, depending on the employee's role and responsibility;
- School events during the day and evening such as Family-Teacher nights, depending on the employee's role and responsibility;
- Days during the summer after students have been dismissed for the summer break.

The work schedule for each specific employee, provided to each employee upon hire, is determined by the School Leader or their designee, and is subject to modification depending on the needs of the School and a conversation with an employee(s).

Work Hours: Staff working hours are Monday - Friday 7:30 a.m.- 3:30 p.m. Any change to these working hours will be shared with staff in advance of their implementation date.

The school building will open at 7:00 a.m. for staff. It is imperative that, in order for the School to maintain a safe, organized environment, all staff are at their posts assigned to them by 7:45 a.m. promptly. This will help ensure a seamless flow of the School's morning routines. As such, we strongly recommend that staff arrive at the building each morning between 7:15 and 7:30 a.m., but by 7:30 a.m. to allow ample time to enter and sign in. Staff must follow all safety protocols shared with them by the school when entering and exiting the building.

Regular attendance is essential to the School's efficient operation and is a necessary condition of employment. Employees are expected to report to work as scheduled and on time. If it is impossible to report for work as scheduled, the employee (or their designee if they are unable to notify the School) must notify the employee's supervisor and/or the School Leader or their designee in accordance with procedures established by the School. If the absence is to continue beyond the first day, employees must notify their supervisor and/or the School Leader or their designee on a daily basis unless otherwise arranged.

It is the employee's responsibility to notify the School Leader or their designee of each absence.

4.9 Employment Classifications

The School designates all employees as either exempt or nonexempt in compliance with applicable federal, state, and local law:

- **Exempt Employees:** Exempt employees are generally paid a fixed salary and are not entitled to overtime pay.
- **Nonexempt Employees:** Nonexempt employees are entitled to minimum wage and overtime pay.

The School also assigns each employee to one of the following categories:

- **Regular Full-Time Employees:** Regular full-time employees are normally scheduled to work at least 30 hours per workweek, except for approved time off. Full-time employees are eligible for most School benefits.
- **Regular Part-Time Employees:** Regular part-time employees are normally scheduled to work less than 30 hours per workweek. Part-time employees are not eligible to participate in the School's employee benefits package with the following exceptions:
    - *All employees have workers' compensation coverage.*
    - *All employees may be eligible for paid sick leave in accordance with applicable law.*
    - *All employees are eligible for New York State Paid Family Leave.*

    - *Any employee who is scheduled to work more than the required number of hours per year, as determined by the School's retirement plan rules, is eligible to participate in the School's retirement plan.*
    - *Time off work without pay for a part-time employee may be granted at the sole discretion of the School Leader or their designee.*
- **Temporary Employees:** Temporary employees are generally hired on a temporary or project-specific basis, with either full- or part-time hours. Typically, a temporary position will not exceed three (3) months in duration. Summer employees, interns, and seasonal employees are examples of temporary positions. Temporary employees are not eligible for most School benefits, except for when required by law.
- **Administrative:** Administrative employees are 12- or 11-month employees whose job duties do not include specific, regular instructional duties relating to students.
- **Instructional:** Instructional employees are 10-month employees hired to provide academic, instructional, behavioral, and/or psychological services and support to students.
    - Compensation for instructional employees is not based on the amount of days worked in the academic year, also known as "deferred compensation". An instructional employee's paycheck amount is determined by dividing the annual salary by the number of annual pay periods.
- **Non-Instructional:** Non-instructional employees are 10-month employees whose job duties do not include specific, regular instructional duties relating to students and may be administrative in nature.
    - Compensation for non-instructional employees is not based on the amount of days worked in the academic year, also known as "deferred compensation". A non-instructional employee's paycheck amount is determined by dividing the annual salary by the number of annual pay periods.

You will be informed of your classification, status, and responsibilities at the time of hire and at any time your classification, status, or responsibilities change. If you have a question regarding this information, contact **the Director of Operations**. These classifications do not alter your employment at-will status.

4.10 Recording Time

Bridge Preparatory Charter School 2 is required by applicable federal, state, and local laws to keep accurate records of hours worked by certain employees. To ensure that the School has complete and accurate time records and that employees are paid for all hours worked, nonexempt employees are required to record all working time in accordance with the School's requirements. Exempt employees may also be required to track days or time worked. Speak with your manager for specific instructions.

You must accurately record all of your time to ensure you are paid for all hours worked and must follow established School procedures for recording your hours worked. Time must be recorded as follows:

- Immediately before starting your shift.
- Immediately after finishing work, before your meal period.
- Immediately before resuming work, after your meal period.
- Immediately after finishing work.
- Immediately before and after any other time away from work.
- Other compensable time required by state law.

Notify your manager of any pay discrepancies, unrecorded or misrecorded work hours, or any involuntarily missed meal or break periods.

Falsifying time entries is strictly prohibited. Falsifying time entries includes working "off the clock." If you falsify your own time records, or the time records of co-workers, or if you work off the clock, you will be subject to discipline up to and including termination. Immediately report to the Director of Operations any employee, supervisor, or manager who falsifies your time entries or encourages or requires you to falsify your time entries or work off the clock.

4.11 Attendance

If you know ahead of time that you will be absent or late, provide reasonable advance notice to your manager. You may be required to provide documentation of any medical or other excuse for being absent or late where permitted by applicable law.

Bridge Preparatory Charter School 2 reserves the right to apply unused paid time off to unauthorized absences where permitted by applicable law. Absences resulting from approved leave, or legal requirements are exceptions to the policy.

4.12 Business Expenses

Purchases

All purchases of supplies, materials, services, and equipment must follow the policies and procedures outlined in the School's Financial Policies and Procedures Manual. The School has established relationships with different vendors and often enjoys access to discounts, special rates, and purchasing plans. For information about purchases or about the Financial Policies and Procedures Manual, please consult the Director of Operations.

Reimbursement Claims

Submission of any claim(s) for reimbursement must follow the policies outlined in the Financial Policies and Procedures Manual. All claims must include original receipts. Any questions about the School's financial policies and procedures should be directed to the Director of Operations. The final decision on whether to reimburse an employee for any such expenses is up to the School Leader.

If an employee makes reimbursable purchases independently or incurs reimbursable expenses performing the School's business, the employee must be sure to:

- Receive approval from their Supervisor;
- Secure a receipt or invoice that clearly indicates purchased items and costs;
- Secure proof of payment;
- Complete the Expense Reimbursement form.

4.13 Paycheck Deductions

Bridge Preparatory Charter School 2 is required by law to make certain deductions from your pay each pay period, including deductions for federal income tax, Social Security and Medicare (FICA) taxes, state income taxes, state unemployment taxes, state disability insurance taxes, and any other deductions required under law or by court order for wage garnishments. The amount of your tax deductions will depend on your earnings and the information you list on your federal Form W-4 and applicable state withholding form. Permissible deductions for exempt employees may also include, but are not limited to, deductions for full-day absences for reasons other than sickness or disability and certain disciplinary suspensions. You may also authorize certain voluntary deductions from your paycheck where permissible under state law. Your deductions will be reflected in your wage statement. If you have any questions about deductions from your pay, contact your manager.

The School will not make deductions to your pay that are prohibited by federal, state, or local law. Review your paycheck for errors each pay period and immediately report any discrepancies to your manager.

You will be reimbursed in full for any isolated, inadvertent, or improper deductions, as defined by law. If an error is found, you will receive an immediate adjustment, which will be paid no later than your next regular payday.

The School will not retaliate against employees who report erroneous deductions in accordance with this policy.

4.14 Job Abandonment

If you fail to show up for work or fail to call in with an acceptable reason for the absence for a period of three consecutive days, you will be considered to have abandoned your job and voluntarily resigned from Bridge Preparatory Charter School 2.

4.15 Use of Employer Credit Cards

If an employee is authorized by the School Leader to use the School Credit Card, the employee is not allowed to charge personal expenses of any kind on the card. All purchases using the School's Credit Card are subject to policies and procedures outlined in the Financial Policies and Procedures Manual. At a minimum, the employee is liable for the costs of any unauthorized or personal expenses, which are billed to the School and in egregious cases may be subject to disciplinary action or termination. For questions about the School's Financial Policies and Procedures Manual contact the Director of Operations.

4.16 Travel Expenses

Bridge Preparatory Charter School 2is excited to provide staff with opportunities to attend conferences, trainings or meetings in order to advance their professional learning and further the mission of the organization.

This policy exists to ensure that staff understand the parameters, conditions, and processes related to attendance at and participation in any conference, training or meeting that requires out of town travel.

General: Employees have an obligation to observe and follow the School's policies as reflected in the Staff Handbook and to maintain proper standards of conduct at all times, as the conduct of our employees reflects on the School. Employees are encouraged to observe the highest standards of professionalism and integrity at all times, and most especially when they are representing the school at a conference, meeting, training, or other external event.

When representing the school at conference, training, meeting, or other external event, employees are expected to conduct themselves ethically and appropriately, which demands that employees avoid any behavior that might be harmful to themselves, co-workers, or the School, or that might be viewed unfavorably by those with whom the School does business, by our students or families, or by the public at large.

All staff travel to, and attendance at an out of town conference, training, or meeting must be authorized and approved by the School Leader. It is the school's responsibility to provide safe and reliable travel arrangements and as such, various factors including distance, cost and available transportation options will be considered when making the decision on the specific method of transportation being utilized for a specific conference, training or meeting . When multiple staff members are traveling to the same end destination, carpooling is required as the school will not pay each person to drive to the same destination. The school building will be the departing destination and return destination for any carpool or rideshare service paid for by the school.

The school recognizes that during this travel, the school and employees will incur expenses and this policy exists to ensure that all travel expenditures are appropriate, that adequate cost controls are in place and that employees are aware of the uniform and consistent approach for the timely reimbursement of authorized expenses incurred.

Expense Report and Reimbursement: Within 30 days of completion of a trip, the traveler must submit an Expense Reimbursement form and all supporting documentation to obtain reimbursement of expenses, which must be signed by the School Leader. Approved expenses, samples of which are outlined below, will not be reimbursed unless the individual requesting reimbursement completes and submits this form, which will be provided upon return from the trip.

The School Leader will review expenditures and withhold reimbursement if there is reason to believe that

the expenditures are inappropriate or extravagant.

Receipts: Receipts are required for all expenditures. These include those expenses billed directly to the school, such as airfare and hotel charges, as well as all expenses that an employee will be submitting for reimbursement during the travel. No expense will be reimbursed to staff members unless the individual requesting reimbursement submits the Expense Reimbursement form with original receipts from each vendor showing the vendor's name, the date, and the total expenses, including tips (if applicable). A credit card receipt or statement may be used to document the vendor and date of an expense, provided other required details of the expenditure are fully documented.

Before the travel, the school may issue prepayments for airfare, rail transportation, rental vehicles, lodging, and conference registration fees.

Air Travel: All air travel reservations will be booked in advance for staff by the school and will be approved by the School Leader before a final booking is complete. The school will aim to make reservations as far in advance as possible in order to take advantage of reduced fares and flight choices will be made taking several factors into account including cost, airport location from the school, flight times and conference start/end time. Coach class or economy tickets will be purchased for flights with flight time totaling less than five consecutive hours excluding layovers.

Rail Transportation: The school will prepay rail transportation provided that the cost does not exceed the cost of the least expensive airfare. The starting and ending destination for rail travel will be the location closest to the school building.

Registration Fees: Conference registration fees and other fees that are related to the conference, training or meeting that are known during the booking process can be prepaid by the School.

Lodging: For any overnight or multi-day meeting/conference, lodging reservations will be booked for staff by the school and will be approved by the School Leader before a final booking is complete. When booking reservations for employees, the school will take several factors into consideration to determine reasonableness including cost, convenience and the proximity to other venues on the staff member's itinerary.

Ground Transportation: Employees are expected to use the most economical ground transportation appropriate under the circumstances for travel to and from any professional obligations related to their travel and should generally use the following, in this order of desirability:

- *Courtesy Cars/Hotel Shuttles.* Many hotels have courtesy cars, which will take the employee to and from the airport at no charge. Employees should take advantage of this free service whenever possible. Another alternative may be a shuttle or bus.
- *Taxis/RideShare.* When courtesy cars and airport shuttles are not available, a taxi or rideshare is often the next most economical and convenient form of transportation when the trip is for a limited time and minimal mileage is involved. Employees will be required to submit a receipt or a stamped ticket from the driver in order to be reimbursed, including any tip provided(not exceeding 20% of the total cost of the fair).

Personal Cars: Personnel are compensated for use of their personal cars when used for business travel. When individuals use their personal car for such travel, including travel to and from the airport, mileage will be allowed at the currently approved IRS allowable rate per mile which is $0.625 per mile. Mileage will be calculated from the address that is closest to the destination - the home of the traveler or the school.

The employee is expected to have appropriate insurance coverage as required by state law and the employee will need to provide proof of insurance for car use.

Parking/Tolls: Parking and toll expenses, including charges for hotel parking, incurred by staff traveling on

organization business will be reimbursed. The costs of parking tickets, fines, car washes, valet service, etc., are the responsibility of the employee and will not be reimbursed.

Meals: The cost of reasonably priced meals, snacks and drinks while traveling on business that is 40 miles or more from the traveler's home or the school is reimbursable. The daily maximum individual meal reimbursement amount is $65 per employee inclusive of any tips provided(up to 20% of the total bill). The chart below provides recommended amounts per meal, per day to help employees when allocating their meal reimbursement.

Employees will not be reimbursed for expenses above the maximum daily allowance or for meals paid for/provided by others. Employees must submit all original receipts with their reimbursement form.

Recommended Daily Reimbursement Amount

- Breakfast - $10
- Lunch - $14
- Dinner - $35
- Snack/Refreshment - $6
-

Business Expenses: Business expenses incurred while on travel status can be reimbursed. These expenses can include: Photocopies, Internet charges, data ports, certain conference/training/meeting specific programming and supplies needed for participation at the conference/meeting.

Non-Reimbursable Expenditures: The school maintains a strict policy that expenses in any category that could be perceived as lavish, excessive or inappropriate will not be reimbursed. Such examples include:

- Airline club memberships
- Airline upgrades
- Baggage fees
- Child -care, babysitting, house-sitting, or pet-sitting/kennel charges.
- Commuting between home and the school building/departing location.
- Evening or formal wear expenses.
- Haircuts and personal grooming.
- Laundry and dry cleaning.
- Passports, vaccinations and visas when not required as a specific and necessary condition of the travel assignment.
- Social Activities, outside of those events scheduled by the school or as part of the travel itinerary.
- Personal expenses related to the staff member's hotel stay or flights including in-flight movies, headsets, health club facilities, hotel pay-per-view movies, related incidental costs.
- Alcoholic beverages.
- Travel accident insurance premiums or purchase of additional travel insurance.
- Other expenses not directly related to the purpose of the travel.

Travel for Non-Employees: Additional costs for travel, lodging, meal or other travel expenses for spouses or other family members will not be reimbursed by the school.

5.0 Performance, Discipline, Layoff, and Termination

5.1 Disciplinary Process

Violation of Bridge Preparatory Charter School 2's policies or procedures may result in disciplinary action, including demotion, transfer, leave without pay, or termination of employment. The School encourages a system of progressive discipline depending on the type of prohibited conduct. However, the School is not required to engage in progressive discipline and may discipline or terminate employees who violate the rules of conduct, or where the quality or value of their work fails to meet expectations at any time. Again, any attempt at progressive discipline does not imply that your employment is anything other than on an "at-will" basis consistent with applicable law. Note that the specific terms of your employment relationship, including

termination procedures, are governed by the laws of the state in which you are employed.

In appropriate circumstances, management will first provide you with a verbal warning, then with one or more written warnings, and if the conduct is not sufficiently altered, eventual demotion, transfer, forced leave, or termination of employment. Your manager will make every effort possible to allow you to respond to any disciplinary action taken. Understand that while the School is concerned with consistent enforcement of our policies, we are not obligated to follow any disciplinary or grievance procedure and, depending on the circumstances, you may be disciplined or terminated without any prior warning or procedure.

5.2 Discipline

If an employee violates a policy, procedure, rule or regulation of the School, if an employee fails to behave in accordance with the School's standards of conduct, if an employee's attitude, conduct or demeanor becomes unsatisfactory, or an employee's behavior interferes with the orderly and efficient operation of the School, corrective disciplinary measures will be taken. Disciplinary measures may include a verbal warning, written warning, suspension, transfer, reassignment or termination from employment, with or without notice. The appropriate disciplinary action to be imposed will be determined by the School. The School does not guarantee that one form of action will necessarily precede another. Decisions to discipline will be based on an assessment of all relevant factors. The following may result in disciplinary action, up to and including discharge:

- Violation of any School rule or policy.
- Violation of security or safety rules or failure to observe safety rules or the School safety practices; failure to wear required safety equipment; tampering with the School's equipment or safety equipment; unauthorized possession of dangerous or illegal firearms, weapons or explosives on School property or while on duty.
- Negligence or any careless action which endangers the life or safety of another person, including careless or negligent operation of a School vehicle.
- Possession, use or sale of alcohol or controlled substances (except medications prescribed by a physician that do not impair work performance) during working time or while on School property; being intoxicated or under the influence of alcohol or a controlled substance in any quantity while on School premises.
- Engaging in acts of violence or making threats of violence toward anyone on School premises or when representing the School; fighting or provoking a fight on School property; or negligent damage of property.
- Insubordination or refusing to obey instructions properly issued by an employee's supervisor pertaining to their work; unreasonable refusal to help out on a special assignment.
- Threatening, intimidating, or coercing fellow employees on or off the premises at any time, for any purpose.
- Engaging in an act of sabotage; negligently causing the destruction or damage of School property, or the property of fellow employees, suppliers, or visitors in any manner.
- Theft or unauthorized possession of School property or the property of fellow employees; unauthorized possession or removal of any School property, including documents, from the premises without prior permission from School's management; unauthorized use of School equipment or property for personal reasons; using School equipment for profit.
- Dishonesty; falsification or misrepresentation on an employee's application for employment, other work records, or status of teacher certification; lying about the need for sick or personal leave; falsifying the reason for a leave of absence or other data requested by the School; alteration of School records or other School documents.
- Violating the Policy Prohibiting Harassment, Discrimination, and Retaliation (which includes the Equal Employment Opportunity policy).
- Violating the Confidentiality and Work Product section of this Handbook; giving confidential or proprietary School information to other organizations or to unauthorized School employees; working for an entity that creates (or creates the perception of) a conflict of interest.
- Immoral conduct or indecency on School property.

- Unsatisfactory or careless work; failure to meet performance standards as explained to the employee by their supervisor.
- Unexcused excessive lateness or absences; leaving work before the end of a workday or not being ready to work at the start of a workday without approval of the School Leader; stopping work before time specified for such purposes.
- Sleeping or loitering during working hours or excessive use of School telephone for personal calls.
- Creating or contributing to unsanitary conditions.
- Obscene or abusive language toward any affiliate of the School; indifference or rudeness towards parents, students or fellow employees; any disorderly/antagonistic conduct on the School premises.
- Failure to report immediately injury or harm to a student, or damage to or an accident involving School equipment.
- Alteration or falsification of any timesheets, attendance documents, or other records; failure to accurately record time worked.
- Violation of the New York State Dignity Act.
- Having inappropriate contact with students.
- Any other conduct deemed inappropriate by the School Leader.

These examples are not all-inclusive. The School emphasizes that decisions will be based on an assessment of all relevant factors.

5.3 Exit Interview

You may be asked to participate in an exit interview when you leave Bridge Preparatory Charter School 2. The purpose of the exit interview is to provide management with greater insight into your decision to leave employment; identify any trends requiring attention or opportunities for improvement; and to assist the School in developing effective recruitment and retention strategies. Your cooperation in the exit interview process is appreciated.

5.4 Open Door/Conflict Resolution Process

The School promotes a quality work environment for all employees, one that encourages a high level of individual and team contribution in support of organizational goals. The School believes that open communication is essential to a successful work environment and that all employees should feel free to seek answers to work-related questions and raise issues of concern without fear of reprisal or retaliation.

The School is firmly committed to the belief that undisclosed problems will remain unresolved and eventually lead to a decay of work relationships, dissatisfaction in working conditions, and a decline in operational efficiency. The School therefore tries to solve problems as quickly, fairly, and informally as possible. If a problem should arise between members of the community, employees are encouraged to speak directly to each other for discussion and resolution. If employees are unable to resolve their differences, concerns should be brought to one of the employees' supervisors within ten working days if possible and ultimately, if necessary, to the School Leader.

If for any reason an employee does not feel comfortable discussing a work-related concern with their supervisor, they should bring the issue to the attention of the School Leader. If after taking repeated steps the employee continues to feel that their issues have not been resolved (or if their concerns relate to the School Leader), they are encouraged to bring their work-related concern to the attention of the Board of Trustees.

5.5 Pay Raises

Depending on financial health and other School factors, efforts will be made to give pay raises consistent with Bridge Preparatory Charter School 2 profitability, job performance, and the consumer price index. The School may also make individual pay raises based on merit or due to a change of job position.

5.6 Performance Improvement

All School employees are required to work toward the standards outlined by the School for each role. Performance reviews and evaluations will take place in a variety of forms and will be based on the ongoing observations by each employee's supervisor. These observations will be both formal and informal and may

include announced, as well as scheduled observations. Employees may receive both oral and written feedback as to observed strengths and areas for improvement. It is expected that the employee will make every effort to address the recommendations given in these observations and evaluations.

Evaluations may also be conducted by the School Leader or their designee. One or more written evaluations of each employee will be performed annually. The format of the evaluation will be determined by the School and may change from time to time without prior notice.

5.7 Resignation Policy

Bridge Preparatory Charter School 2 hopes that your employment with the School will be a mutually rewarding experience; however, the School acknowledges that varying circumstances can cause you to resign employment. The School intends to handle any resignation in a professional manner with minimal disruption to the workplace.

Notice

The School requests that you provide a minimum of 30 days notice of your resignation. Provide a written resignation letter to your manager. If you provide less notice than requested, the School may deem you to be ineligible for rehire, depending on the circumstances of the notice given.

The School reserves the right to provide you with pay in lieu of notice in situations where job or business needs warrant. Should an employee resign prior to the first day of orientation (e.g. "pre-service") for the upcoming academic year, employees are not entitled to be compensated for any portion of the upcoming academic year. To the extent permissible by law, employees will be expected to return to the School any unearned payments, income, or other compensation paid to them for the upcoming academic year.

For other vacations throughout the year (e.g., winter or spring breaks), should an employee resign and fail to return to School at the conclusion of such break, employees are not entitled to compensation for such break and, to the extent permissible by law, will be expected to return to the School any payments received for that period.

Final Pay

The School will pay separated employees in accordance with applicable laws and other sections of this handbook.

Notify the School if your address changes during the calendar year in which resignation occurs to ensure tax information is sent to the correct address.

Return of Property

Return all School property at the time of separation, including cell phones, keys, tools, laptops, credit cards, supplies, security codes, and identification cards to the School Leader or designee.. Failure to return some items may result in deductions from your final paycheck where state law allows. In some circumstances, the School may pursue criminal charges for failure to return School property.

5.8 Standards of Conduct

Bridge Preparatory Charter School 2 wishes to create a work environment that promotes job satisfaction, respect, responsibility, integrity, and value for all our employees, clients, customers, and other stakeholders. We all share in the responsibility of improving the quality of our work environment. By deciding to work here, you agree to follow our rules.

While it is impossible to list everything that could be considered misconduct in the workplace, what is outlined here is a list of common-sense infractions that could result in discipline, up to and including immediate termination of employment. This policy is not intended to limit our right to discipline or discharge employees for any reason permitted by law.

Examples of inappropriate conduct include:

- Violation of the policies and procedures set forth in this handbook.
- Possessing, using, distributing, selling, or negotiating the sale of illegal drugs or other controlled substances.
- Being under the influence of alcohol during working hours on School property (including in School vehicles), or on School business.
- Inaccurate reporting of the hours worked by you or any other employees.
- Providing knowingly inaccurate, incomplete, or misleading information when speaking on behalf of the School or in the preparation of any employment-related documents including, but not limited to, job applications, personnel files, employment review documents, intra-company communications, or expense records.
- Taking or destroying School property.
- Possession of potentially hazardous or dangerous property (where not permitted) such as firearms, weapons, chemicals, etc., without prior authorization.
- Fighting with, or harassment of (as defined in our EEO policy), any fellow employee, vendor, or customer.
- Disclosure of School trade secrets and proprietary and confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development information, customer lists, patents, trademarks, etc.) of the School or its customers, contractors, suppliers, or vendors.
- Refusal or failure to follow directions or to perform a requested or required job task.
- Refusal or failure to follow safety rules and procedures.
- Excessive tardiness or absences.
- Smoking in undesignated areas.
- Working unauthorized overtime.
- Solicitation of fellow employees on School premises during working hours.
- Failure to dress according to School policy.
- Use of obscene or harassing (as defined by our EEO policy) language in the workplace.
- Engaging in outside employment that interferes with your ability to perform your job at this School.
- Gambling on School premises.
- Lending keys or keycards to School property to unauthorized persons.

Nothing in this policy is intended to limit your rights under the National Labor Relations Act, or to modify the at-will employment status where at-will is not prohibited by state law.

5.9 Transfers

Bridge Preparatory Charter School 2 may transfer your employment from one position to another with or without notice, as required by production or service needs, or upon request by you and with management approval. Transfers in excess of 90 days may be considered final and your paycheck may be increased or decreased consistent with the pay scale for your new position.

5.10 Workforce Reductions (Layoffs)

If necessary based upon business needs, Bridge Preparatory Charter School 2 management may decide to implement a reduction in force (RIF). We acknowledge that RIFs can be a trying experience for all involved, and the School will make its best effort to make sound business decisions while acknowledging the needs of its workforce.

6.0 General Policies

6.1 Complaints

General Procedure for Informal Complaints: Any employee may bring complaints or concerns of any kind to their Supervisor who will work to resolve conflicts fairly and informally, as quickly as possible. If the complaint or concern is about the employee's Supervisor, or if the employee's Supervisor is unable to resolve the concern or complaint in a way that satisfies the employee, the complaint may be brought to the School Leader. If the complaint is about the School Leader, or if the School Leader does not resolve the matter in a way that satisfies the employee, the employee may bring their complaint to the Board of

Trustees.

Procedure for Formal Complaints under Section 2855 of the Charter Schools Act: Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the Board of Trustees of Bridge Preparatory Charter School 2 alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of Bridge Preparatory Charter School 2. All such formal complaints should be in writing and include the following:

1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond in writing to any complaint submitted in writing no later than 30 days from receipt of the written complaint. Depending upon the circumstances, the Board's first response to a complaint may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the Board of Trustees has not adequately addressed the formal complaint, the individual or group may then present the complaint to the School's charter entity, the Board of Regents of the University of the State of New York ("Board of Regents"). The Board of Regents has delegated authority to handle complaints concerning charter schools to the Commissioner of Education. The Charter School Office of the New York State Education Department, on behalf of the Commissioner, will investigate and respond to complaints concerning charter schools that have been appropriately filed. Upon completion of the investigation of a complaint brought to the Board of Regents, a decision will be issued by the Commissioner, which may include a remedial order as appropriate

The process for bringing a complaint to the Board of Regents can be found here:

http://www.nysed.gov/charter-schools/complaint-process.

The complaint may be submitted via email to the Board of Regents at charterschools@nysed.gov, or by writing to the

Board of Regents at the following address:

New York State Education Department
Charter School Office Room 5N Mezz
89 Washington Avenue Albany, NY 12234
(518) 474-1762

Should employees have questions about the School's complaint policy or procedure of wish to obtain clarity on the differences between informal and formal complaints, they are encouraged to speak to the School Leader directly.

6.2 Acceptance of Gifts

Employees are not permitted to accept gifts of any kind of a value exceeding fifty dollars ($50)—including but not limited to money, gift certificates, goods, food, entertainment, or services—directly or indirectly from: 1) individuals or companies serving as vendors or potential vendors for the School; 2) elected officials or their representatives; 3) candidates for public office or their representatives; or 4) political party officials or their representatives. Exceptions may be made by the School Leader, including instances where such gifts are intended for and will be used by the School. If an employee is offered such gifts in excess of fifty dollars, even if the employee refuses, they must communicate this immediately to the School Leader.

6.3 Staff Relationships

The School recognizes that employees may develop close personal relationships in the course of their employment. However, in an effort to prevent favoritism, morale problems, misunderstandings and/or other potential concerns, supervisors are not permitted to date or engage in similar close personal relationships with subordinate employees. In the event that such a relationship does develop between a supervisor and a subordinate, then the supervisor must promptly report the relationship to the School Leader. One or both of the parties may be required to have their job reassigned, if a position is available, or they may be required to choose which of them will voluntarily resign. Violation of this policy may result in disciplinary action, up to and including termination of employment. Furthermore, co-workers are strongly discouraged from dating or pursuing romantic or similar close personal relationships with each other.

6.4 Bathroom Access

Employees shall have access to a restroom corresponding to their gender identity. If an employee has a need or desire for increased privacy, regardless of the underlying reason, employees will be provided access to a single-stall restroom or private area, when available. However, employees shall not be required to use such a restroom or private area.

6.5 Family Management Policy

Given the potentially sensitive nature of familial management, the School has developed a policy related to employees managing family members of others on staff (e.g., spouses, siblings, parents, domestic partners, etc.). The following outlines processes and policies to ensure that all employees are afforded the tools required for success in their roles:

- **Management:** Employees cannot be directly managed by members of their own family. Employees may be in a position where they are coached and supported by family members.
- **Evaluation Structure:** Evaluations for all employees must be completed by someone other than a family member. All employees, but especially those that fall under the family management category, must have a rigorous, objective, formal evaluation once annually. All evaluations must be reviewed by the School Leader and/or the Board of Trustees.
- **Promotion:** Only non-family members can recommend an employee for promotion; the decision must be ultimately made by the School Leader or Board of Trustees. The School Leader and the Board of Trustees must discuss communication and transparency, while creating a plan to communicate to staff any promotion of employees in the family management category. In cases of promotion, the School Leader and the Board of Trustees must perform the evaluation with significant input from the person's supervisor.
- **Salary:** All salary recommendations for employees in the family management category must come from the School Leader, their designee, or the Board of Trustees, who may or may not choose to solicit input from the employee's immediate supervisor.
- **Confidentiality:** At the outset of each year, the School Leader or their designee must discuss areas of school leadership that should remain confidential. These topics could include but are not limited to: salaries; performance of employees; or personal information about employees.

6.6 General Guidance

The School has a deep respect and commitment to the community we serve. As such, when posting online, the School asks employees to keep the core values in mind and act in the same professional manner expected of them in their job. Consider how an employee's words might be perceived by people in the community we serve, by their colleagues and by the broader education community. Colleagues, administrators, parents, and others may take offense at information they feel is unflattering, unfair, or, in the worst case, untrue.

Considering these obligations, employees should be mindful that any online post should be presumed public, permanent, and beyond their control. Presume that anyone may have access to and use of an employee's online statements for an indefinite amount of time. Once they've created or posted something on the Internet, it can be copied and/or forwarded, and (under extreme circumstances) an employee could be subpoenaed. Assume that in posting material, employees will likely have no control over its ultimate use or dissemination.

The School expects and encourages employees to provide constructive criticism about the School, which the School believes can lead to better results for our students. However, employees can best help strengthen the School by providing honest, direct feedback and suggestions for improvement by directly speaking with the School Leader, rather than posting such feedback and suggestions publicly.

Employees should always respect the privacy, opinions, and interests of colleagues and others online. While a rude response may appear witty in the moment, it may be damaging to the School and to the employee in the long run. Thus, the School advises employees to avoid such circumstances. If an employee realizes that they have made a mistake in an online post, they should apologize and/or correct the mistake.

The School reserves the right to take disciplinary action, up to and including termination of employment, against an employee if they engage in any online activity that violates the law, defames the School, its employees or students, or otherwise violates the School's anti-discrimination or anti-harassment policies.

6.7 Cameras, Photographs, and Electronic Recording

Outside of an employee's assigned responsibilities such as live teaching or posting videos for student learning, an employee may not use a camera, camera on a cell phone, or camera on any other personal device to take photographs or record video of students, co-workers, or any other aspect of the School unless they are specifically required to do so as part of your assigned responsibilities or are granted permission by the School Leader. Permission will be granted in circumstances where the School has received a signed waiver from a student's parent or guardian and if the use of the photo or video is related to School business, as outlined in the permission waiver.

In addition, outside of an employee's assigned responsibilities, the employee may not electronically record by audio, video, or other means, any School conversations or School meetings without consent from the School or unless all parties present have been notified and consented to being electronically recorded. If an employee wishes to record a meeting, they must also obtain consent from anyone arriving late to such a meeting. Employees may not electronically record telephone conversations unless all persons participating in the telephone conversation have consented to being electronically recorded. These provisions are not intended to limit or restrict electronic recording of publicly posted Board of Trustees meetings, grievance hearings, School meetings for families or any other School-sanctioned meeting recorded in accordance with School or Board of Trustees policy.

If an employee engages in the above-prohibited activities in violation of this policy, the employee may be subject to disciplinary action, up to and including termination of employment.

6.8 Online Posting Policy

The School expects employees to practice high standards of professionalism and personal ethics when using social networking (e.g. Facebook, Instagram, Snapchat, Twitter, TikTok and LinkedIn) or other publicly available (e.g. non-password-protected, web-based photo album, personal blog, etc.) websites. Employees are prohibited from posting a photograph of a student or using a student's name on any social-networking or other publicly available website (as well as offline) without first obtaining the written permission of the School and a parent or guardian of the student. Employees are also prohibited from posting or disclosure of personally identifiable student information or confidential information via social media sites or other publicly available websites. The School strongly recommends that employees do not post comments on any social networking or publicly available website about the School, its students, or students' families that might interfere with the orderly and efficient running of the School and/or the privacy of the School and School employees, students, or students' family members. The School reserves the right to fully investigate any report of an inappropriate online posting.

In addition, employees must obey the law and the rules of the website or social network site in which they participate.

6.9 Computer, Email, And Internet Usage

All School-provided technology resources, including computers, cell phones, fax machines, copiers, email, and internet access are intended solely for school-related purposes and to support the educational mission of the School. The School expects that employees will use technology resources in a manner consistent with this purpose.

Employees shall not use the School's technology resources to transmit, retrieve, reproduce, or store any communications that are defamatory, discriminatory, threatening, harassing, obscene or offensive or otherwise violate the School's policies or procedures.

As a user of the School's technology resources, employees should have no expectation of privacy or confidentiality associated with the information stored on or transmitted through these systems. The School reserves the right to monitor or review any information stored on or transmitted through the School's technology resources, including any School networks and servers.

All communications including text and images may be disclosed by the School to law enforcement or other third parties without prior consent of the sender or the receiver to the extent allowed by law. Network administrators may review communications to maintain integrity system-wide and ensure that users are using the system responsibly and in conformity with this Policy.

Employees may not transmit via the Internet any copyrighted materials belonging to entities other than the School. Employees are not permitted to copy, transfer, rename, add, or delete information or programs belonging to other users unless given express permission to do so by the owner. Failure to observe copyright or license agreements may result in disciplinary action from the School and/or legal action by the copyright owner.

Access to the School's Internet service is a privilege, not a right. The School reserves the right to deny, revoke or suspend specific user privileges and/or to take other disciplinary action, up to and including dismissal, for violations of this policy. The School will advise appropriate law enforcement agencies of illegal activities conducted through the School's Internet service. The School also will cooperate fully with local, state, and/or federal officials in any investigation related to any illegal activities conducted through the service

6.10 Driving Record

All employees required to operate a motor vehicle as part of their employment duties at Bridge Preparatory Charter School 2 must maintain a valid driver's license and acceptable driving record. The School may run a motor vehicle department check to determine your driving record. It is your responsibility to provide a copy of your current driver's license for your personnel file. Any changes in your driving record, including but not limited to driving infractions, must be reported to the School.

State law requires all motorists to carry auto liability insurance. It is against the law to drive without insurance. If you use your own vehicle as a part of your employment duties, you must provide management with a current proof of insurance statement or card. New proof of insurance is required every time your policy expires and renews.

6.11 Personal Appearance

A key element of fostering a culture of achievement and maintaining a professional atmosphere and positive profile of our school community is presentation and example setting. We all serve as students' role models for successful professionals, which should always be reflected in our appearance and workplace attire. While it should be a given that employees use common sense and good judgment in determining what to wear to work, it appears that more clarity is needed on this topic.

Anyone that calls Bridge Preparatory Charter School 2 their place of work, regardless of their role at the school, is expected to come to work dressed no more casual than "Business Casual" on all days that students

are in attendance and at specific identified school sponsored external events . On specific days of the year (ex Lightning Day, Spirit weeks, themed days etc) employees will be permitted to dress more casually, but are still expected to present themselves in an appropriate manner.

Business Casual Bottoms Could Include:

- Slacks, khakis, corduroy, twill, or other non-denim pants.
- Knee-length skirts and dresses
- Denim jeans in good repair, free of holes

Business Casual Tops Could Include:

- Sweaters, polos, knit shirts, button-down shirts, or blouses (all at an appropriate length and neckline).
- Cardigans, vests, blazers, or jackets
- Ties are optional
- **On Fridays only, staff will be permitted to wear Bridge Preparatory Charter School 2 branded apparel.

Business Casual Footwear and Accessories Could Include:

- Loafers, oxfords, brogues, pumps, flats or boots
- Sneakers or tennis shoes in good repair

Business Casual is NOT:

- Flip-flops or any shoe that exposes your toes
- Overly short skirts and dresses
- Undergarments that are exposed
- Leggings or Tights as pants.
- Sweatshirts (hoodies, zip ups)
- Shorts of any length
- Anything showing profanity, offensive language, or vulgar imagery

6.12 Personal Data Changes

It is your obligation to provide Bridge Preparatory Charter School 2 with your current contact information, including current mailing address and telephone number. You should also inform the School of any changes to your tax withholding status. Failure to do so may result in loss of benefits or delayed receipt of W-2 and other mailings. To make changes to this information, contact ExtensisHR.

6.13 Security

All employees are responsible for helping to make Bridge Preparatory Charter School 2 a secure work environment. Upon leaving work, lock all desks, lockers, and doors protecting valuable or sensitive material in your work area and report any lost or stolen keys, passes, or similar devices to your manager immediately. Refrain from discussing specifics regarding School security systems, alarms, passwords, etc. with those outside of the School.

Immediately advise your manager of any known or potential security risks and/or suspicious conduct of employees, customers, or guests of the School. Safety and security is the responsibility of all employees and we rely on you to help us keep our premises secure.

6.14 Social Media

Bridge Preparatory Charter School 2 acknowledges that social media has become an integral part of modern life that provides us with unique opportunities to communicate and share information with others. However, we also want to educate employees that their social media use can:

- Pose risks to the School's confidential and proprietary information, reputation, and brand;
- Expose the School to discrimination, harassment, and other claims; and
- Jeopardize the School's compliance with business rules and laws.

To minimize legal risks, avoid loss of productivity and distraction, and ensure that the School's IT resources and communications systems are used appropriately, all employees must abide by the following policy regarding social media use.

Social Media

For purposes of this policy, ***social media*** refers to any means of posting content on the internet, including personal websites, social networking sites, blogs, chat rooms, and other online platforms, whether affiliated with the School or not.

Use Good Judgment
While the School respects your right to personal expression, you should assume that anything you do on social media—whether on a business or personal account—could be viewed by a colleague, supervisor, partner, supplier, competitor, investor, customer, or potential customer. As such, any social media activity, even from your personal account, reflects on the School as well as on yourself. It is important to remember that anyone can see what you post (or what you posted five years ago).

Guidelines for Posting on Social Media
When posting:

- Protect trade secrets, intellectual property, and confidential information related to the School.
- Do not make statements that are maliciously false or defamatory or would constitute unlawful harassment or discrimination.
- Do not make express or implied threats of violence.
- Avoid linking personal accounts to the School as an official source.
- Respect copyright, trademark, and third-party rights.
- Do not use the School's email addresses to register on social media platforms for personal use.
- If you identify yourself as an employee of Bridge Preparatory Charter School 2 on your personal account and are posting about the School, make it clear that your views are your own and that you are not speaking on behalf of the School.

Using Social Media at Work
Do not use social media while on your work time, unless it is work related as authorized by your manager or consistent with policies that cover equipment owned by the School.

Media Contacts
If you are not authorized to speak on behalf of the School, do not speak to the media on behalf of the School. Direct all media inquiries for official School responses to the School Leader.

Retaliation
Retaliation against those reporting policy violations or cooperating in investigations is prohibited. Retaliatory actions may lead to disciplinary measures.

Violations
Violations of this policy may result in discipline, up to and including termination.

This policy does not limit employees rights to discuss wages, hours, or other terms and conditions of employment. All employees have the right to engage in or refrain from such activities.

6.15 Telecommuting

Telecommuting is defined as regularly working a full or partial workday from home or some other alternate work site.

The School considers telecommuting to be an alternative work arrangement in cases where individual, job and manager characteristics are best suited for such an arrangement. Telecommuting allows an employee to work at home, on the road, or in a satellite location for all or part of their regular workweek. Additionally, in the event of an emergency such as a weather emergency or pandemic, the School may require employees to temporarily work from home to ensure business continuity.

Telecommuting is not an entitlement; it is not a School-wide benefit, and it in no way changes the terms and conditions of employment with the School. Employees remain at-will employees of the School, and

accordingly, their employment may be terminated by the employee or the School at any time and for any reason. Telecommuting must be agreed upon by both the employee and their supervisor and will ultimately be approved by the School Leader. Before entering any telecommuting agreement, the employee and their supervisor will evaluate the suitability of such an arrangement, paying attention to the following areas:

Employee Suitability: The employee and their supervisor will assess the employee's needs and work habits, compare them to traits customarily recognized as appropriate for successful telecommuters (e.g. telecommuting may not be appropriate where an employee's performance does not indicate sustained high performance or where the employee requires close supervision as indicated, for example, by their consistent need for guidance on technical matters).

Job Responsibilities: The employee and their supervisor will discuss the employee's job responsibilities and determine if the job is appropriate for a telecommuting arrangement (e.g., telecommuting may not be appropriate where the employee must supervise the work of other employees, or where efficiency is compromised when they are not present).

Tax and other legal implications for the business use of an employee's home based on IRS and state and local government restrictions: Income taxes will be withheld based on the School's location, not on the location from which an employee telecommutes. Employees may wish to consult their tax advisor with respect to other tax consequences.

Scheduling and Performing Work: If an employee needs to work from home on a particular day, they need authorization from their supervisor. An employee may not simply choose to work from home without permission. If approved, an employee's at-home work hours will conform to a schedule agreed upon by the employee and their supervisor. If such a schedule has not been agreed upon, an employee's work hours will be assumed to be the same as they were before they began telecommuting. Changes to this schedule must be reviewed and approved in advance by their supervisor. As with all employees, employees on a work-from-home arrangement may be required to work outside of normal School hours, and may, from time to time, be required to attend meetings at the School or other locations.

- During the scheduled working hours, employees must be accessible and responsive to emails and phone calls (as is required of employees in the School), and it is expected that the employee and their supervisor, and the employee and other employees, will communicate at a level consistent with employees working at the School or in a manner and frequency that seems appropriate for the job and the individuals involved. Employees will remain subject to all School policies, practices and programs while working from home (other than regular attendance at the School). Failure to fulfill normal work requirements, both qualitative and quantitative, due to working from home will result in corrective action, which may include termination of the telecommuting arrangement, and other disciplinary action up to and including termination of employment.

Safety: Employees will establish an appropriate work environment within their home for work purposes.

Employees will be responsible for maintaining a designated workspace in a safe, healthy, professional and secure manner. Injuries sustained by an employee while at their home- work location and performing their regular work duties are generally covered by the School's workers' compensation policy, subject to the terms and conditions of such policy. Telecommuting employees are responsible for notifying the School of such injuries in accordance with the School's workers' compensation procedures.

Workers' compensation is only applicable while an employee is actually performing their job and while in their designated workspace. It does not cover the employee's entire home. Employees may be liable for any injuries sustained by visitors to their work site. The School assumes no liability for injuries occurring in an employee's home workspace outside of work hours. Employee's should note that some homeowner's/renter's insurance policies do not automatically cover injuries arising out of, or relating to, the business use of the home. For an employee's protection, they should have their homeowner's/renter's liability policy endorsed to

cover bodily injury and property damage to all third parties arising out of or relating to the business use of their home.

Time Entry: Employees must continue to enter time as required by School policy for any work being performed.

If the employee is not exempt from the overtime requirements of the Fair Labor Standards Act, they will be required to record all hours worked in a manner designated by the School, and any hours they work in excess of the specified per day and per workweek will require the advance approval of your supervisor. For questions about time entry, please reach out to the Director of Operations.

Telecommuting employees will be held to a high standard of compliance due to the nature of their work assignment. Given this remote nature of work while telecommuting, it is imperative that all time be entered on a daily basis. Failure to comply with these requirements can result in the immediate cessation of the telecommuting agreement.

Equipment: Employees and their supervisor will discuss their equipment needs while working remotely. the Director of Operations is available to review equipment needs with the employee and to provide support in advance of entering into a remote work arrangement or due to emergency telework situations. The School will determine, with information supplied by the employee and their supervisor, the appropriate equipment needs (including hardware, software, modems, phone and data lines, facsimile equipment or software, photocopiers, etc.) for each telecommuting arrangement on a case-by-case basis. the Director of Operations will serve as a resource in this matter. Equipment supplied by the School will be maintained by the School.

Equipment supplied by the employee, if deemed appropriate by the School, will be maintained by the employee. The School accepts no responsibility for damage or repairs to employee-owned equipment. The School reserves the right to make determinations as to appropriate equipment, subject to change at any time. Equipment supplied by the School is to be used for School purposes only. Employees must sign an inventory of all School property and agree to take appropriate action to protect the items from damage or theft.

Privacy and Policy Compliance: When working from home (or another remote location), all of the School's privacy, security and confidentiality policies and obligations still apply. These policies apply to both electronic and physical information. Without limiting the foregoing, employees must comply with the following:

- Employees may only use equipment and services that have been authorized by the School for the performance of School business.
- Employees must work in their home in a manner that will prevent any member of their household from hearing or accessing confidential School or student information.
- Employees should consider using a device that is accessed solely by the employee. Other steps include, but are not limited to, use of locked file cabinets and desks, regular password maintenance, and any other steps appropriate for the job and the environment.
- Employees may conduct School business only through the School's authorized email and other communication services. Personal accounts may not be used for School business.
- All documents, files and other records must be stored on the School's authorized storage platforms.
- Storage on an employee's local devices or on their personal services is not permitted.
- An employee's devices must have up to date anti-virus software or other standard security protections installed and active at all times.
- In the event an employee suspects unauthorized access to or disclosure of School information, systems or services, they must immediately notify their supervisor, as well as the Director of Operations.

Miscellaneous: When working from home, please remember the following:

- A work-from-home arrangement is not a substitute for childcare. Employees may not undertake to provide primary care for a child during at-home working hours. If an employee's child(ren) will be

home during their at-home working hours, some other individual should be present to provide primary care. If an employee needs time off for childcare responsibilities, they should contact their supervisor.
- If an employee is unable to work due to illness, they must use PTO or sick leave, and must report their absence to their supervisor. If an employee wishes to be relieved of responsibility for work on a particular day or days, they must use paid time off or take unpaid days off. Disciplinary action will result, up to and including termination of employment, if an employee does not accurately record time off while working remotely.
- Under no circumstances shall an employee working from home invite students or their families into their home.
- Upon termination of employment, or at any time upon the School's request, all School property must be returned to the School.
- Working at home is an alternative method of meeting the needs of the School and is not a universal employee benefit. As such, the School has the right to refuse to make working at home available to an employee and to modify or terminate a work-at-home arrangement at any time, in its sole discretion. Either the employee or the School may terminate the telecommuting arrangement at any time.

6.16 Third Party Disclosures

The School strives to build a solid public reputation; thus, it needs to speak to external constituents with a consistent voice. To ensure the quality and consistency of information disseminated to media sources, all media contacts are to be handled by the School Leader, regardless of who the media representative is, whom they represent, or how innocuous the request. All press releases or other promotional materials are to be approved by the School Leader prior to dissemination. In the event the School Leader is unavailable, such media contacts and materials are to be approved by the Board of Trustees.

6.17 Use of Company Technology

This policy is intended to provide Bridge Preparatory Charter School 2 employees with the guidelines associated with the use of the School information technology (IT) resources and communications systems.

This policy governs the use of all IT resources and communications systems owned by or available at the School, and all use of such resources and systems when accessed using your own devices, including but not limited to:

- Email systems and accounts.
- Internet and intranet access.
- Telephones and voicemail systems, including wired and mobile phones, smartphones, and pagers.
- Printers, photocopiers, and scanners.
- Fax machines, efax systems, and modems.
- All other associated computer, network, and communications systems, hardware, peripherals, and software, including network key fobs and other devices.
- Closed-circuit television (CCTV) and all other physical security systems and devices, including access key cards and fobs.

General Provisions

School IT resources and communications systems are to be used for business purposes only unless otherwise permitted under applicable law.

All content maintained in School IT resources and communications systems are the property of the School. Therefore, employees should have no expectation of privacy in any message, file, data, document, facsimile, telephone conversation, social media post, conversation, or any other kind or form of information or communication transmitted to, received, or printed from, or stored or recorded on School electronic information and communications systems.

The School reserves the right to monitor, intercept, and/or review all data transmitted, received, or downloaded over School IT resources and communications systems in accordance with applicable law. Any

individual who is given access to the system is hereby given notice that the School will exercise this right periodically, without prior notice and without prior consent.

The interests of the School in monitoring and intercepting data include, but are not limited to: protection of School trade secrets, proprietary information, and similar confidential commercially-sensitive information (i.e. financial or sales records/reports, marketing or business strategies/plans, product development, customer lists, patents, trademarks, etc.); managing the use of the computer system; and/or assisting employees in the management of electronic data during periods of absence.

You should not interpret the use of password protection as creating a right or expectation of privacy, nor should you have a right or expectation of privacy regarding the receipt, transmission, or storage of data on School IT resources and communications systems.

Do not use School IT resources and communications systems for any matter that you would like to be kept private or confidential.

Violations
If you violate this policy, you will be subject to corrective action, up to and including termination of employment. If necessary, the School will also advise law enforcement officials of any illegal conduct.

6.18 Access to Personnel and Medical Records Files

Bridge Preparatory Charter School 2 maintains separate medical records files and personnel files for all employees. Files containing medical records are stored separate and apart from any business-related records in a safe, locked, inaccessible location. The medical file is the repository for sensitive and confidential information related to an individual's health, health benefits, health-related leave and/or accommodations, and benefits selections and coverage. Medical records are kept confidential in compliance with applicable laws and access is on a "need-to-know" basis only.

Supervisors and others in management may have access to your personnel file for possible employment-related decisions. If you wish to review your personnel or medical records file, you must give the School reasonable notice. Inspection must occur in the presence of a School representative.

All requests by an outside party for information contained in your personnel file will be directed to the Director of Operations, which is the only department authorized to give out such information.

6.19 Availability of Required Postings

Digital versions of all postings required to be displayed by New York State employers are available on the HRCloud Portal and in the school.

7.0 Benefits

7.1 Holidays

Bridge Preparatory Charter School 2 will observe various holidays each year. Separate listings of these paid holidays will be distributed to employees based on their employment classification, each year. Part-time employees will only receive holiday pay when the holiday falls on their regularly scheduled workday. Part-time employees do not receive pay over the summer recess.

In order to receive holiday pay, employees must work the full scheduled workday before and after the holiday, unless they have previously-approved time off on one or both of those days. Employees on a leave of absence are not eligible to receive holiday pay. Summer, winter, and other school breaks are treated as paid holidays for payroll purposes for full-time staff who are not scheduled to work at that time. Bridge Preparatory Charter School 2 reserves the right to make changes to its holiday schedule at any time as business needs dictate.

7.2 Paid Time Off (PTO)

Bridge Preparatory Charter School 2 believes that employees should have opportunities for time away from work. To recognize the varying needs of our employees, Bridge Preparatory Charter School 2 provides employees with an annual allotment of paid time off (PTO) to help meet those needs. Employees can use PTO for personal illness, celebration of holidays that are not designated company holidays, appointments, emergencies, or other personal business that requires time off from work.

PTO is calculated according to the school year, which begins on July 1 through June 30. Employees will receive their full annual allotment of time on their hire date or on their start date for the new school year and may begin requesting PTO immediately after hire.

Procedures for Requesting PTO:

PTO must be requested in the following increments (regardless of the employee's work schedule):

- 8 hours = full day
- 4 hours = ½ day

Employees requesting to leave early will use the appropriate portion of their PTO. Any employee requesting to leave before 11:30 a.m. will use a full day PTO day and any employee requesting to leave after 11:30 a.m. will use ½ of a PTO day. Employees may never use more time than they have available. In other words, an employee may not go into a negative time off balance.

Future Time Off:

Employees are expected to schedule PTO to minimize disruptions to School academics and operations. Any and all requests for PTO must be approved by the employee's Supervisor prior to the time off being taken. An employee's Supervisor will approve/deny the PTO request, most often electronically and, if necessary, will meet with the employee to discuss the approval or denial of the PTO request.

Employees should submit PTO requests to their Supervisor at least three (3) school days in advance of the requested time off to allow for adequate time to plan for the absence.

Unplanned Absences:

In the event an employee needs to take an unplanned day off, the employee must email their Supervisor and copy the Operations Manager as soon as possible and no later than their scheduled arrival time. As soon as the employee returns to work, input the absences into the ExtensisHR platform.

Unless otherwise approved due to medical or personal emergencies, or if the employee is calling out sick, an employee who does not report to work on a critical day will be considered as having an unapproved absence and may be subject to discipline up to and including termination. A doctor's note may be required for all critical day absences resulting from being sick or any medical emergencies.

Late Arrival:

If an employee expects to arrive at work later than their scheduled start time for any reason, they must call or message their Supervisor as soon as possible. excused or unexcused lateness will be treated as follows:

Arrival Time	Portion of Day Used	Hours Conversion
8:30 a.m. - 11:30 a.m.	½ day used	4 hours
After 11:30 a.m.	1 day used	8 hours

7.3 Personal Time

Full Time Employees:

Bridge Preparatory Charter School 2 provides employees with paid personal time each year. Any unused personal time will not rollover into the next year and must be used prior to July 1. The number of annual personal days from which each employee is eligible is stated below:

- 10 Month - 5 days
- 11 Month - 9 days
- 12 Month - 13 days

If an employee is unsure which group their role falls under, they should speak to the Director of Operations.

Part-Time and Temporary Employees:
Each year, part-time employees receive 5 personal days to be used during the time periods actually worked by the employee. Any unused personal time will not rollover into the next year and must be used prior to July 1. Temporary employees are not eligible for personal time off.

Approval/Denial of Personal Time Off:
An employee's Supervisor has the discretion to deny any personal time off request that would create a significant burden for the School. If any employee's personal time off request has been denied and they still choose to take the unapproved day off, that is considered insubordination. Consequences for insubordination include being written up, losing the leave day, and/or termination. Other circumstances where these consequences may apply are:

- The employee did not seek approval for the time off in advance via the appropriate process.
- The employee takes more than their total number of eligible days.
- The employee takes time off and doesn't report it via the appropriate process.

Separation of Employment:
Upon separation of employment for any reason, employees will forfeit any earned but unused personal time, unless state law dictates otherwise.

Critical Days:
At the beginning of each year, the School will identify "critical days" for which staff are restricted from using their personal time. These days are subject to change based on the needs of the School, and may include, but are not limited to:

- The day(s) before or after a holiday and/or School break
- Standardized testing days
- Family-Teacher Conferences
- Connect Saturdays
- Professional development days (including Pre-Service)
- The first two weeks of the academic school year
- The last week of the school year.

7.4 NYC Earned Safe and Sick Time

New York City's Earned Safe and Sick Time Act ("ESSTA") generally provides that employees in New York City are entitled to one (1) hour of paid safe/sick time ("PSST") for every thirty (30) hours worked, up to a maximum of forty (40) hours in a calendar year.
PSST may be used for absence from work due to the following reasons ("Covered Reasons"):

- Employee's mental or physical illness, injury or health condition or need for medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or need for preventive medical care;
- Care of a family member who needs medical diagnosis, care or treatment of a mental or physical illness, injury or health condition or who needs preventive medical care;
- Closure of the office by order of a public official due to a public health emergency or an employee's need to care for a child whose school or childcare provider has been closed by order of a public official due to a public health emergency; or
- To do any of the following on behalf of themselves or their family member who is a victim of a family offense matter, sexual offense, stalking, or human trafficking:
- To obtain services from a domestic violence shelter, rape crisis center, or other shelter or services program for relief from a family offense matter, sexual offense, stalking, or human trafficking;

- To participate in safety planning, temporarily or permanently relocate, or take other actions to increase the safety of the employee or the employee's family members from future family offense matters, sexual offenses, stalking, or human trafficking;
- To meet with a civil attorney or other social service provider to obtain information and advice on, and prepare for or participate in any criminal or civil proceeding, including but not limited to, matters related to a family offense matter, sexual offense, stalking, human trafficking, custody, visitation, matrimonial issues, orders of protection, immigration, housing, discrimination in employment, housing or consumer credit;
- To file a complaint or domestic incident report with law enforcement;
- To meet with a district attorney's office;
- To enroll children in a new school; and/or
- To take other actions necessary to maintain, improve, or restore the physical, psychological, or economic health or safety of the employee or the employee's family member or to protect those who associate or work with the employee.

If an employee is eligible, the employee must provide reasonable notice of use of PSST. Where such need is foreseeable, the employee must give at least seven (7) days prior notice. Where such need is not foreseeable, the employee must provide notice as soon as practicable.
For an absence of more than three (3) consecutive workdays of PSST, the employee may be required to provide reasonable documentation that the PSST was used for a Covered Reason. The employee will be allowed a minimum of 7 days from the date they return to work to obtain such documentation.

The School will not require the disclosure of details relating to the employee or the employee's family member's medical condition or require disclosure of details relating to the employee or the employee's family member's status as a victim of family offenses, sexual offenses, stalking, or human trafficking as a condition of using PSST. Health information about the employee or the employee's family member, and/or information concerning an employee or their member's status or perceived status as a victim of family offenses, sexual offenses, stalking or human trafficking obtained by the School in connection with an employee's use of PSST under this policy will be treated as confidential and will not be disclosed, except as authorized by an employee and/or as required by law. Employees will be paid for PSST used no later than the payday for the next regular payroll period beginning after the PSST was used by the employee, unless the School has asked for reasonable verification documentation, in the event an employee is absent for more than three (3) consecutive days. In such a case, the School is not required to pay sick leave until the employee has provided such documentation or verification. As noted above, an employee will be allowed a minimum of 7 days from the date they return to work to obtain such documentation. If the employee delays or fails to provide such documentation, the employee will not be paid for the PSST until they have provided such documentation or verification.

The School may take disciplinary action, up to and including termination, against an employee if the employee uses PSST for purposes other than Covered Reasons. Indications of abuse of PSST may include, but are not limited to a pattern of (i) use of unscheduled PSST on or adjacent to weekends, regularly scheduled days off, holidays, vacation, or pay day and/or (ii) taking scheduled PSST on days when other leave has been denied.

Employees will not be paid for accrued, unused PSST upon termination of employment or at any other time. When there is a separation from employment and the employee is rehired within six (6) months of separation, previously accrued unused PSST will be reinstated and such employee will be entitled to use such accrued safe/sick time at any time after such employee is rehired.

Eligible employees who assert their rights to receive or use PSST will not be retaliated against.
Eligible employees will receive all paid safe and sick leave required by law, and this policy will be interpreted and applied, in accordance with New York City's Earned Safe and Sick Time Act, regulations thereunder, and all other applicable laws, and to the extent that this policy may conflict with those laws they

are controlling over these policies. Furthermore, the School retains all rights and defenses under applicable law, whether or not specifically set forth in this policy.

Employees may carry over up to 40 hours of unused safe and sick leave to the next school year.

Separation of Employment:
Upon separation of employment for any reason, employees will be paid out for half (50%) of any earned but unused safe and sick time at their current rate of pay, provided they have worked for the school for at least six (6) months.

7.5 COVID Leave

Employees who test positive for COVID-19 will receive five (5) days' pay without having to use their paid time off while they isolate. If they are still sick after five (5) days, they may continue to be paid for a total of ten (10) school days, but they may be asked for medical documentation of any ongoing symptoms that prevent them from working. COVID-19 excused leave at full pay is cumulative and may not exceed a total of fifteen (15) days over the school year.

7.6 Paid Family Leave

New York's Paid Family Leave (PFL) program provides eligible employees with job-protected, paid time off to:

- Bond with a newly born, adopted, or foster child.
- Care for a family member with a serious health condition.
- Assist in situations when a spouse, domestic partner, child, or parent is deployed abroad on active military service.

Eligibility
Eligible employees may take PFL leave as follows:

- If you work **full time** (a regular schedule of 20 or more hours per week), you are eligible after 26 consecutive weeks of employment.
- If you work **part time** (a regular schedule of less than 20 hours per week), you are eligible after working 175 days, which do not need to be consecutive.

Amount of Benefit
You will be provided up to 12 weeks of leave at 67 percent of your weekly pay (capped at 67 percent of statewide average pay).

You may be required to use accrued paid leave in order to receive full pay while on PFL. Please speak with your manager for further instructions.

Funding
PFL is funded through employee payroll contributions that are set each year to match the cost of coverage. The rate of employee contributions is reviewed annually and is subject to change by the New York State Department of Financial Services.

If you are not eligible for PFL, you will be provided a waiver to sign, and PFL contributions will not be deducted from your wages.

Qualifying Events
If you are eligible, you may use PFL for the following reasons:

- **New child:** You may take PFL during the first 12 months following the birth, adoption, or fostering of a child. Expectant mothers cannot take PFL for their own pregnancy. PFL for the birth of a child begins after the child's birth and is not available for prenatal conditions.
- **Serious health condition:** You may take PFL to care for a family member with a serious health condition. The relative may live outside of New York State and even outside the country. You cannot take PFL for your own health condition.

- **Military active service deployment:** You may take PFL when your spouse, domestic partner, child, or parent is deployed abroad on active military service or has been notified of an impending military deployment abroad. You cannot use PFL for your own qualifying military event.

As used in this policy:

- ***Family members*** include a spouse, domestic partner, child and stepchild, parent and stepparent, parent-in-law, grandparent, grandchild, and sibling (biological, adopted, half, and step).
- ***Serious health condition*** is an illness, injury, impairment, or physical or mental condition, including transplant preparation and recovery from surgery related to organ or tissue donation, that involves inpatient care in a hospital, hospice, or residential medical facility; or continuing medical treatment or continuing supervision by a health care provider.

Health Insurance
Your health insurance will continue while you are on leave; however, if you contribute to the cost of your health insurance, you must continue to pay your portion of the premium cost while on leave.

Interaction with Other Laws
PFL may be taken by employees who are eligible for time off under the federal Family and Medical Leave Act (FMLA). PFL will run concurrently with designated FMLA leave when the reason for leave qualifies under both PFL and FMLA. Eligible employees must then apply for both PFL and FMLA.

You may not receive short-term disability and PFL benefits at the same time. You may not take more than 26 combined weeks of short-term disability and PFL in a 52-week period.

If you are unable to work and qualify for workers' compensation benefits, you may not use PFL benefits at the same time as you are receiving workers' compensation benefits. If you are receiving reduced earnings, you may be eligible for PFL.

Notice and Required Documentation
Notify Human Resources if you intend to claim entitlement to PFL. If your family leave is foreseeable, give 30 days' advance notice so the School can plan for your absence. If the event was not foreseeable, notify Human Resources as quickly as possible. If you fail to give notice without unusual circumstances justifying the failure, PFL may be delayed or partially denied.

To file a PFL claim, employees must contact ExtensisHR's insurance carrier, The Standard at 855-839-9879.

Returning to Work
On return from PFL, you will be reinstated to your original position, or if no longer available, an equivalent position with equivalent terms and conditions of employment, including pay and employment benefits.

Use of PFL will not result in the loss of any employment benefit that accrued before the start of your family leave that was not used during your family leave.

Retaliation
The School will not retaliate against employees who request or take leave in accordance with this policy.

Additional Information
If you have questions about PFL contact disability@extensishr.com or visit https://paidfamilyleave.ny.gov/.

7.7 Parental Leave

Bridge Preparatory Charter School 2 provides Paid Parental Leave ("Parental Leave") to all full-time employees who meet the eligibility requirements of this School policy (listed below). Parental Leave provides time away from work for one of the qualifying events listed below:

- Birth of a child;
- Adoption of a child; or
- Accepting a foster child into one's home.

Eligibility: In order for an employee to be eligible for the School's Paid Parental Leave, the employee must be continuously employed by the School on a full-time basis for at least twelve (12) months.

Parental Leave Provisions: The School will provide employees with up to eight (8) weeks of Parental Leave per one- year period beginning on the date of the child's birth or the placement of the child in the employee's home.

Employees must use their Parental Leave within one (1) year of the birth/adoption/foster date and Parental Leave must be taken consecutively and may not be taken intermittently.

Parental Leave runs concurrently with any short-term disability (STD) leave for eligible employees. During Parental Leave, the School will provide partial salary continuation payments (i.e., supplemental pay) while an employee is receiving STD benefits so that the combination of STD benefits and partial salary continuation result in the employee receiving their full base salary during the applicable Parental Leave period. If the employee is hospitalized on the first day of their STD leave, their Parental Leave will begin that day and payment will run concurrent with the first eight (8) weeks of their STD leave.

If the employee goes out prior to their STD pay starting, due to a waiting period, employees may, but are not required to, use accrued PTO or sick time prior to the start of their STD and Parental Leave.

STD will cover 60% percent of an employee's pre-disability gross weekly wages, up to $1,500 per week, for the period of disability (up to 26 weeks). The School will cover the difference, if any, between $1,500 and the employee's pre-disability gross weekly wages for the remainder of the applicable Parental Leave period, so that the employee receives 100% of

their pay for the first eight (8) weeks of leave. Employees who are eligible for STD benefits must submit the required STD paperwork to maintain eligibility for Parental Leave. At no time will the combined gross weekly disability and weekly Parental Leave payments exceed the employee's actual gross weekly salary.

Employees who do not qualify for STD, but who qualify for benefits pursuant to the New York Paid Family Leave

Benefits Law ("NYSPFL"), called Paid Family Leave (PFL), both of which are described below, for the birth and care of a newborn child or the adoption of a child or the placement of a child for adoption or foster care are still entitled to Parental Leave. If an employee qualifies for PFL, a portion of their salary will be paid from PFL and the remainder of their pay

will be supplemented from the school, to make their pay whole for eight (8) weeks. This allows the employee to receive the equivalent of 100% of their pay for the first eight (8) weeks of leave.

Employees must contact ExtensisHR to initiate their request for leave and with any questions related to STD. A representative from ExtensisHR can explain to the employee the various paid leave benefits available to them, including Parental Leave and benefits related to the New York Paid Family Leave Benefits Law called Paid Family Leave (described above).

For purposes of determining the amount of Parental Leave used by an employee, the fact that a holiday may occur within the week taken as Parental Leave has no effect; the week is counted as a week of Parental Leave.

During extended school closings where employees generally are not expected to report for work (for five work days or more), the days the activities have ceased will count against the employee's paid STD and Parental Leave entitlement, but will not count against an employee's FMLA entitlement.

Retaliation and reinstatement: Employees will not be retaliated or discriminated against for exercising Parental Leave. After taking Parental Leave, employees will generally be reinstated to the position they held prior to leave or to a comparable position with comparable employment benefits, pay, and other terms and conditions of employment.

Taking Parental Leave will not result in the loss of any employment benefit accrued prior to the date on which leave commenced; however, the employee will not accrue seniority or employment benefits while on leave.

Please note, however, that an employee has no greater right to reinstatement or to other benefits and conditions of employment than if they had not taken the leave (e.g., if due to economic conditions the employee would have lost their job regardless of whether or not they went on leave, they will not be entitled to reinstatement).

7.8 Unpaid Personal Leave

The School does not offer any unpaid personal leaves of absences unless required by applicable law.

7.9 Bereavement Leave

Bridge Preparatory Charter School 2 recognizes the importance of taking leave when there is a death in the family. Where bereavement leave is not required by law, the School will provide bereavement leave as follows:

All employees are eligible for 3 bereavement leave for the death of an immediate family member.

You may use unused paid time off if additional time is needed. Additional unpaid time off may be granted at the discretion of the School on a case-by-case basis.

For purposes of this policy, ***immediate family members*** include the following and applies both to the family of the employee and the employee's spouse: child (including foster child and stepchild), spouse, sister, brother, parents (including foster parents and stepparents), grandparents.

You must provide notice of your need for bereavement leave as far in advance as possible. The School may require documentation supporting your need for bereavement leave.

7.10 Jury Duty Leave

Bridge Preparatory Charter School 2 encourages employees to fulfill their civic duties related to jury duty. If you are summoned for jury duty, notify your manager as soon as possible to make scheduling arrangements.

You will be paid a minimum of $40 per day for the first three days of juror service or any part thereof. For any additional days, time spent on jury duty will be unpaid. If you are classified as exempt, you will not incur any deduction in pay for a partial week's absence due to jury duty. You may opt to use vacation in place of unpaid leave.

The School reserves the right to require employees to provide proof of jury duty service to the extent authorized by law.

The School will not retaliate against employees who request or take leave in accordance with this policy.

7.11 Voting Leave

Bridge Preparatory Charter School 2 encourages all employees to fulfill their civic responsibility and to vote in public elections. Most work schedules provide sufficient time to vote either before or after working hours.

If the polls are open for at least four consecutive hours before or after the work shift, you will be deemed to have sufficient time outside of work hours to vote.

If you do not have sufficient time before or after work to vote, you may take enough time off at the beginning or end of your work shift to vote. Up to two hours' time off for this purpose will be provided without loss of pay.

You must request time off to vote from your manager at least two working days prior to Election Day so that the necessary time off can be scheduled at the beginning or end of the work shift, whichever provides the least disruption to normal business operations.

The School will not retaliate or tolerate retaliation against employees who request or take leave under this policy. If you believe that you are being retaliated against because you requested or took leave under this policy, immediately report it to your manager or School Leader.

7.12 Military Leave (USERRA)

Bridge Preparatory Charter School 2 complies with applicable federal and state law regarding military leave and re-employment rights. A military leave of absence will be granted to members of the uniformed services in accordance with the Uniformed Services Employment and Reemployment Rights Act of 1994 (USERRA, with amendments) and all applicable state law. You must submit documentation of the need for leave to the School Leader. When returning from military leave of absence, you will be reinstated to your previous position or a similar position, in accordance with state and federal law. You must notify your manager of your intent to return to employment based on requirements of the law. For more information regarding status, compensation, benefits, and reinstatement upon return from military leave, contact the School Leader.

7.13 Military Spouse Leave

Bridge Preparatory Charter School 2 provides up to 10 days of unpaid leave to employees who are the spouse of a military member who is home on leave during a period of military deployment.

To be eligible for military spouse leave you must:

- Work an average of 20 or more hours per week; and
- Be the spouse of a member of the U.S. Armed Forces, National Guard, or Reserves who has been deployed during a period of military conflict to a combat theater or combat zone of operations.

A ***period of military conflict*** means a period of war declared by the U.S. Congress or a period during which a member of the Reserves is ordered to active duty under federal authority.

If you need to take military spouse leave, notify your manager as soon as reasonably possible. The School reserves the right to ask for documents supporting the need for leave.

You may elect to use any available paid time off for which you are eligible under School policy for the purpose of taking military spouse leave, and such paid time off will run concurrently with the leave afforded under this policy.

The School will not discriminate or retaliate against employees who request or take leave in accordance with this policy.

7.14 Emergency Services Leave

If you are a volunteer firefighter or an enrolled member of a volunteer ambulance service, Bridge Preparatory Charter School 2 will provide you with unpaid leave to respond to a declared local or state emergency. This leave will be granted for as long as you are engaged in the actual performance of your emergency response duties.

Time missed from work will be unpaid, except where required under applicable law. You may choose to substitute available vacation/PTO in lieu of unpaid leave.

To be eligible for this leave you must provide the School with written documentation from the head of the volunteer fire department or volunteer ambulance service, notifying the School of your status as a volunteer.

Upon return from leave, the School may request a notarized statement from the head of the volunteer fire department or ambulance service, certifying the period of time that you responded to the emergency.

Emergency services leave will not be granted if your absence would impose an undue hardship on the School's business.

7.15 Crime Victim and Witness Leave

Bridge Preparatory Charter School 2 will provide eligible employees with time off from work, without pay, for any of the following reasons:

- To comply with a subpoena to testify in a criminal proceeding (including time off to consult with the district attorney);
- To give a victim impact statement at a pre-sentencing proceeding;
- To give a statement at a sentencing proceeding; or
- To give a statement at a parole board hearing.

You are eligible for time off under this policy if you are:

- The victim of the crime at issue in the proceedings;
- The victim's next of kin;
- The victim's representative if the victim is deceased as a result of the offense;
- A "Good Samaritan"; or
- Pursuing an application or the enforcement of an order of protection as provided under relevant law.

For purpose of this policy:

- ***Good Samaritan*** means someone who acts in good faith to apprehend a person who has committed a crime in his or her presence, to prevent a crime or an attempted crime from occurring, or to aid a law enforcement officer in effecting an arrest.
- ***Victim's representative*** means a person who represents or stands in the place of another person, including but not limited to, an agent, attorney, guardian, conservator, executor, heir, or parent of a minor.

If you are required to attend a criminal proceeding either as a witness or as a crime victim (or a close family member of a crime victim), you must notify your manager as soon as possible and at least one day before taking leave to make scheduling arrangements. The School reserves the right to require employees to provide proof of the need to attend the criminal proceedings to the extent authorized by law.

The School will not retaliate against employees who request or take leave in accordance with this policy.

7.16 Blood and Bone Marrow Donation Leave

Bridge Preparatory Charter School 2 provides those employees who work an average of 20 or more hours per week:

- Up to three hours of unpaid leave in any calendar year to donate blood. You must give reasonable notice of at least three working days of your intent to take leave to give blood. Provide documentation to your manager immediately after such leave is taken.
- Unpaid time off, as determined by your physician, not to exceed 24 hours without School approval to undergo a medical procedure to donate bone marrow. If you seek leave to donate bone marrow, you must provide verification from a physician setting forth the purpose and length of each leave required.

The School will not retaliate against employees who request or take leave in accordance with this policy.

7.17 Accommodations for Pregnant Employees

Bridge Preparatory Charter School 2 will provide reasonable accommodation to pregnant employees for known limitations related to pregnancy, childbirth, or other related medical conditions in accordance with the federal Pregnant Workers Fairness Act (PWFA).

Examples of potential reasonable accommodations include:

- Seating;
- Closer parking;
- Flexible hours;
- Appropriately sized uniforms and safety apparel;
- Additional break time to use the bathroom, eat, and rest;
- Leave or time off to recover from childbirth;
- Limitations on strenuous activities; and
- Limitations on strenuous activities or those that involve exposure to compounds not safe for pregnancy.

If you require accommodation, notify your manager. If the need for a particular accommodation is not obvious, you may be asked to include relevant information such as:

- The reason you need accommodation.
- A description of the proposed accommodation.
- How the accommodation will address limitations caused by pregnancy, childbirth, or related medical conditions.

The School will not require you to accept any accommodation without engaging in the interactive process to accurately understand your limitations and explore potential accommodations. The School is not required to make your specific requested accommodation and is not required to provide any accommodation that would constitute an undue hardship on the School.

If leave is provided as a reasonable accommodation, it may run concurrently with leave under the federal Family and Medical Leave Act and/or any other leave where permitted by law.

The School will comply with state or local laws that provide additional protections beyond the PWFA.

The School will not retaliate against employees who request or receive an accommodation under this policy.

7.18 Accommodations for Victims of Domestic Violence

Bridge Preparatory Charter School 2 will provide reasonable accommodations to employees who are victims of domestic violence who must be absent from work for a reasonable time, unless such accommodation would cause an undue hardship on the School.

Accommodations include reasonable time off to:

- Seek medical attention for injuries caused by domestic violence, including for a child who is the victim of domestic violence;
- Obtain services from a domestic violence shelter, program, or rape crisis center as a result of domestic violence;
- Obtain psychological counseling related to an incident or incidents of domestic violence, including for a child who is the victim of domestic violence;
- Participate in safety planning or other action taken to increase safety from future incidents of domestic violence (e.g., temporary or permanent relocation); or
- Obtain legal services, assist in the prosecution of an offense, or appear in court related to an incident of domestic violence.

A ***victim of domestic violence*** is any person who is older than 16, married, or is a parent accompanied by a minor child in a situation where the individual or minor child is the victim of an act committed by a family

or household member in violation of New York penal law. The act must have resulted in actual physical or emotional injury or created a substantial risk of physical or emotional harm to the person or their child.

Notice
You must provide reasonable advance notice of your intention to take time off for the above reasons unless advanced notice is not feasible. If an unscheduled absence occurs, you must provide the following documentation within a reasonable amount of time after your absence:

- A police report indicating that you or your child was a victim of domestic violence;
- A court order protecting or separating you or your child from the perpetrator of the domestic violence;
- Other evidence from the court or prosecuting attorney that you appeared in court; or
- Documentation from a medical professional, domestic violence advocate, health care provider, or counselor that you or your child underwent counseling or treatment for physical or mental injuries or abuse resulting from the domestic violence.

Confidentiality
The School will maintain the confidentiality of any information regarding your status as a victim of domestic violence, except as required by federal or state law or as necessary to protect your safety in the workplace.

Compensation
The time off may be charged against any paid time off to which you are entitled. If you have no available paid time off, the time off may be treated as unpaid time.

Retaliation
The School will not retaliate against a victim of domestic violence for requesting or obtaining reasonable accommodation in accordance with this policy.

7.19 Employer-Sponsored Disability Benefits

Bridge Preparatory Charter School 2 offers the following employer-sponsored disability insurance benefits to eligible employees, after the plan's defined waiting period, when they miss work due to non-work-related disabilities.

Long-Term Disability Insurance
Long-term disability insurance generally pays a monthly benefit to you if you cannot work because of a covered illness or injury. The benefit replaces a portion of your income, thus helping to meet your financial commitment in a time of need. Check your plan documents for details about benefit payments and duration.

The terms and conditions for the disability insurance program are outlined in the Summary Plan Description (SPD). Contact The Employee Solution Center at ExtensisHR for a copy of the plan provisions, required forms, and additional information about these benefits.

7.20 Disability Benefits

If you are unable to work for more than seven consecutive days due to a non-work-related illness or injury, or pregnancy-related disability, you may be eligible for disability benefits. Disability benefits provide up to 26 weeks of partial wage replacement benefits during any 52-consecutive-week period. Benefits are payable beginning on the eighth consecutive day of disability.

If you have been disabled for more than seven days, the School will provide you with a Form DB-271S, Statement of Rights, within five days of learning that you are disabled. The Statement of Rights provides information on how to file a claim for benefits. You must file a claim within the first 30 days of your disability or all or part of your claim may be rejected. You must be under the care of a physician, chiropractor, podiatrist, psychologist, dentist, or certified nurse midwife to qualify for disability benefits.

To file a disability claim, employees must contact ExtensisHR's insurance carrier, The Standard at

855-839-9879.

Disability benefits are a wage replacement benefit, not a protected leave benefit. If you are temporarily disabled, you may be eligible for job-protected leave under the federal Family and Medical Leave Act or other state or local law.

To learn more about the New York Disability Benefits law, including eligibility requirements and benefits, contact the New York State Workers' Compensation Board (www.wcb.ny.gov) or contact disability@extensishr.com.

7.21 403(b)

Eligible full-time employees may participate in the Bridge Preparatory Charter School 2 403 (b) plan after completing any applicable waiting period as defined in the plan. Refer to your Summary Plan Description (SPD) for specific information.

7.22 COBRA

The Consolidated Omnibus Budget Reconciliation Act (COBRA) provides the opportunity for eligible Bridge Preparatory Charter School 2 employees and their beneficiaries to continue health insurance coverage under the School health plan when a "qualifying event" could result in the loss of eligibility. Qualifying events include resignation, termination of employment, death of an employee, reduction in hours, a leave of absence, divorce or legal separation, entitlement to Medicare, or where a dependent child no longer meets eligibility requirements.

Contact ExtensisHR to learn more about your COBRA rights.

7.23 Unemployment Compensation Insurance

Unemployment compensation insurance is paid for by Bridge Preparatory Charter School 2 and provides temporary income for employees who have lost their job under certain circumstances. Your eligibility for unemployment compensation will, in part, be determined by the reasons for your separation from the School.

7.24 Workers' Compensation Insurance

Workers' compensation is a no-fault system designed to provide benefits to all employees for work-related injuries. Workers' compensation insurance coverage is paid for by employers and governed by state law. The workers' compensation system provides for coverage of medical treatment and expenses, occupational disability leave, and rehabilitation services, as well as payment for lost wages due to work related injuries. If you are injured on the job while working at Bridge Preparatory Charter School 2, no matter how slightly, you are to report the incident immediately to your manager. Consistent with applicable state law, failure to report an injury within a reasonable period of time could jeopardize your claim for benefits.

To receive workers' compensation benefits, notify your manager immediately of your claim. If your injury is the result of an on-the-job accident, you must fill out an accident report. You will be required to submit a medical release before you can return to work.

8.0 Safety and Loss Prevention

8.1 Workplace Tobacco Usage

Bridge Preparatory Charter School 2 is concerned about the detrimental effects of smoking and secondhand smoke inhalation. Smoking (including the use of electronic vaping products such as e-cigarettes) is prohibited in the following:

- School offices.
- School vehicles.
- Client areas.
- Restrooms.
- Areas where signs are posted prohibiting smoking.

- Other areas defined by the employer.

The School also prohibits the use of smokeless tobacco (e.g., chewing tobacco, dip, and snuff) in such areas.

The School will not discriminate against employees based on their off-premises, off-duty tobacco usage.

8.2 Family Educational Rights and Privacy Act (FERPA):

FERPA affords parents and students over 18 years of age certain rights with respect to the student's education records. Questions about this act may be addressed to the School Leader.

8.3 Suspected Child Abuse and Maltreatment:

In order for the School's students to receive the full benefits of public education and to engage in all school activities for which they are qualified, they must be free from physical and emotional danger, abuse, maltreatment and neglect from their parent, guardian, or custodian. The School recognizes that because of employees' sustained contact with school-aged children, they are in an excellent position to identify abused or maltreated children and refer them for treatment and protection.

Pursuant to applicable law, if an employee has reasonable cause to know or suspect that a child has been subjected to abuse or maltreatment, they have the legal right and responsibility to report this to the School Leader or their designee, who will report the case to the New York State Child Abuse and Maltreatment Register, as required by law. In accordance with the law, if an employee fails to report an instance of suspected child abuse or maltreatment, they may be guilty of a Class A misdemeanor and may be held liable for the damages caused by the failure to report.

The purpose of mandatory reporting is to identify suspected abused and maltreated children as soon as possible, so that such children determined to be abused or maltreated can be protected from further harm and, where appropriate, can be offered services to assist them and their family. The law grants employees and other persons who report instances of child abuse immunity in good faith from any liability that might otherwise be incurred.

Therefore, School officials are authorized to take whatever action is necessary to report and protect children while in their custody whenever abuse or neglect is suspected. If an employee has cause to suspect that the death of any child is a result of child abuse or maltreatment, they must report that fact to the appropriate medical examiner or coroner.

8.4 Workplace Privacy and Right to Inspect

Bridge Preparatory Charter School 2 property, including but not limited to lockers, phones, computers, tablets, desks, workplace areas, vehicles, or machinery, remains under the control of the School and is subject to inspection at any time, without notice to any employees, and without their presence.

You should have no expectation of privacy in any of these areas. We assume no responsibility for the loss of, or damage to, your property maintained on School premises including that kept in lockers and desks.

8.5 E-Communication With Students

If an employee has a personal profile or page on a site such as Facebook, Instagram, Snapchat, Twitter, TikTok or LinkedIn, the employee should not make that known to students or families or communicate with students or families via the Internet or social networking media. If a student or family member attempts to contact an employee via the Internet or other social networking media, the employee should inform the School Leader or their designee immediately for next steps. The School advises that employees avoid accepting a "friend" request from a student or family member on their personal social media sites and accounts.

8.6 Relationships with Students

Employees are strictly prohibited from engaging in personal relationships with students which are outside the scope of a professional adult/student relationship or which may give the appearance of being outside the

scope of a professional adult/student relationship. This prohibition applies both on and off School grounds. Accordingly, employees should refrain from contacting students via text or email for any personal and/or non-academic purposes.

If an employee violates this policy, they may be subject to disciplinary action, up to and including immediate termination; employees may also be subject to being reported to law enforcement authorities if the conduct is believed to constitute a crime under state law. If disciplinary action is taken against an employee, a report will be made to law enforcement and/or a child abuse report will be made for violation of this policy. In addition, the parents of the student involved will be notified of the situation and the actions taken by the School.

8.7 Student Use of Social Media

While the primary purpose of this guidance is to inform employees of the implications of their own online activities, employees may also become aware of inappropriate student usage of social media. It is illegal for students to share any inappropriate pictures of themselves or of another student online. Any incidents brought to an employee's attention must be reported to the School and authorities immediately.

8.8 Safe Workplace

The School seeks to provide a safe workplace for employees and to provide a comfortable and secure atmosphere for employees, students, and visitors. The School expects employees to conduct themselves in a non-threatening, non-abusive manner at all times. No direct, conditional, or veiled threat of harm to any person or property will be considered acceptable behavior. Acts of violence or intimidation of others will not be tolerated. If an employee commits or threatens to commit a violent act against any person while on the School's premises, while engaged in the School's activities, or while off the School's premises and acting as a representative of the School, the employee may be subject to immediate discharge.

Specific examples of conduct that may be considered threats or acts of violence include, but are not limited to, the following:

- Hitting or shoving an individual.
- Threatening to harm an individual or an individual's family, friends, associates, or property.
- Intentional destruction of, or threatening to destroy, School property.
- Making harassing or threatening phone calls, sending threatening or harassing emails or text messages.
- Harassing surveillance or stalking (following or watching someone).
- Unauthorized possession or use of firearms or weapons in the workplace or while engaged in School business.

We all share the responsibility to identify and bring a stop to threatening or violent behavior. If an employee is subjected to or threatened with violence or is aware of another individual who has been subjected to or threatened with violence, they should immediately report this threat or act to the School Leader or their designee. Employees must assume that any threat is serious. All reports will be carefully investigated, and employee confidentiality will be maintained to the fullest extent possible, taking into consideration the need to address the substance of the report.

The School expressly forbids the possession of firearms while on the School's property or while engaged in the School's business. The School has "zero tolerance" for possession of any type of weapon, firearm, explosive, or ammunition; such possession will be cause for discipline. In enforcing this policy and to ensure the safety and welfare of everyone on the School's property, the School reserves the right, on reasonable suspicion that the School policy is being violated, to request inspections of employees and their desks, lockers, and personal effects. Employee entry on the School's premises constitutes consent to searches or inspections. If an employee refuses to allow inspection, they will be subject to the same disciplinary action as being found in possession of firearms.

If an employee witnesses or suspects another individual of violating this policy, they should immediately report this information to the School Leader or their designee.

8.9 Whistleblower Policy

The School requires all of its employees to observe high standards of professional and personal ethics, as such personal ethics relate to the organization, in the conduct of their duties and responsibilities. Employees and representatives of the School must practice honesty and integrity in fulfilling their responsibilities and comply with all applicable laws and regulations.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, accounting or auditing irregularities, bribery, kickbacks, misuse of the School's assets, or suspected regulatory, compliance, or ethics-related issues, concerns, or violations including policy violations.

Reporting Responsibility: It is the responsibility of all employees to report, in good faith, violations or suspected violations of personal ethical standards, as such personal ethics relate to the School, and/or applicable legal requirements ("Violations") in accordance with this Whistleblower Policy.

Reporting Violations: Questions, concerns, suggestions, or complaints regarding the ethical and legal standards noted above should be addressed directly to the School Leader and/or the Board of Trustees. If the concern involves a Board member or their family, it should be reported to the State Education Department or whatever other governing body authorized and oversees the School.

Compliance Officer: The School Leader is responsible for investigating and resolving all reported Violations and shall advise the Board of Trustees of all reported complaints and allegations of Violations. However, in some cases, it may be appropriate for the Board of Trustees or another authorized governing body to investigate Violations.

Accounting and Auditing Matters: The School Leader shall address all reported concerns or complaints regarding the School's accounting practices, internal controls, or auditing. The School Leader shall immediately notify the Board of Trustees of any such complaint and work with the Board of Trustees until the matter is resolved. Promptly, upon receipt, the Board of Trustees shall evaluate whether a complaint constitutes an accounting complaint, and if so, shall promptly determine what professional assistance, if any, it needs in order to conduct an investigation. The Board of Trustees will be free in its sole discretion to engage outside auditors, counsel, or other experts to assist in the investigation and in the analysis of results.

Non-Retaliation: No employee who in good faith reports a Violation or suspected Violation shall suffer harassment, retaliation, or adverse employment consequences because of such report. An employee who retaliates against someone who has reported a Violation in good faith is subject to discipline up to and including termination of employment. This Whistleblower Policy is intended to encourage and enable employees and others to raise serious concerns within the School prior to seeking resolution outside the School.

8.10 Animals in the Workplace

Employees may not bring, possess, carry, keep, maintain or exhibit an animal on school premises except for educational or instructional purposes as part of the curriculum or/and educational enrichment program relating to a specific course of study. Employees must request and receive permission from the School Leader before bringing an animal to school. The request must state the period that the animal is requested to be on School property and explain how the animal's presence in the School, as part of the curricula or in conjunction with a course of study can enrich educational programs, facilitate the learning experience, and otherwise provide valuable educational benefits for students.

At least three (3) days prior to bringing an animal to the School, employees must send written notice to parents/guardians of students as directed by the School Leader or his/her designee. The notice shall provide the opportunity to disclose known allergies, immune deficiencies, or other objections so that precautions and accommodations can be taken. If an employee brings an animal onto School premises, they assume all risks of loss or harm related to the animal. This policy is not applicable to animals trained as therapy-assisted pets. Animals trained to assist the blind are excluded from these guidelines.

8.11 Children in the Workplace

This policy is established to avoid disruptions in an employee's and their co-workers' job duties, reduce personal and property liability, and help maintain the School's professional learning environment. Employees are not permitted to have their children present with them in the workplace prior to the dismissal of the School's students. An employee's supervisor may grant an exception for temporary, unforeseen circumstances, but no parent or relative may have a child in the workplace without their supervisor's permission.

Employees must contact their supervisor as soon as possible to obtain permission to have a child accompany them while working. Factors that an employee's supervisor will consider are how long the child needs to be in the workplace, the work environment in an employee's area, and possible disruption to the employee and the employee's co-workers' work. A child an employee brings into the workplace is their responsibility and must be under their direct supervision at all times. The School accepts no liability for injuries to children who are at the workplace in violation of this policy.

8.12 Business Closure and Emergencies

Bridge Preparatory Charter School 2 recognizes that inclement weather and other emergencies may affect your ability to get to work. In such situations, your safety is paramount.

Company Closure

Examples of emergencies when the School may close include, but are not limited to, power outages, blizzard conditions, and other weather related emergencies.

Notification

In an emergency, the School will make every effort to notify you of the closing by phone/email/website/etc. These notification efforts assume that you have access to electricity and internet and/or phone service.

When the School is unable to notify you of the closure, use common sense to assess the safety and practicality of the situation. In a regional power outage, for example, the School is likely to have no power. If there is reported flash flooding in your area, report to work only if you can make it safely.

Partial-Day Closure

If an emergency event such as inclement weather or a power outage occurs, the School may decide to close mid-day. When the School closes mid-day, you will be instructed to leave immediately so that the conditions do not further deteriorate and affect your ability to travel safely.

If you are exempt and are working at home with prior permission, or at the office on the day of the partial day closure, you will be paid your normal salary for the week. If you are nonexempt, you will be paid for the hours you worked, unless state law dictates otherwise.

Notified of Closure Prior to Reporting to Work

If you are nonexempt and are notified of a closure prior to reporting to work, you will not be paid during the closure, unless state law dictates otherwise. If you are exempt, you will be paid your normal salary for the week.

Benefits Coverage

Your health insurance coverage will be maintained by the School during the closure on the same basis as if you were still working.

Extending Leave

When the School closure ends, you are expected to report to work. Contact your manager if you cannot return to work at the end of the closure. The School recognizes that you may need additional time off to repair extensive home damage or for other emergency situations. These will be assessed on a case-by-case basis.

If You Cannot Get to Work
Unique circumstances may affect your ability to come to work even when the School is able to remain open. The School recognizes that in a severe national or regional disaster, all methods of communication may be unavailable; however, you should continue to try and contact your manager, by any method possible.

Time missed under circumstances where the School remains open and you are unable to report to work is to be used as personal time or is unpaid.

8.13 General Safety

It is the responsibility of all Bridge Preparatory Charter School 2 employees to maintain a healthy and safe work environment, report any health or safety hazards, and follow the School health and safety rules. Failure to do so may result in disciplinary action, up to and including termination of employment. The School also requires that all occupational illnesses or injuries be reported to your manager as soon as reasonably possible and that an occupational illness or injury form be completed on each reported incident.

8.14 Drug and Alcohol Policy

Bridge Preparatory Charter School 2 is committed to providing a safe, healthy, and productive work environment. Consistent with this commitment, it is the intent of the School to maintain a drug and alcohol-free workplace. Being under the influence of alcohol, illegal drugs (as classified under federal, state, or local laws), or other impairing substances while on the job may pose a serious health and safety risk to others, and will not be tolerated.

Prohibited Conduct
The School expressly prohibits employees from engaging in the following activities when they are on duty or conducting School business or on School premises (whether or not they are working):

- The use, abuse, or being under the influence of alcohol, illegal drugs, or other impairing substances.
- The possession, sale, purchase, transfer, or transit of any illegal or unauthorized drug, including prescription medication that is not prescribed to the individual, or drug-related paraphernalia.
- The illegal use or abuse of prescription drugs.

While the use of marijuana has been legalized under some state laws for medicinal and/or recreational uses, it remains an illegal drug under federal law. The School does not discriminate against employees solely on the basis of their lawful off-duty use of marijuana. You may not consume or be under the influence of marijuana while on duty or at work. If you have a valid prescription for medical marijuana, refer to the School Disability Accommodation policy for additional information.

Nothing in this policy is meant to prohibit your appropriate use of over-the-counter medication or other medication that can legally be prescribed under both federal and state law, if it does not impair your job performance or safety or the safety of others. If you take over-the-counter medication or other medication that can legally be prescribed under both federal and state law to treat a disability, inform your manager if you believe the medication may impair your job performance, safety, or the safety of others or if you believe you need a reasonable accommodation before reporting to work while under the influence of that medication.

Violation of this policy may result in disciplinary action, up to and including termination of employment.

8.15 Drug-Free Workplace

Drug-Free Workplace Act
As a federal contractor, Bridge Preparatory Charter School 2 must comply with the requirements of the Drug-Free Workplace Act of 1988, which is a part of Public Law 100-690, Anti-Drug Abuse Act of 1988. The federal Drug-Free Workplace Act of 1988 (§ 5152) covers grants and contracts for the procurement of any service with a value of $25,000 or more.

To comply with the act, federal agency contractors and federal grant recipients must provide a drug-free workplace. These federal contractors and grant recipients will:

- Publish a statement prohibiting the unlawful manufacture, distribution, dispensation, possession, or use of illegal drugs in the workplace and specify the actions that will be taken against employees for violations.
- Distribute a copy of the policy statement to employees engaged in the performance of a federal grant or contract.
- Notify employees that compliance with the policy is a condition of employment on such grant or contract and that employees must abide by the terms of the policy statement. The policy statement includes the requirement that employees notify the School of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction.
- Notify the granting or contracting agency within 10 days after learning of a criminal drug statute conviction.
- Impose a sanction as required under this act on employees who are so convicted.
- Establish a program of drug-free awareness, informing employees about the organization's policy of maintaining a drug-free workplace, the penalties that may be imposed upon employees for drug-abuse violations, the dangers of drug abuse in the workplace, and any available drug counseling, rehabilitation, and assistance programs.
- Make a good faith effort to continue to maintain a drug-free workplace through implementation of these requirements.

Americans with Disabilities Act

In addition to complying with the federal Drug-Free Workplace Act of 1988, the School must comply with the requirements of the Americans with Disabilities Act of 1990 (ADA). Individuals who currently use drugs illegally are not individuals with disabilities protected under the ADA when an employer takes action because of their continued use of drugs. This includes people who use prescription drugs illegally as well as those who use illegal drugs. However, people who have been rehabilitated and do not currently use drugs illegally, or who are in the process of completing a rehabilitation program, may be protected by the ADA.

Drug-Free Workplace Policy

The School, in compliance with the federal Drug-Free Workplace Act of 1988, has adopted the following policy that must be adhered to as a condition of employment:

- The unlawful use, possession, manufacture, dispensation, or distribution of controlled substances in all work locations is prohibited.
- Any employees convicted of a criminal drug statute violation occurring in the workplace must notify their manager of the conviction within five days after the conviction. As required by the federal Drug-Free Workplace Act of 1988, the School must inform contracting or granting agencies of such convictions within 10 days after receiving notification or otherwise receiving notice of a conviction.
- Upon receiving such notification, the School, in conjunction with the location concerned, will take all steps necessary to assure the proper conduct of sponsored projects and programs. If a decision is reached to allow the affected individual to continue employment with the School, the individual must participate in and satisfactorily complete an approved drug abuse assistance or rehabilitation program.

The School will evaluate its obligations in accordance with state and other applicable laws where required, on a case by case basis.

8.16 Workplace Violence

As the safety and security of our employees, vendors, contractors, and the general public is in the best interests of Bridge Preparatory Charter School 2, we are committed to working with our employees to provide a work environment free from violence, intimidation, and other disruptive behavior.

Zero Tolerance Policy

The School has a zero tolerance policy regarding workplace violence and will not tolerate acts or threats of violence, harassment, intimidation, and other disruptive behavior, either physical or verbal, that occurs in the

workplace or other areas. This applies to management, co-workers, employees, and non-employees such as contractors, customers, and visitors.

Workplace violence can include oral or written statements, gestures, or expressions that communicate a direct or indirect threat of physical harm, damage to property, or any intentional behavior that may cause a person to feel threatened.

Prohibited Conduct
Prohibited conduct includes, but is not limited to:

- Physically injuring another person.
- Threatening to injure a person or damage property by any means, including verbal, written, direct, indirect, or electronic means.
- Taking any action to place a person in reasonable fear of imminent harm or offensive contact.
- Possessing, brandishing, or using a firearm on School property or while performing School business except as permitted by state law.
- Violating a restraining order, order of protection, injunction against harassment, or other court order.

Reporting Incidents of Violence
Report to your manager, in accordance with this policy, any behavior that compromises our ability to maintain a safe work environment. All reports will be investigated immediately and kept confidential, except where there is a legitimate need to know. You are expected to cooperate in any investigation of workplace violence.

Violations
Violating this policy may subject you to criminal charges as well as discipline up to and including immediate termination of employment.

Retaliation
Victims and witnesses of workplace violence will not be retaliated against in any manner. In addition, you will not be subject to discipline for, based on a reasonable belief, reporting a threat or for cooperating in an investigation.

If you initiate, participate, are involved in retaliation, or obstruct an investigation into conduct prohibited by this policy, you will be subject to discipline up to and including termination.

If you believe you have been wrongfully retaliated against, immediately report the matter to Human Resources.

9.0 Trade Secrets and Inventions

9.1 Confidentiality and Nondisclosure of Trade Secrets

The School has and will develop, compile and own certain confidential information which has great value to the School (referred to collectively as "Confidential Information"). The School may disclose Confidential Information to employees in the course of their work (or application to work) for the School. Confidential Information includes not only information disclosed by the School, but also information developed or learned by employees during the course of their work with the School. Confidential Information is to be broadly defined, and includes all proprietary information which has or could have commercial value or other utility due to its confidentiality in the work in which the School is engaged or contemplates engaging or the unauthorized disclosure of which could be detrimental to the interests of the School, whether or not such information is identified as Confidential Information by the

School. Confidential Information includes, but is not limited to, all information concerning curricula, student information, grading systems, disciplinary procedures, educational processes, lesson plans, innovations, inventions, specifications, data know-how, formats, marketing plans, strategies, forecasts, unpublished

financial statements, budgets, projections, and student, employee, and family identities.

Unless necessary in the course of an employee's work for the School, they should not disclose Confidential Information to anyone.

Closing Statement

Thank you for reading our handbook. We hope it has provided you with an understanding of our mission, history, and structure as well as our current policies and guidelines. We look forward to working with you to create a successful School and a safe, productive, and pleasant workplace.

Acknowledgment of Receipt and Review

By signing below, I acknowledge that I have received a copy of the Bridge Preparatory Charter School 2 Employee Handbook (handbook) and that I have read it, understand it, and agree to comply with it. I understand that the School has the maximum discretion permitted by law to interpret, administer, change, modify, or delete the rules, regulations, procedures, and benefits contained in the handbook at any time with or without notice. No statement or representation by a supervisor, manager, or any other employee, whether oral or written, can supplement or modify this handbook. Changes can only be made if approved in writing by the School Leader of the School. I also understand that any delay or failure by the School to enforce any rule, regulation, or procedure contained in the handbook does not constitute a waiver on behalf of the School or affect the right of the School to enforce such rule, regulation, or procedure in the future.

I understand that neither this handbook nor any other communication by a management representative or other, whether oral or written, is intended in any way to create a contract of employment. I further understand that, unless I have a written employment agreement signed by an authorized School representative, I am employed "at-will" (to the extent permitted by law) and this handbook does not modify my "at-will" employment status.

If I am covered by a written employment agreement (signed by an authorized School representative) or a collective bargaining agreement that conflicts with the terms of this handbook, I understand that the terms of the employment agreement or collective bargaining agreement will control.

This handbook is not intended to preclude or dissuade employees from engaging in legally protected activities under the National Labor Relations Act (NLRA). This handbook is not intended to violate any local, state, or federal law. No provision or policy applies or will be enforced if it conflicts with or is superseded by any requirement or prohibition contained in federal, state, or local law, or regulation. Furthermore, nothing in this handbook prohibits an employee from reporting concerns to, filing a charge or complaint with, making lawful disclosures to, providing documents or other information to, or participating in an investigation or hearing conducted by the Equal Employment Opportunity Commission (EEOC), National Labor Relations Board (NLRB), Securities and Exchange Commission (SEC), or any other federal, state, or local agency charged with the enforcement of any laws.

This handbook supersedes any previous handbook or policy statements, whether written or oral, issued by Bridge Preparatory Charter School 2.

If I have any questions about the content or interpretation of this handbook, I will contact the School Leader.

_____ _____

Signature Date

_____

Print Name

APPENDIX

Complaint Form for Reporting Sexual Harassment

NEW YORK STATE | Combating Sexual Harassment

New York State Labor Law requires all employers to adopt a sexual harassment prevention policy that includes a complaint form to report alleged incidents of sexual harassment.

If you believe that you have been subjected to sexual harassment or gender discrimination, you are encouraged, but not required, to complete this form and submit it to the appropriate person or department indicated in the New York Sexual Harassment Prevention policy in this handbook. No employee will be retaliated against for filing a complaint.

If you are more comfortable reporting verbally or in another manner, your employer should complete this form, provide you with a copy, and follow its sexual harassment prevention policy by investigating the claims.

For additional resources, visit: ny.gov/programs/combating-sexual-harassment-workplace

COMPLAINANT INFORMATION

Name:

Work Address: Work Phone:

Job Title: Email:

Select Preferred Communication Method: ☐Email ☐Phone ☐In person

SUPERVISORY INFORMATION

Immediate Supervisor's Name:

Title:

Work Phone: Work Address:

Adoption of this form does not constitute a conclusive defense to charges of unlawful sexual harassment. Each claim of sexual harassment will be determined in accordance with existing legal standards, with due consideration of the particular facts and circumstances of the claim, including but not limited to the existence of an effective anti-harassment policy and procedure.

COMPLAINT INFORMATION

1. Your complaint of sexual harassment is made about:

   Name: Title:

   Work Address: Work Phone:

   Relationship to you: ☐Supervisor ☐Supervisee ☐Co-Worker ☐Other (please specify)

2. Please describe what happened and include as many details as possible. You may use additional sheets of paper if necessary. If you have any relevant documents, please include them. .

3. Date(s) sexual harassment occurred:

   Is the sexual harassment continuing? ☐Yes ☐No

4. If possible, please list the name and contact information of any witnesses or individuals who may have information related to your complaint:

The last question is optional, but may help the investigation.

5. Have you previously provided information (verbal or written) about related incidents? If yes, when and to whom did you provide information?

This is not required, but if you have retained legal counsel and would like us to work with them, please provide their contact information.

Signature: _____ *Date:* _____

13. Partner Organization(s)

a. Partner Information

The name of the partner organization(s): Bridge Preparatory Charter School (BPCS)

The name, address, phone number, and e-mail of a contact person(s):
Laurel Wedinger-Gyimesi
715 Ocean Terrace, Staten Island, NY, 10301
[redacted]

A description of the nature and purpose of the relationship: Bridge Prep Charter School commits to providing part-time Head of School leadership services to BPCS2, utilizing the current Executive Director of Bridge Prep Charter School. The payment of salary for the services provided by the Head of School will come from the budget of BPCS2.

In addition, as part of our partnership commitment we commit to integrating professional staff development between Bridge Prep Charter School and BPCS2 and to provide access to the Bridge Prep Charter School Structured Literacy Practicum Center, allowing for professional development, training and certification in various Science of Reading Based Literacy practices.

Names of proposed school board members affiliated with the organization(s): Laurel Wedinger-Gyimesi; Rose Kerr; Geena Kuriakose; Amanda Wolkowitz; Mark Harmon-Vaught; Traci Frey.

Evidence of the organization's ability to do business in New York: BPCS is a public charter school authorized by the New York State Education Department and Board of Regents, located on Staten Island(NYC CSD 31).

Diligence Process: BPCS2 is proposing to have a partner organization, Bridge Preparatory Charter School (BPCS). The founding team includes the Executive Director and several board members associated with BPCS. The process to identify and choose the partner started from an identified need for expertise in serving students with language-based learning disabilities effectively—a specialty that no organizations on Staten Island have. Given BPCS's success and experience in serving students with language based learning differences, shared mission, and the deep connections, expertise and partnerships developed in the field of literacy instruction and the Science of Reading, the school was the clear choice for a partner.

b. Partner Commitment

For each new proposed partnership, provide a letter of intent or commitment from a bona fide representative of the partner organization(s) indicating the terms and extent of the organization's involvement with the proposed school.

If the school would provide compensation to the partner(s) for any goods or services (e.g., a lease or fee), provide a copy of the term sheet or draft contract and include an explanation about how such services will be provided to the school at or below fair market value.

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Bridge Preparatory Charter School

January 31, 2024

PARTNER COMMITMENT

To: The State University of New York

I am writing as Chair of the Board of Trustees of Bridge Prep Charter School. The Board of Trustees have voted to apply for a SUNY Charter seeking to open a middle school named Bridge Prep Charter School2. Bridge Prep Charter School commits to providing part-time Head of School leadership services to Bridge Prep Charter School2, utilizing the current Executive Director of Bridge Prep Charter School. The payment of salary for the services provided by the Head of School will come from the budget of Bridge Prep Charter School2.

In addition, as part of our partnership commitment we commit to integrating professional staff development between Bridge Prep Charter School and Bridge Prep Charter School2 and to provide access to the Bridge Prep Literacy Practicum Center allowing for professional development, training and certification in the Orton Gillingham approach to literacy.

Thank you for your consideration of our application.

[redacted]

14. Governance

a. Board Members

Recruiting and selecting board members: The BOT will proactively evaluate BOT composition and screen candidates relative to stated capacity and diversity goals. Qualifications to serve on the BOT include:

- A belief in the mission and design of the school;
- The belief that all students, regardless of academic or English language proficiency status, can and will achieve academic excellence;
- Demonstrated understanding of BOT duties and relevant experience and expertise;
- Ability to attend BOT and committee meetings and volunteer for BOT work; and
- Capacity to examine performance data, financial documents, and management reports and make informed decisions in the best interest of the school.

Recruitment strategies will include referrals through the personal networks of existing trustees, and may also include the use of trustee placement agencies such as Board Assist. Our proposed trustees were recruited from their work as trustees for our proposed partner organization, Bridge Preparatory Charter School. Our proposed trustees (shown in the table below) were identified based their qualifications, diverse range of skills, and alignment with our proposed mission and design. This group of trustees represents a variety of backgrounds, including education leadership, law, teaching, psychology, and SPED. In addition, we have proposed a trustee who is the parent of a child at BPCS, our proposed partner organization, which will help bring the perspective of families that BPCS proposes to serve. The varied backgrounds and deep experience of this proposed set of trustees will support effective governance of BPCS2.

Trustee Name	Position on the Board	Committee Affiliations	Expertise and/or role at school	Voting	Ex Officio
Laurel Wedinger-Gyimesi	Chair	Executive; Governance; Finance	Law	Yes	No
Marc Harmon Vaught	Vice Chair	Executive; Governance	Higher Education	Yes	No
Rose Kerr	Trustee	Academic; Finance	Education	Yes	No
Amanda Wolkowitz	Treasurer	Executive; Finance	Parent of student at Bridge Preparatory Charter School (proposed partner organization)	Yes	No
Geena Kuriakose	Secretary	Executive; Academic	Psychology	Yes	No
Traci Frey	Trustee	Academic	Education	Yes	No
Maria Casale	Trustee	Academic	Education	Yes	No
TBD	Family Association President	TBD	Parent	Yes	No

b. Education Corporation Board Roles and Responsibilities

The Board of Trustees (BOT) is entrusted with the charter agreement by the SUNY Charter Schools Institute and will have overall legal, financial, and fiduciary responsibility to hold the school accountable to the terms of its charter. The BOT's responsibilities will include, but will not be limited to:

- Approving the school's annual budget and strategic goals, and ensuring that the school operates in a fiscally sound manner, including adequate internal financial controls;
- Hiring, overseeing, and evaluating the Head of School;
- Selecting, overseeing, and evaluating relationships with partner organizations;
- Establishing and maintaining all policies governing the operation of the school
- Ensuring that the school is accountable for the academic success of its students; adheres to its mission, as well as state and federal guidelines; and uses achievement and performance data to help improve the quality of decision-making;
- Ensuring that the school is accountable for fiscal performance;
- Ensuring that the school operates at all times in compliance with its Code of Ethics
- Facilitating long-term, strategic planning;
- Holding ultimate accountability for the school in its relationship with the SUNY Charter Schools Institute;
- Participating, as appropriate, in the grievance process; and
- Providing support with public outreach and other services.

Monitoring and Assessing Progress Toward Goals: In order to effectively monitor the school's progress toward meeting is mission, accountability, fiscal, and operations goals, the BOT will use an effective committee system. Committees will report on progress and challenges monthly at the BOT meeting. The Academic Committee will review school data such as interim assessment outcomes and staff retention data; The Finance Committee will provide short- and long-term financial oversight for the organization including budgeting and financial planning, financial reporting, and the creation and monitoring of internal controls and accountability policies and practices.

As a whole, the Board will continuously center the school's mission in all decision-making.

Annually, the BOT will assess progress against strategic goals, including academics, organizational, and financial goals, and assess compliance/progress in achieving educational outcomes. The BOT will also conduct a formal self-evaluation to measure the performance of the board as a whole. The sources of data that the BOT will use to assess progress toward goals will include:

- Academic outcomes, including interim assessments, New York State exams, and progress toward our SUNY CSI academic Accountability Goals
- Enrollment and retention data for all students as well as students in our target population (students with language based learning disabilities), and students in at-risk subgroups (economically disadvantaged students, ELLs, and SWD)
- Staff data including certification status and retention data
- Operations data including attendance, discipline data, and staff, student, and family satisfaction survey data

- Financial data including profit & loss statements, monthly balance sheet, statement of cash flow, and annual audit

Evaluating school leaders and partner organizations: All partner organizations are evaluated based on a review of the services in their contract compared with the services being provided. A survey of key operational staff and the BOT of both partner organizations will be conducted annually to ascertain if the partnership organization demonstrates cross-functional collaboration along with a joint understanding of a clear, long-term commitment to two-sided partnership. In addition, at least one joint strategy session will be held annually to openly discuss the shared commitment and commonality of mission and purpose with the partner organization.

To evaluate the Head of School, the BOT will use an evaluation tool based on the evaluation tool used by our partner organization, BPCS. The tool was modified based on a version distributed by Board on Track and aligns with a process that includes goal setting aligned with the school's mission and goals. Within this system, the BPCS2 Head of School will be reviewed on a trimester basis, in December, March, and June. The evaluation process begins with the identification of goals at the beginning of the year, which are aligned with the SUNY CSI accountability goals and renewal benchmarks. The Board's Executive Committee leads the evaluation of the Head of School.

c. Education Corporation Board Design

The BOT will have no fewer than five (5) and no more than 15 members at any time. The BOT will have a *voting* position reserved for the school's Family Association President (FA). This choice was made to ensure that parent voices are given an equal vote on the BOT. The BOT will have four officers: a Chair, Vice-Chair, Treasurer, and Secretary. The BOT will have four permanent committees: Executive, Finance, Academic, and Governance. The BOT Chair may create ad hoc committees to handle targeted issues such as facilities. The BOT Chair will appoint committee chairs, except in the case of the Executive and Finance Committees. At appropriate intervals, the chairs of permanent and standing committees will provide reports of committee activity to the BOT.

- **The Executive Committee**, chaired by the BOT Chair, will facilitate effective decision-making by the BOT. Composed of BOT officers, this committee is responsible for planning Board meeting agendas and communicating with other board members as well as conducting the annual evaluation of the Head of School. They will be responsible for school facilities, especially in the first term of the charter.
- **The Finance Committee**, chaired by the Treasurer, coordinates the BOT financial oversight responsibilities. Additional responsibilities include oversight of the school's auditing, facilities and financial management.
- **The Academic Committee** works to ensure that the school is meeting its accountability goals related to student achievement, helps ensure the academic quality and credibility of the school as an academic institution, and supports the Head of School in the maintenance, promotion, and improvement of the academic standards set forth in the charter. The primary responsibilities of this committee include advising the BOT on the school's core activities of teaching and learning, recommending to the BOT the adoption of academic policies consistent with the vision, mission, and plan; adopting procedures to benefit BOT-approved academic policies; advising the Board on the academic program; and working with the Head of School to monitor and advance the quality of academic activities.

- **The Governance Committee,** which exists to prospect, contact, recruit, orient, support, and evaluate Board members and to annually review the BOT bylaws. The BOT needs to continually recruit, select and develop new members. This committee ensures that the BOT reflects the community BPCS2 serves. The committee will also be responsible for training and development of new and veteran members.

New Trustee Orientation: New trustees will be provided with an orientation packet that contains the school's Charter, Bylaws and Code of Ethics, including all policies such as the Family Handbook and Staff Handbook, current and long-term budgets, and accountability goals. New Trustees will be given a job description outlining the job responsibilities of a Trustee and the obligations the BOT owes to its Trustees. The packet will also include all recent State annual reports as well as SUNY's Annual Accountability Plan Progress Reports. In addition, new trustees will be provided with an overview of key governance rules and compliance expectations, including an overview of the Open Meetings Law. New trustees will also be given a schedule of upcoming meetings, school and board events, and committee information. Finally, new trustees will be introduced to key members of the school's leadership team.

Trustee Training and Development: The BPCS Board will conduct a formal, annual self-evaluation every year using a tool developed by the Board and based on best practices of other charter school boards. The board will participate in ongoing training and development. Key among board development activities will be strategy retreats, which will be held at least annually. In addition, periodic development will occur at board meetings by participating in training offered by external experts, such as a review of the requirements of the Open Meetings Law conducted by the school's lawyer or a deep dive into language-based learning disabilities conducted by an expert in the field. In addition, trustees will be encouraged to attend external development opportunities such as attending the annual state charter school conference.

d. Stakeholder Participation

The BOT will hold meetings monthly at the school that adhere to the Open Meetings Law. BOT meetings will be conducted in accordance with Robert's Rules of Order and the school's by-laws. Parents and staff are welcome to attend board meetings, which will provide opportunities for public comment.

In addition to the measures described in the by-laws relating to the publicizing of board meetings, the BOT will reserve a voting seat for a parent (or guardian) representative. The parent trustee will be the elected President of the FA. In addition, Trustees will periodically attend meetings of the FA and actively solicit feedback from parents. Staff members are not permitted to be trustees under the General Municipal Law. However, the Head of School will attend every board meeting and other members of the school staff may attend as requested by the BOT. Any member of the school may attend meetings per the Open Meetings Law. The BOT will specifically require the Head of School to inform members of the school staff, especially the instructional staff, about matters discussed by the BOT that are related to their professional responsibilities and to solicit staff feedback and communicate that to the BOT on an ongoing basis. In addition, the Board will periodically request presentations from members of the school staff on specific aspects of the school's program. The BOT may solicit additional parents or teachers to participate in specific task forces and can establish task forces or advisory groups to address distinct issues that come to the attention of the BOT and require the advice and research of multiple constituents: teachers, parents, staff and, sometimes, students. Input from students' families and all school staff is essential to the continuous improvement of the school and the BOT's ability to assess and support the school's mission. The BOT will conduct parent and staff surveys to both evaluate areas of satisfaction and to identify areas of concern to improve the school's overall operation and culture.

e. BYLAWS

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ARTICLE I: NAME AND PURPOSE

The name of the Corporation is Bridge Preparatory Charter School 2 (Bridge Prep 2 or "School"). The Corporation is a not-for-profit corporation organized under the Not for Profit Corporation Laws of the State of New York (the "NPCL") and is a charter school as defined in the New York State Charter Schools Act (Article 56) of the Education Law of the State of New York (the "NYEL"). The purposes of the Corporation are to: (a) operate a public charter school in the City of New York, subject at all times to the NYEL and the NPCL; (b) exercise all rights and powers of a not-for-profit corporation under the NPCL; and (c) engage in any other activity that is connected with or in advancement of the foregoing purposes.

ARTICLE II: MEMBERSHIP

The Corporation has no members. The rights which would otherwise vest in the members vest in the School's Board ("Board"). Actions which would otherwise require approval by a majority of all members or approval by the members require only approval of a majority of all Trustees or approval by the Board.

ARTICLE III: BOARD OF TRUSTEES

A. **Powers**: The Board shall conduct or direct the affairs of the School and exercise its powers, subject to the provisions of applicable law including the New York State Education Laws and Not for Profit Corporation Laws, as well as the requirements of the School's Charter and these Bylaws. The Board may delegate the management of the activities of the School to others, so long as the affairs of the School are managed, and its powers are exercised, under the Board's ultimate jurisdiction. Without limiting the generality of the powers hereby granted to the Board, but subject to the same limitations, the Board shall have all the powers enumerated in these Bylaws, and the following specific powers:
   1. To elect and remove Trustees or Advisory Board Members;
   2. To select and remove the Executive Director of the School; to prescribe powers and duties for him/her and to fix his/her compensation;
   3. To conduct, manage and control the affairs and activities of the School, and to make rules and regulations;
   4. To enter into contracts, leases and other agreements which are, in the Boards judgment, necessary or desirable in obtaining the purposes of promoting the interests of the School;
   5. To carry on the business of operating the School and apply any surplus that results from the business activity to any activity in which the School may engage;
   6. To act as trustee under any trust incidental to the School's purposes, and to receive, hold, administer, exchange and expend funds and property subject to such a trust;
   7. To acquire real or personal property, by purchase, exchange, lease, gift, devise, bequest, or otherwise, and to hold, improve, lease, sublease, mortgage, transfer in trust, encumber, convey or otherwise dispose of such property;
   8. To borrow money, incur debt, and to execute and deliver promissory notes, bonds, debentures, deeds of trust, mortgages, pledges, hypothecations and other evidences of debt and securities, subject to the provisions of the New York State Not for Profit Corporation Laws and any limitations noted in the by-laws;
   9. To indemnify and maintain insurance on behalf of any of its Trustees, Officers, Directors, employees or agents for liability asserted against or incurred by such person in such capacity or arising out of such person's status as such, subject to the applicable provisions of the New York State Not for Profit Corporation Laws and the limitations noted in these Bylaws.

B. **Number of Trustees:** The number of Trustees of the School shall be not fewer than five (5) and shall not exceed fifteen (15). The Board shall fix the exact number of Trustees, within these limits, by Board resolution or amendment of the Bylaws.

C. **Election of Trustees:**
   1. Election. The Board shall elect the Trustees by the vote of a majority of the Trustees then in office or, in the event that only one Trustee remains, then by the sole remaining Trustee. Trustees assume office subject to approval by the Charter Authorizing Entity.

2. Eligibility. The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively.
3. Interested Persons. Not more than twenty-five percent (25%) of the persons serving on the Board may be interested persons. An interested person is: (1) any person currently being compensated by the School for services rendered to it within the previous 12 months, an independent contractor or otherwise; or (2) any sister, brother, ancestor, descendant, spouse, domestic partner, sister in law, brother in law, daughter in law, son in law, mother in law or father in law, cousin or cousin in law of any such person.
4. Term of Office.
    a. The Trustees elected shall be randomly divided into three classes for the purpose of staggering their terms of office. The Board Executive Committee will assign each founding Board member to a class prior to the first Board meeting. All classes shall be as nearly equal in number as possible. The assignment of any Board member to a particular class does not in any way restrict that Board member from participating fully in all Board activities and from serving additional terms.
    b. The terms of office of the Trustees initially classified shall be as follows: that of the first class shall expire at the next annual meeting of the Trustees, the second class at the second succeeding annual meeting and the third class at the third succeeding annual meeting. Following the expiration of these designated terms, except for the Bridge Prep 2 Family Association member the term of each Trustee shall continue for three (3) years. Trustees may not serve more than two consecutive three (3) year terms. After completion of two terms of office, an individual is again eligible to seek a Trustee position after the expiration of two years from the completion of the second term of service.
    c. The term of service for the Bridge Prep 2 Family Association member shall be two years, which aligns with the term of service as President of the Bridge Prep 2 Family Association as stated in the By-laws of the Bridge Prep 2 Family Association. Should the person elected President of the Bridge Prep 2 Family Association cease to perform that role, the term of service on the Board of Trustees will also cease.
    d. The Family Association President, upon cessation of his/her/they term as President of the Family Association, is not precluded from thereafter seeking to become a Trustee of the Board via the election process established by these by-laws. However, the total term of service may not be longer than the total term of service allowed any other Trustee under these by-laws.
    e. The term of office of a Trustee elected to fill a vacancy in these Bylaws begins on the date of the Trustee's election, and continues: (1) for the balance of the unexpired term in the case of a vacancy created because of the resignation, removal, or death of a Trustee, or (2) for the term specified by the Board in the case of a vacancy resulting from the increase of the number of Trustees authorized.
    f. A Trustee's term of office shall not be shortened by any reduction in the number of Trustees resulting from amendment to the Charter, the Bylaws, or other Board action.

g. A Trustee's term of office shall not be extended or shortened beyond that for which the Trustee was elected by amendment of the school's charter or the Bylaws or other Board action.

5. Time of Elections. The Board shall elect Trustees whose terms begin on July 1st of a given year at the Annual Meeting for that year, or at a Regular Meeting designated for that purpose, or at a Special Meeting called for that purpose.

D. **Removal or Suspension of Trustees, Officers and Employees:** The Board may remove or suspend from office by vote of a majority of the entire Board any Trustee, officer or employee engaged under special contract, on examination and due proof of the truth of a written complaint by any Trustee, of misconduct, incapacity or neglect of duty provided that at least one week's previous notice of the proposed action shall have been given to the accused and to each Trustee, in accordance with the applicable provisions of the New York State Education Laws and the Not for Profit Corporation Laws. The New York State Board of Regents (the "Regents") may also remove any Trustee for misconduct, incapacity, neglect of duty, or where it appears to the satisfaction of the Regents that the corporation has failed or refuses to carry into effect its educational purposes.

E. **Resignation by Trustee:** A Trustee may resign by giving written notice to the Board Chair or Secretary. The resignation is effective upon receipt of such notice, or at any later date specified in the notice. The acceptance of a resignation by the Board Chair or Secretary shall not be necessary to make it effective, but no resignation shall discharge any accrued obligation or duty of a Trustee. A Trustee who misses three consecutive meetings of the Board, unless a majority of the Trustees has excused such Trustee from attendance, shall be deemed to have resigned.

F. **Vacancies**: A vacancy is deemed to occur on the effective date of the resignation of a Trustee, upon the removal of a Trustee, upon declaration of vacancy pursuant to these Bylaws, or upon a Trustee's death. A vacancy is also deemed to exist upon the increase by the Board of the authorized number of Trustees.

G. **Compensation of Trustees:** Trustees shall serve without compensation. However, the Board may approve reimbursement of a Trustee's actual and necessary expenses while conducting School business.

H. (1) **Advisory Board**: The Board may establish an Advisory Board of no more than four (4) to six (6) members to complement the knowledge, understanding and strategic thinking of the Board of Trustees. Advisory Board Members will provide subject matter expertise in academics, pedagogy, charter or business operations, finance, fundraising, real estate, special needs programs or other areas of specialized knowledge. The Advisory Board will act as a resource that can be accessed to aid in the overall success of Bridge Prep 2. The Advisory Members will not mask gaps in the operating board but serve as a body that can challenge assumptions and provide access to resources for the betterment of Bridge Prep 2.

Members of the founding team may be asked to serve as Advisory Board Members as well as new members sought out for their expertise.

Like Trustees, Advisory Board Members must be elected by a majority of the voting Board of Trustees. Advisory Members will be non-voting members and shall serve a term of one (1) year with no term limits. Advisory Members are expected to attend monthly Board meetings, either in person or via video conference or telephone, in accordance with New York State Open Meetings Laws. Additionally, there will be quarterly Advisory Board meetings with a specific agenda and goals.

(2) **Advisory Committee Members**: The Board hereby establishes a procedure whereby potential Board of Trustee Members may serve on one of the Committees of Bridge Prep 2 prior to becoming a member of the Board of Trustees. The Board may elect any person who is at least eighteen (18) years old and who, in its discretion, it believes will serve the interests of the School faithfully and effectively. Advisory Committee Members must be elected by a majority of the voting Board of Trustees. The Advisory Committee Member will act as a resource that can be accessed to aid in the overall success of Bridge Prep 2. No more than two (2) Advisory Committee Members may serve on any one committee. The Advisory Committee Members will be non-voting Board members and shall serve a term of one (1) year with no term limits. Advisory Committee Members are expected to attend monthly Board meetings, either in person or via video conference or telephone, in accordance with New York State Open Meetings Laws.

ARTICLE IV: OFFICES

Bridge Prep 2's administrative offices shall be located at the facility where the School is operated. The Office Manager shall note any change in office on the copy of the Bylaws maintained by the Office Manager. The School may also have offices at such other places, within the State of New York, as the Board may from time to time determine.

ARTICLE V: MEETINGS OF THE BOARD

A. **Place of Meetings.** Board Meetings shall be held at the School facility or at any other reasonably convenient place as the Board may designate; provided that Board meetings shall be scheduled at least monthly at the school facility.

B. **Annual Meeting.** An Annual Meeting shall be held in the month of June of each year for the purpose of electing Trustees, making and receiving reports on corporate affairs, and transacting such other business as comes before the meeting.

C. **Frequency of Meetings.** A minimum of twelve (12) meetings (inclusive of the June Annual Meeting and any Special Meetings) shall be scheduled each year on dates determined by the Board; provided that Board meetings shall be scheduled at least monthly at the school Facility.

D. **Special Meetings.** A Special Meeting shall be held at any time called by the Chair, or by any Trustee upon written demand of not less than one half of the entire Board.

E. **Adjournment.** A majority of the Trustees present at a meeting, whether or not a quorum, may adjourn the meeting to another time and place.

F. **Notice to Trustees.** Notices to Trustees of Board Meetings shall be given as follows:
    1. If the Board fixes the dates of regular meetings (which may include the Annual Meeting) for the year, then such meetings may be held without further notice of time and place. In the event that the date of an Annual Meeting or regular meeting is changed (or a regular meeting is added), written notice of the new meeting date (or the date of the new regular meeting) will be provided at least ten (10) days in advance of the meeting.
    2. Special Meetings shall be held upon reasonable notice, at least 48 hours, if practicable.
    3. Notices will be deemed given when deposited in the United States mail, addressed to the recipient at the address shown for the recipient in the School's records, first class postage prepaid; when personally delivered in writing to the recipient; or when faxed, emailed, or communicated orally, in person or by telephone, to the Trustee or to a person whom it is reasonably believed will communicate it promptly to the Trustee.

G. **Waiver of Notice.** Notice of a meeting need not be given to a Trustee who signs a waiver of notice or written consent to holding the meeting or an approval of the minutes of the meeting, whether before or after the meeting, or attends the meeting without protest prior to the meeting or at its commencement, of the lack of notice. The Secretary shall incorporate all such waivers, consents and approvals into the minutes of the meeting.

H. **Public Notice.** Public notice of all Board meetings and of all meetings of Committees shall be given in accordance with the requirements of the Article 7 of the New York State Public Officers Law/The Open Meetings Law. If a Board's meeting is scheduled at least one week in advance, notice of its time and place shall be given to the news media and conspicuously posted in one or more public locations and on the Corporation's website.

I. **Board Attendance.** It is expected that Trustees will attend the scheduled Board meetings unless excused from attendance, by prior notification to the Board Chair or Secretary. A board-attendance problem occurs if any of the following conditions exist in regard to a board member's attendance to scheduled Board meetings:
    1. The member has two un-notified absences in a row ("un-notified" means the member did not call ahead or email the Board Chair and/or the Secretary before the upcoming meeting to indicate they would be gone from the upcoming meeting).
    2. The member has three (3) notified absences in a row.
    3. The member misses one third (1/3) of the total number of board meetings in a twelve-month period.

If a board-attendance problem exists regarding a member, the Board Chair will promptly contact the member to discuss the problem. The member's response will be shared by the Chair with the Executive Board at its next scheduled meeting. In that meeting, the Executive Board will decide what actions to recommend to the Board regarding the board member's future membership on the Board. Provided that at least one week's notice of the proposed action shall have been given to the board member, and to each Trustee, prior to the next scheduled board meeting, at the next scheduled board meeting the Board will decide if the members notified absences are excused (see Article III F) and what actions to take regarding the board member's future membership on the board.

If the board decides to terminate the board member's membership, termination will be conducted in accordance with Article III D of these bylaws.

ARTICLE VI: ACTION BY THE BOARD

A. **Quorum.** Unless a greater proportion is required by law, a majority of the entire Board shall constitute a quorum for the transaction of any business or of any specified item of business.

B. **Action by the Board.**
   1. Actions Taken at Board Meetings. Any business may be transacted and any corporate action may be taken at any annual, regular or special meeting of the Board at which a quorum is present, whether such business or proposed action be stated in the notice of such meeting or not, unless special notice of such business or proposed action is required by law or by these bylaws. Except as otherwise provided by statute or by these Bylaws, the vote of a majority of the Board present at the time of the vote, if a quorum is present at such time, shall be the act of the Board. If at any meeting of the Board there shall be less than a quorum present, the Trustees present may adjourn the meeting until a quorum is obtained.
   2. Board Participation by Other Means. In all events, a quorum of Trustees must be present to lawfully conduct a Board meeting. To the extent permitted by the New York State Open Meetings Laws, Trustees participating by means of video conferencing may be counted toward achieving a quorum. Once a quorum is present, additional Trustees may participate in a Board meeting through conference telephone or similar communication equipment, provided that all Trustees participating in such meeting can hear one another. Trustees shall not be entitled to vote unless they attend the meeting in person or, to the extent permitted by the New York State Open Meetings Laws, by live video conferencing. Trustees participating by means of video conferencing shall do so from a site at which the public may attend, listen and observe. All meetings of the Board are subject to the provisions of the New York State Open Meetings Laws.

C. **Committees**
   1. Appointment of Committees. The Board may create committees of the Board for any purpose, and the Chair of the Board shall designate the chairs of such Committees

(except as indicated below), subject to the approval of the Board. A Committee will consist of not fewer than three Trustees, or not fewer than five Trustees in the case of the Executive Committee, subject to the approval of the Board. No Trustee should serve on more than two committees. The Chair of the Board is an ex-officio member of each committee.

2. Standing Committees. The Board shall have four standing Committees: an Executive Committee (chaired by the Chair of the Board and consisting of the officers of the board plus a fifth member approved by the board), The Finance Committee (chaired by the Treasurer), The Academic Committee and The Board Development and Governance Committee. Additional Committee members shall be appointed by the Chair of the Committee, subject to the approval of the Board.
3. Ad hoc Committees and Task Forces. The Chair of the Board has the authority to appoint an Ad Hoc Committee or a Task Force to address a specific task or function and to establish the time period for the duration of the Ad Hoc Committee or Task force. Any other Officer may also request the formation of an Ad Hoc Committee or a Task Force to address a specific task or function which shall also be for a limited duration and must be approved by the Executive Committee. The Chair of the Board will appoint the Chair of the Ad Hoc Committee or Task Force. The Chair of the Ad Hoc Committee or Task Force determines the members of the Committee. The Ad Hoc Committee or Task Force may be comprised of Board Members, Advisory Board Member or Advisory Committee Members. The Chair of the Board serves as an ex officio member on the Ad Hoc Committee or Task Force. The Ad Hoc Committee is advisory only and has no authority to take final action which action may only be taken by a vote of the quorum of the Board. Any Standing Committee Chair may serve as a member of an Ad hoc Committee.
4. Authority of Committees. The Board may delegate to a Committee any of the authority of the Board, except with respect to:
    a. The election of Trustees;
    b. Filling vacancies on the Board or any Committee which has the authority of the Board;
    c. The amendment or repeal of Bylaws or the adoption of new Bylaws; and
    d. The appointment of other Committees.
5. Procedures of Committees. The Board may prescribe the manner in which the proceedings of any Committee are to be conducted. In the absence of such prescription, a Committee may prescribe the manner of conducting its proceedings, subject to the provisions of these Bylaws, and if no alternative procedure is prescribed, by Robert's Rules of Order.

D. **Standard of Care.**

1. Performance of Duties. Each Trustee shall perform all duties of a Trustee, including duties on any Committee, in good faith and with that degree of diligence, care and skill, including reasonable inquiry, as an ordinary prudent person in a like position would use under similar circumstances.

2. Reliance on Others. In performing the duties of a Trustee, a Trustee shall be entitled to rely on information, opinions, reports or statements, including financial statements and other financial data, presented or prepared by:
    a. One or more Directors, Officers or employees of the school whom the Trustee believes to be reliable and competent in the matters presented;
    b. Legal counsel, public accountants or other persons as to matters that the Trustee believes are within that person's professional or expert competence; or
    c. A Committee on which the Trustee does not serve, duly designated in accordance with a provision of the School's Charter or Bylaws, as to matters within its designated authority, provided the Trustee believes the Committee merits confidence and the Trustee acts in good faith, and with that degree of care specified in Paragraph D.1., and after reasonable inquiry when the need is indicated by the circumstances, and without knowledge that would cause such reliance to be unwarranted.
3. Investments. In investing and dealing with all assets held by the School for investment, the Board shall exercise the standard of care described above in Paragraph D.1., and shall consider among other relevant considerations the long and short term needs of the School in carrying out its purposes, including its present and anticipated financial requirements. The Board may delegate its investment powers to others, provided that those powers are exercised within the ultimate direction of the Board.

E. **Rights of Inspection.** Every Trustee has the right to inspect and copy all books, records and documents of every kind and to inspect the physical properties of the School, provided that such inspection is conducted at a reasonable time after reasonable notice, and provided that such right of inspection and copying is subject to the obligation to maintain the confidentiality of the reviewed information, in addition to any obligations imposed by any applicable federal, state or local law.

F. **Participation in Discussions and Voting.** Every Trustee has the right to participate in the discussion and vote on all issues before the Board or any Committee, except that any Trustee shall be excused from the discussion and vote on any matter involving: (a) a conflict of interest for such Trustee (even if such conflict of interest does not constitute a prohibited transaction under applicable law); (b) indemnification of that Trustee uniquely; or (c) any other matter at the discretion of a majority of the Trustees then present. A Trustee who attends a Committee Meeting that they are not a member of shall limit their remarks to three (3) minutes on a given topic.

G. **Duty to Maintain Board Confidences.** Every Trustee has a duty to maintain the confidentiality of all Board actions which are not required by law to be open to the public, including discussions and votes which take place at any Executive Sessions of the Board. Any Trustee violating this confidence may be removed from the Board.

ARTICLE VII: OFFICERS

A. Officers. The Officers of the School consist of a Chair, Vice Chair, a Secretary and a Treasurer. The School also may have such other officers as the Board deems advisable.

1. Chair. Subject to Board control, the Chair has general supervision, direction and control of the affairs of the School, and such other powers and duties as the Board and these bylaws may prescribe. If present, the Chair shall preside at Board meetings.
2. Vice Chair. If the Chair is absent or disabled, the Vice Chair shall perform all the Chair's duties and, when so acting, shall have all the Chair's powers and be subject to the same restrictions. The Vice Chair shall have other such powers and perform such other duties as the Board may prescribe.
3. Secretary. The Secretary shall:
    a. keep or cause to be kept, at the School's Executive Director's office, or such other place as the Board may direct, a book of minutes of all meetings of the Board and Committees, noting the time and place of the meeting, whether it was regular or special (and if special, how authorized), the notice given, the names of those present, and the proceedings;
    b. keep or cause to be kept a copy of the School's Charter and Bylaws, with amendments;
    c. keep or cause to be kept a copy of the School's incorporation and tax status filings and documentation;
    d. give or cause to be given notice of the Board and Committee meetings as required by the Bylaws; and have
    e. such other powers and perform such other duties as the Board may prescribe.
4. Treasurer. The treasurer shall:
    a. keep or cause to be kept adequate and correct accounts of the School's properties, receipts and disbursements;
    b. make the books of account available at all times for inspection by any Trustee;
    c. deposit or cause to be deposited the School's monies and other valuables in the School's name and to its credit, with the depositories the Board designates;
    d. disburse or cause to be disbursed the School's funds as the Board directs;
    e. render or cause to be rendered to the Chair and the Board, as requested but no less frequently than once every fiscal year, an account of the School's financial transactions and financial condition;
    f. prepare or cause to be prepared any reports on financial issues required by any loan agreement;
    g. chair the Finance Committee; and have
    h. such other powers and perform such other duties as the Board may prescribe.
5. Parliamentarian. The Chair of the Board may appoint a Parliamentarian. The Parliamentarian will be responsible to oversee the rules and procedures of the Board and the conduct of meetings of the Board. To the extent of any conflict between any provision of these by laws and the New York State Open Meetings Laws, the Open Meetings Laws will control. The

Boards proceedings will be conducted in compliance with these Bylaws, the Open Meetings Laws and if no alternative procedure is prescribed, by Robert's Rules of Order. The Parliamentarian is not an ipso facto member of the Executive Committee but may be a member of the Executive Committee, by appointment of the Board. The Parliamentarian has the authority to make determinations as to conflicts concerning the conduct of meetings of the Board, provided that such determinations are accepted by a majority of the Board.

B. Election, Eligibility and Term of Office

1. Election. The Board shall elect the Officers annually at the Annual Meeting or a Regular Meeting designated for that purpose or at a Special Meeting called for that purpose, except that Officers appointed to fill vacancies shall be elected as vacancies occur. Should more than one Trustee be nominated for Board Chair, any Trustee present who was not nominated for the position, upon approval of a majority of the Board, will act as Chair of the Board, Pro Temp until the conclusion of the vote for the Board Chair.
2. Eligibility. A Trustee may hold any number of offices, except that neither the Secretary nor Treasurer may serve concurrently as the Chair.
3. Term of Office. Each Officer serves at the pleasure of the Board, holding office until resignation, removal or disqualification from service, or until his or her successor is elected.

C. **Removal and Resignation.** The Board may remove any Officer, either with or without cause, at any time. Such removal shall not prejudice the Officer's rights, if any, under an employment contract. Any Officer may resign at any time by giving written notice to the Board, the resignation taking effect upon receipt of the notice or at a later date specified in the notice.

ARTICLE VIII: NO LIABILITY OF TRUSTEES; INDEMNIFICATION; INSURANCE

A. **No Liability of Trustees.** The Trustees shall not be personally liable for the School's debts, liabilities or other obligations.

B. **Indemnification.** The School shall (in the case of Trustees and Officers) and may (in the case of Directors, employees and agents), to the fullest extent permitted by law, indemnify any person made, or threatened to be made, a party or witness to any action, investigation or proceeding by reason of the fact that he or she (or his or her testator) is or was a Trustee, officer, employee or agent of the School, against claims, judgments, fines, amounts paid in settlement and reasonable expenses, including attorneys' fees.

No indemnification may be made to or on behalf of any person if

a. his or her acts were committed in bad faith, or were the result of his or her deliberate dishonesty and were material to such action or proceeding, or
b. he or she personally gained a financial profit or other advantage to which he or she was not legally entitled in the transaction or matter in which indemnification is sought.

C. **Insurance.** The School shall have the power to purchase and maintain all insurance policies deemed to be in the best interest of the School, including insurance to indemnify the School for any obligation which it incurs as a result of its indemnification of Trustees, Officers, employees or agents, or to indemnify such persons in instances in which they may be so indemnified.

ARTICLE IX: CONFLICTS OF INTEREST

A. Code of Ethics. The Board shall approve a Code of Ethics applicable to Trustees, Directors, officers and employees of the School, compliant with the New York State General Municipal Law, which may be amended from time to time by the Board.

B. Conflict of Interest. Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:

- Regular annual statements from Trustees, Officers and Directors and employees to disclose existing and potential conflicts of interest; and
- Corrective and disciplinary actions with respect to transgressions of such policies.

1. Deemed Conflicts. For the purpose of this section, a person shall be deemed to have a conflict of interest in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the New York State General Municipal Law.
2. Annual Attestation. Every member of the Board of Trustees shall execute an annual attestation concerning Conflicts of Interest and the disclosure of interests that could give rise to such conflicts as indicated above and as specified in the Bridge Prep 2 Code of Ethics.

ARTICLE X: OTHER PROVISIONS

A. Fiscal Year. The fiscal year of the School begins on July 1st of each year and ends June 30th.

B. Execution of Instruments. Except as otherwise provided in these Bylaws, the Board may adopt a resolution authorizing any Officer or agent of the School to enter into any contract or execute and deliver any instrument in the name of or on behalf of the School. Such authority may be general or confined to specific instances. Unless so authorized, no Officer, agent or employee shall have any power to bind the School by any contract or engagement, to pledge the School's credit, or to render it liable monetarily for any purpose or any amount.

C. Checks and Notes. Except as otherwise specifically provided by Board resolution, checks, drafts, promissory notes, orders for the payment of money, and other evidence of indebtedness of the School may be signed by the Chair of the Board, Executive Director of the School, or any Executive Committee member. Check requests for amounts of $5,000.00 or greater must be signed by two (2) of these individuals.

D. Construction and Definitions. Unless the context otherwise requires, the general provisions, rules of construction, and definitions contained in the New York State Not for Profit Corporation Laws and the Education Laws shall govern the construction of these Bylaws. Without limiting the generality of the foregoing, words in these Bylaws shall be read as the masculine or feminine gender, and as the singular or plural, as the context requires, and the word person includes both a School and a natural person. The captions and headings in these Bylaws are for reference and convenience only and are not intended to limit or define the scope or effect of any provisions.

E. Interpretation of Charter. To the extent of any conflict between any provision of these by laws and the New York State Open Meetings Laws, the Open Meetings Laws will control. Whenever any provision of the Bylaws is in conflict with the provisions of the Charter, the provisions of the Charter shall control.

ARTICLE XI: AMENDMENT

A majority of the Trustees may adopt, amend or repeal these Bylaws, subject to approval by the Charter Entity, where applicable.

ARTICLE XII: REFERENCES TO DOCUMENTS

References in these Bylaws to the certificate of incorporation of the School, or to any other document, shall include all amendments thereto or changes thereof unless specifically excepted.

ARTICLE XIII: PUBLIC COMMENT

A. The public shall be allowed to speak only during the Public Comment period of the meeting. The Public Comment Period will follow the completion of the agenda of the Board Meeting. The total time allotted for public comment shall not exceed thirty minutes. The Board Chair may modify these guidelines if warranted.

B. Speakers must register prior to the start of the meeting. Speakers must give their name, address and organization represented, if any. Speakers must be recognized by the Board Chair.

C. Speakers must limit their remarks to three (3) minutes on a given topic and may be recognized again by the Board Chair after other speakers have had an opportunity to speak. Speakers may not yield any remaining time they may have to another speaker.

D. Board members may not interrupt a speaker during their remarks, except for clarification. Board members may not comment or cross-address the speaker, unless directed to do so by the Board Chair.

E. All remarks shall be addressed to the Board Chair. The Board Chair will not answer questions presented during public commentary but may do so following the close of the meeting. Speakers shall observe the commonly accepted rules of courtesy, decorum, dignity and good taste.

F. Interested parties or their representatives may address the Board with written communications which may be sent via email to the School "Attention Board" at the School's website address or mailed to the Board at the address of the School. Speakers may not read written communications verbatim but should summarize their contents.

f. Code of Ethics and Conflict of Interest Policy

ARTICLE IX: CONFLICTS OF INTEREST

A. **Code of Ethics.** The Board shall approve a Code of Ethics applicable to Trustees, Directors, officers and employees of the School, compliant with the New York State General Municipal Law, which may be amended from time to time by the Board.

B. **Conflict of Interest.** Any Trustee, Officer, or Committee member having an interest in a contract, other transaction or program presented to or discussed by the Board or Committee for authorization, approval, or ratification shall make a prompt, full and frank disclosure of his or her interest to the Board or Committee prior to its acting on such contract or transaction. Such disclosure shall include all relevant and material facts known to such person about the contract or transaction that may reasonably be construed to be adverse to the School's interest. The body to which such disclosure is made shall thereupon determine, by majority vote, whether the disclosure shows that a conflict of interest exists or can reasonably be construed to exist. If a conflict is deemed to exist, such person shall not vote on, nor use his or her personal influence on, nor be present during the discussion or deliberations with respect to, such contract or transaction (other than to present factual information or to respond to questions prior to the discussion). The minutes of the meeting shall reflect proceedings, including the disclosure made, the vote thereon and, where applicable, the abstention from voting and participation. The Board may adopt formal policies requiring:
    - Regular annual statements from Trustees, Officers and Directors and employees to disclose existing and potential conflicts of interest; and
    - Corrective and disciplinary actions with respect to transgressions of such policies.

    1. Deemed Conflicts. For the purpose of this section, a person shall be deemed to have a conflict of interest in a contract or other transaction if he or she is the party (or one of the parties) contracting or dealing with the School, or is a director, trustee or officer of, or has a significant financial or influential interest in the entity contracting or dealing with the School. These provisions will be consistent with the New York State General Municipal Law.
    2. Annual Attestation. Every member of the Board of Trustees shall execute an annual attestation concerning Conflicts of Interest and the disclosure of interests that could give rise to such conflicts as indicated above and as specified in the Bridge Prep 2 Code of Ethics.

CODE OF ETHICS FOR SCHOOL TRUSTEES, OFFICERS & EMPLOYEES

The Board recognizes that sound, ethical standards of conduct serve to increase the effectiveness of school board trustees and their staff as educational leaders in their community. Actions based on an

ethical code of conduct promote public confidence and the attainment of school goals. The Board also recognizes its obligation under the General Municipal Law to adopt a code of ethics consistent with the provisions of the General Municipal Law, setting forth the standards of conduct required of all school trustees, officers and employees. Therefore, every officer and employee of the school, whether paid or unpaid, including Board Trustees, shall adhere to the following codes of conduct:

1. ***Gifts***: A trustee, officer or employee shall not directly or indirectly solicit any gifts; nor shall an officer, director, or employee accept or receive any single gift having a value of $75 or more, or gifts from the same source having a cumulative value of $75 or more over a twelve-month period, whether in the form of money, services, loan, travel, entertainment, hospitality, thing or promise, or any other form, if it could reasonably be inferred that the gift was intended to influence him or her in the performance of his or her official duties or was intended as a reward for any official action on his or her part. However, the Board welcomes and encourages the writing of letters or notes expressing gratitude or appreciation to staff members. Gifts from children that are principally sentimental in nature and of insignificant financial value may be accepted in the spirit in which they are given.

2. ***Confidential information*****:** A trustee, officer or employee shall not disclose confidential information acquired by him or her in the course of his or her official duties or use such information to further his or her own personal interest. In addition, he/she shall not disclose information regarding any matters discussed in an executive session of the Board, whether such information is deemed confidential or not.

3. ***Representation before the Board****:* A trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board.

4. ***Representation before the Board for a contingent fee****:* A trustee, officer or employee shall not receive or enter into any agreement, express or implied, for compensation for services to be rendered in relation to any matter before the school board, whereby the compensation is to be dependent or contingent upon any action by the school with respect to such matter, provided that this paragraph shall not prohibit the fixing at any time of fees based upon the reasonable value of the services rendered.

5. ***Disclosure of interest in matters before the Board***: A member of the Board of Trustees and any officer or employee of the school, whether paid or unpaid, who participates in the discussion or gives official opinion to the Board on any matter before the Board shall publicly disclose on the official record the nature and extent of any direct or indirect financial or other private interest he or she has in such matter. The term interest means a pecuniary or material benefit accruing to an officer or employee.

6. ***Investments in conflict with official duties***: A trustee, officer or employee shall not invest or hold any investment directly in any financial, business, commercial or other private transaction that creates a conflict with his or her official duties.

7. ***Private employment***: A trustee, officer or employee shall not engage in, solicit, negotiate for or promise to accept private employment when that employment or service creates a conflict with or impairs the proper discharge of his or her official duties.

8. ***Future employment:*** A trustee, officer or employee shall not, after the termination of service or employment with the Board, appear before the Board or any panel or committee of the Board, in relation to any case, proceeding, or application in which he or she personally participated during the period of his or her service or employment or that was under his or her active consideration. This shall not bar or prevent the timely filing by a present or former trustee, officer or employee of any claim, account, demand or suit against the district on his or her own behalf or on behalf of any member of his or her family arising out of any personal injury or property damage or for any lawful benefit authorized or permitted by law.

Distribution of Code of Ethics

The Executive Director shall cause a copy of this Code of Ethics to be distributed annually to every director, officer and employee of the school. Each officer and employee elected or appointed thereafter shall be furnished a copy before entering upon the duties of his or her office or employment.

Penalties

In addition to any penalty contained in any other provision of law, any person who shall knowingly and intentionally violate any of the provisions of the Board's code of ethics may be fined, suspended or removed from office or employment, as the case may be, in the manner provided by law.

g. Complaint Policy

Any parent/guardian who has a concern about a school policy, academic grade, discipline decision, or anything else, is encouraged to contact the appropriate staff member at Bridge Preparatory Charter School 2 ("Bridge Prep 2", "the school") by telephone or email using the staff contact information found in the school's student and family handbook, as well as on the school's website. Families with questions about who to contact with a specific concern, should reach out to the school leader. All staff members are committed to responding promptly to parent/guardian concerns. If an issue is not resolved promptly or satisfactorily, please contact a member of the school leadership team, who will work to resolve conflicts fairly and informally, as quickly as possible. After reviewing the complaint, the school leader will respond in writing, by telephone, or in person depending on the circumstance.

Any individual or group may bring complaints or concerns of any kind to the Executive Director at any time. After reviewing the complaint, the Executive Director will respond in writing, by telephone, or in person depending on the circumstance. If the Executive Director is unable to resolve the complaint to the individual or group's satisfaction, or if the complaint is about the Executive Director, the individual or group may bring their complaint to the Board of Trustees.

The Board of Trustees of Bridge Prep 2 ("Board") shall serve as the appeals body for any complaints that are not satisfactorily resolved and shall handle any complaint about the Executive Director. Complaints may be presented to the Board in written form, by letter or via email. The complaint may also be shared with the Board in an open meeting of the Board of Trustees. The Board shall investigate and respond to all complaints in a timely manner.

Procedure for Formal Complaints under Section 2855 of the Charter Schools Act Section 2855(4) of the New York Education Law (part of the New York State Charter Schools Act (CSA)) provides that any individual or group may bring a complaint directly to the Board of Trustees of Bridge Prep 2 alleging a violation of the CSA, the School's charter, or any other provision of law relating to the management or operation of Bridge Prep 2. All such formal complaints should be in writing and include the following:
1. the name, address, and phone number of the complainant;
2. a detailed statement of the complaint, including the specific provision of the School's charter or law that allegedly has been violated;
3. the relief sought by the complainant; and
4. the response, if any, received from the School thus far.

The Board of Trustees will respond in writing to any complaint submitted in writing no later than 30 days from receipt of the written complaint. Depending upon the circumstances, the Board's first response to a complaint may be to advise the complainant as to the timeline for further review, investigation, and resolution of the complaint, rather than an immediate resolution of the complaint.

If the complainant believes that the Board of Trustees has not adequately addressed the formal complaint, the individual or group may then present the complaint to the School's charter authorizer, the SUNY Charter Schools Institute. Please complete the SUNY complaint form (available at https://newyorkcharters.overitdev.com/contact-us/complaint-process-foil-requests/) and email it to charters@suny.edu. Alternatively, please mail the form to:
SUNY Charter Schools Institute
353 Broadway
Albany, NY 12246

If, after presentation of the complaint to the Charter Schools Institute, the complainant believes that the Charter Schools Institute has not adequately addressed the complaint, the complainant may present the complaint to the State Education Department, acting on behalf of the Board of Regents, which will investigate and respond. The process for bringing a complaint to the Board of Regents can be found here: http://www.nysed.gov/charter-schools/complaint-process.

The complaint may be submitted via email to the Board of Regents at charterschools@nysed.gov, or by writing to the Board of Regents at the following address:

New York State Education Department
Charter School Office
Room 5N EB Mezzanine
89 Washington Avenue
Albany, NY 12234
(518) 474-1762

h. Board Member Resumes

See attached.

ROSE KERR

[redacted]

SUMMARY OF QUALIFICATIONS

A consummate Education professional, with a strong record of achievement in positions ranging from the Chair of the Board of Trustees level to the classroom teaching level. Outstanding interpersonal communication, presentation, teaching, training and leadership skills. Extremely detail-oriented, with excellent research, analytical, and problem-solving capabilities. Demonstrated capacity for planning, implementing and managing multiple projects and meeting deadlines under challenging conditions.

[redacted]

[redacted]

[redacted]

HONORS, AWARDS AND PROFESSIONAL RECOGNITION

- 2011 Featured in a New York Times Educational Profile article for leadership role in education, 2011.
- 2021 JCC Education Excellence Award: Kids Front and Center
- 2021 Teaching Matters' Elizabeth Rohatyn Prize for leadership in innovative teaching practices
- 2012 New York Urban League's Mills G. Skinner Education Award for service and contributions to the Staten Island educational community
- 2011 United Federation of Teachers' Partnership Award
- 2009-10 NYC Department of Education's Principal's Award for Leadership
- 2013 Cohort of the Cahn Fellows Program for Distinguished Principals, Columbia University
- 2012 and 2013 featured speaker for world-renowned educators and authors Harry K. Wong's School Leadership Conferences, and Sean Covey of the FranklinCovey Co.

EDUCATION

BROOKLYN COLLEGE, CITY UNIVERSITY OF NY, BROOKLYN, NY

- SIXTH YEAR POST GRADUATE PROFESSIONAL CERTIFICATE DEGREE, January 1999
- MASTER OF SCIENCE IN EDUCATION, February 1996
- BACHELOR OF ARTS IN EDUCATION, 1975

REFERENCES

[redacted]

GEENA KURIAKOSE

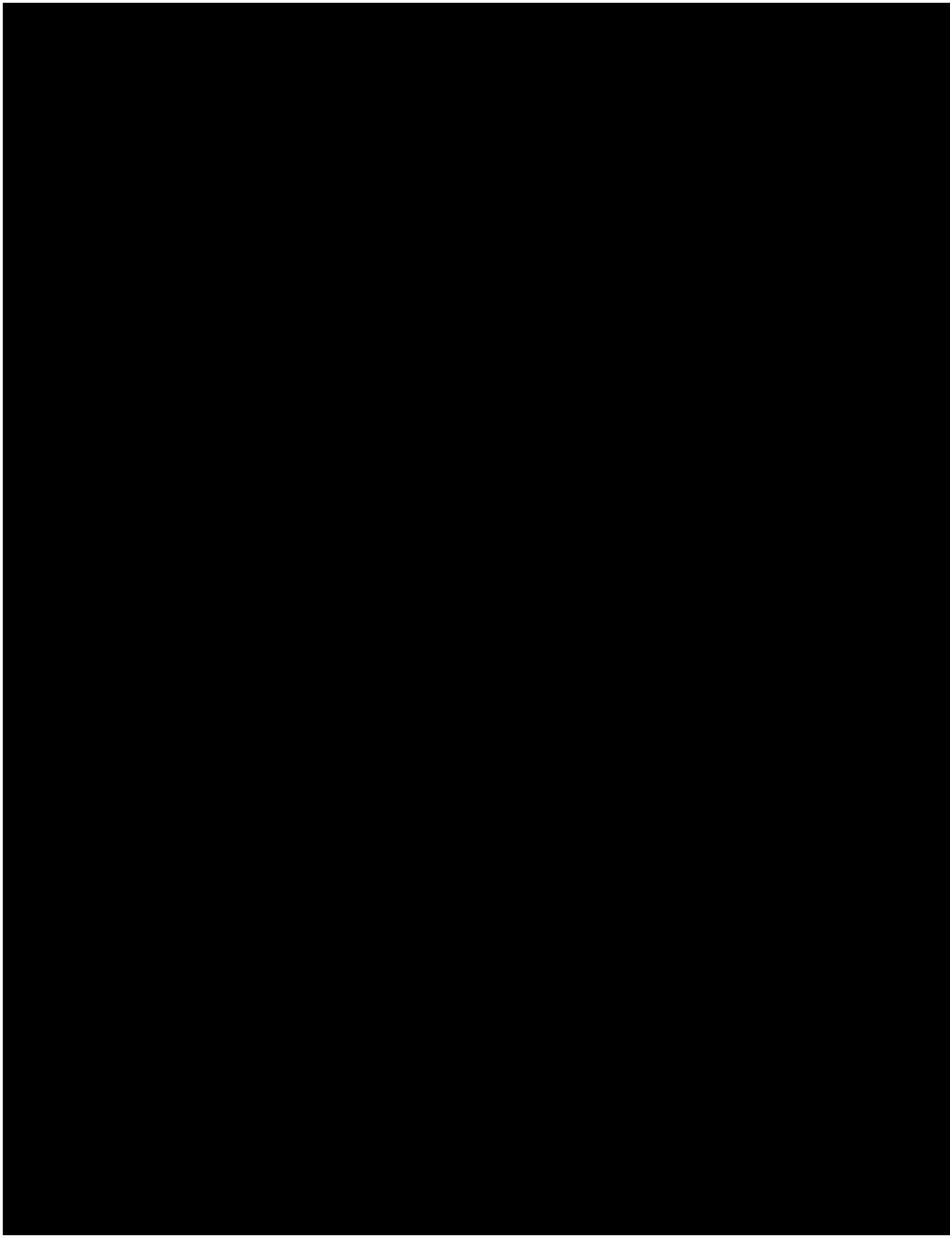
[redacted]

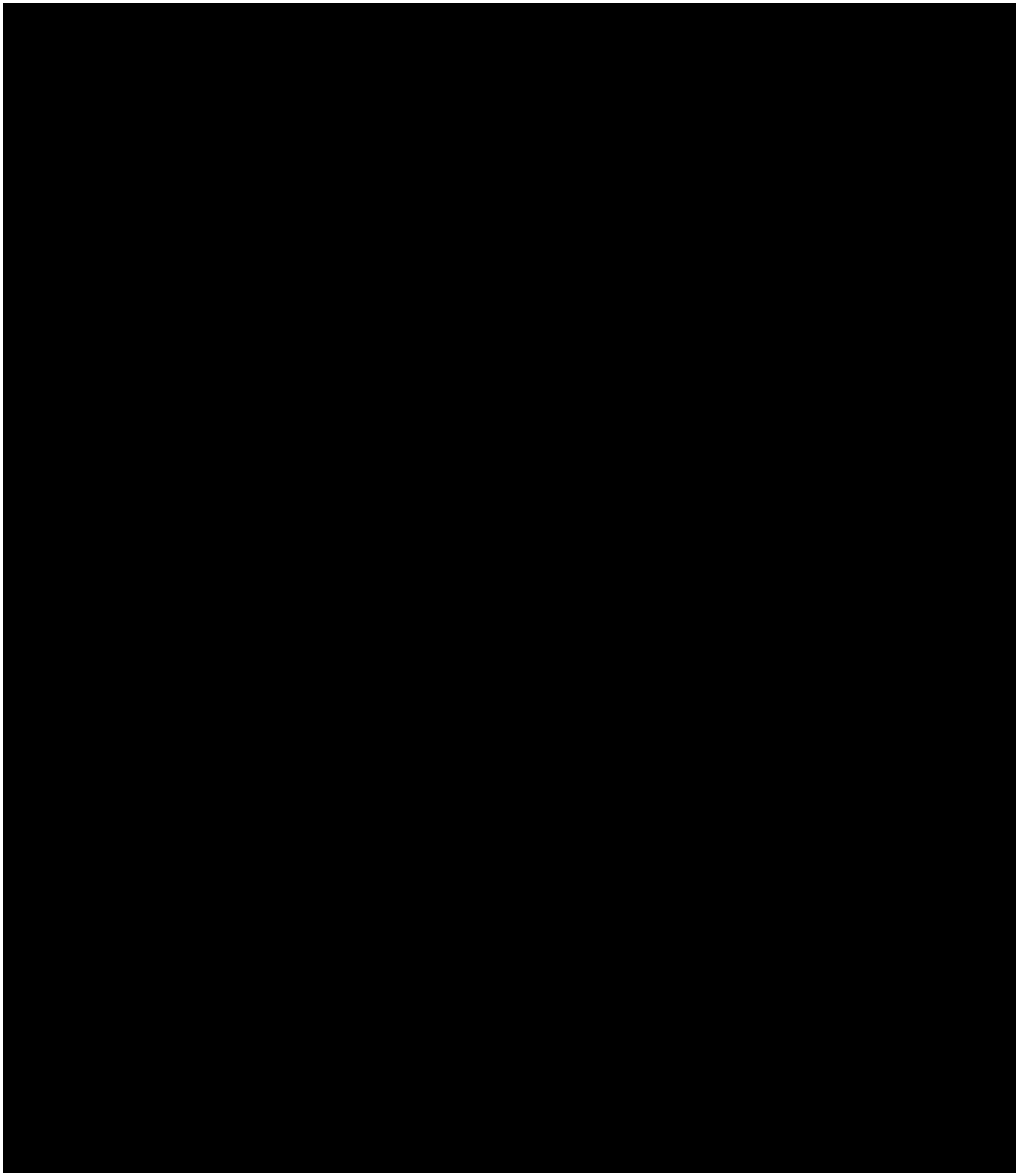
EDUCATION

Fordham University *School Psychology, Doctor of Philosophy*	May, 2010
Fordham University *Therapeutic Interventions, Master of Science*	May, 2006
Fordham University *School Psychology, Professional Diploma*	May, 2006
New York University *Psychology, Bachelor of Arts*	May, 2000

PROFESSIONAL EXPERIENCE

[redacted]





PUBLICATIONS:

Ponterotto, J.G., Kuriakose, G., & Granovsky, Y. "Qualitative Methods in Counseling and Psychotherapy Research." In W. Stainton-Rogers & C. Willig (eds.) *The Sage Handbook of Qualitative Research in*

Psychology. UK: Sage Publications Ltd., 2007.

Kuriakose, G. & Ruckdeschel, D. "Effective Communication." In B. Lesen, E. Basile, C. Gribben, J. Scala, & L. Wong (eds.) *Student Development.* New York: Kendall Hunt Publishing, 2005.

Way, N., Gingold, R., Rotenberg, M., & Kuriakose, G. (2005). Close Friendships Among Urban, Ethnic-Minority Adolescents. *New Directions for Child and Adolescent Development, 107, 61-78.*

ADDITIONAL TRAININGS:

Autism Diagnostic Observation Schedule – 2 (ADOS 2)

Preventing Academic Failure (PAF) – A Multi-sensory Orton Gillingham based reading program

PAPERS PRESENTED:

Lesen, B., Kuriakose, G. & Ruckdeschel, D. (2004, December). *An Evaluation of Early Registration Efforts for Readmitted Students.* Paper presented at the annual meeting of the Middle States Association of Collegiate Registrars and Officers of Admission, Atlantic City, NJ.

Lesen, B., Saladuchin, S. & Kuriakose, G. (2004, May). *Retention: Strategies for Understanding and Enhancing Student Success,* Paper presented at the City University of New York Student Development and Enrollment Management Conference, Brooklyn, NY.

Kuriakose, Marron, E., Hipol, C., Santo, L., & Pandey, P. (2004, April). *The Influence of Peer Discrimination and School Connections on Self-Esteem Among Low-Income, Ethnic Minority Adolescents,* Poster session presented at the biennial meeting of the Society for Research on Adolescents, Baltimore, MD.

Marron, E., Kuriakose, G., & Way, N. (2003, April). *The Influence of Emotional Autonomy on the Psychological Adjustment of Urban, Ethnic Minority, Low-Income Adolescents*, Poster session presented at the biennial meeting of the Society for Research in Child Development, Tampa, FL.

Kuriakose, G., Washburn, M., & Constantine, K. (2002, April). *Effects of Perceived School Climate on Perceptions of Friendship Quality Among Ethnically Diverse Adolescents*, Poster session presented at the biennial meeting of the Society for Research on Adolescents, New Orleans, LA.

Way, N., Gingold, R., Rotenberg, M., & Kuriakose, G. (2001, April). *Friendship Patterns among Asian American, African American, and Latino adolescents,* Poster session presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, MN.

Maria T. Casale *MS, SBL-SDL, CM/NBPTS, CM/IDA, CM/AGOPE, CM/IDA*

[redacted] [redacted] [redacted]

CERTIFICATION

Certification **National Board for Professional Teaching Standards (Birth-6)**
Certification **Orton-Gillingham (AOGPE)**
Certification **International Dyslexia Association (IDA)**
Certification **Lindamood-Bell** Visualizing & Verbalizing, Seeing Stars, and LIPS
New York State Permanent Certification in **Common Branches (PreK-6)**
New York State Permanent Certification **Reading Specialist (K-12)**
New York State Provisional Certification **Children with Special Needs (PreK-6)**
New York City Certification **Principal of Elementary, Intermediate & High Schools (SBL-SDL)**

EDUCATION

Liberty University, Lynchburg, Virgina
Ph. D. in Special Education
Expected Date of Graduation: June 2024

Teachers College, Columbia University, New York
Studies in Curriculum and Leadership Instruction
Coursework Completed 2000-2008

The College of Staten Island, New York
Professional Certificate in Administration and Supervision
Program Completion: January 1, 2002 with Valedictorian Honors

National Board for Professional Teaching Standards
UFT, Teacher Center, New York
Professional Development Program
Date of Certification: November 2002

St. John's University, Jamaica, New York
Master of Science in Education: Reading Specialist
Date of Graduation: September 1997

St. John's University, Jamaica, New York
Bachelor of Science in Elementary Education, Minors in English & Special Education
Date of Graduation: May 1996

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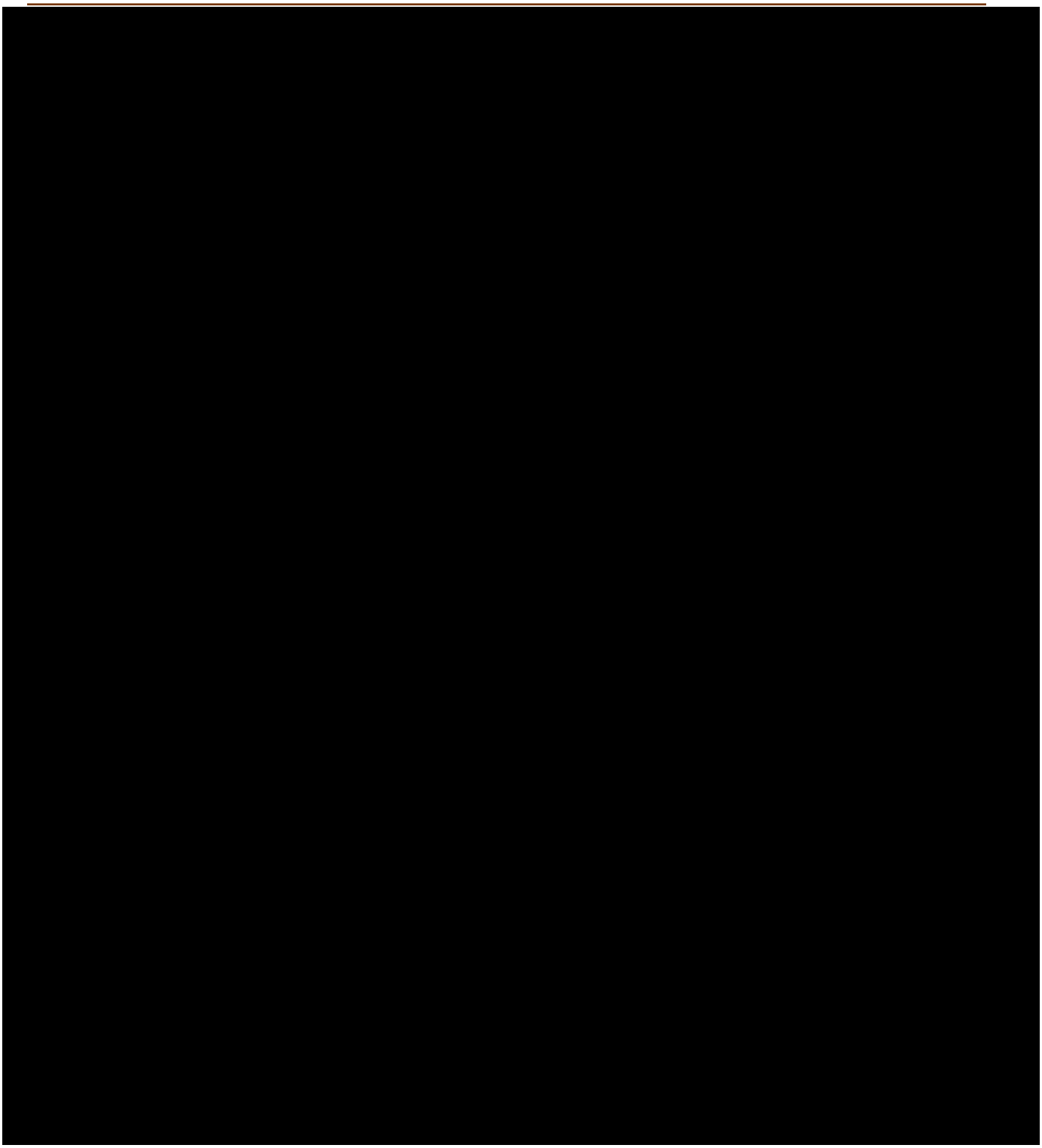


PHILANTHROPIC ASSOCIATIONS

Founding Board Member / Board of Trustees Member / Executive Committee Member
BRIDGE PREPARATORY CHARTER SCHOOL
New York State's First and Only Public School Specifically Designed to Meet the Needs of Students with Dyslexia and Other Language-Based Learning Difficulties
October 2018 - Present

Board of Trustees Member
CHILDREN OF THE CITY - ***Changing the Culture of Poverty through Education & Outreach***
November 2019 - Present

Board of Trustees Member / Educational Programs Specialist
VETERINARIANS INTERNATIONAL - ***Enhancing the Health and Welfare of Animals throughout the World***
May 2019 - Present

MARK HARMON-VAUGHT

[redacted]

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION Cambridge, MA
Ed.M., Education Leadership; *GPA 4.0* May 2024

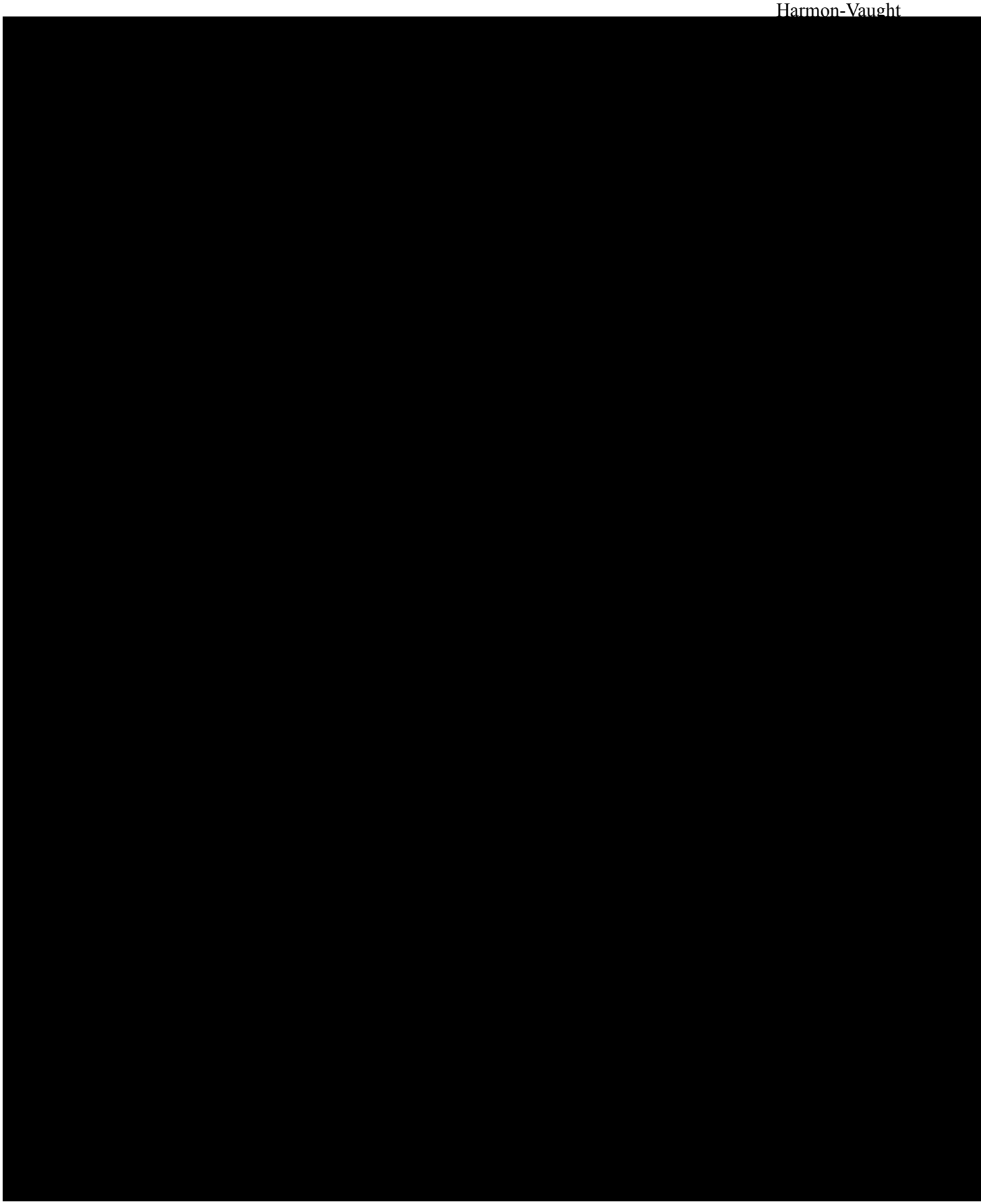
- *Relevant coursework* – Higher Education Leadership & Governance, Transformative Models in Postsecondary Education, Nonprofit Strategic Finance, Educational Equity & Opportunity

FRANKLIN & MARSHALL COLLEGE Lancaster, PA
B.A., Government and Hispanic Cultures; *Cum laude* May 2015

- Awarded full-tuition Rouse Scholarship given to two sophomores for leadership. Elected SGA president.
- *Capstone research* – Title IX Requirements for Sexual Misconduct Adjudication

EXPERIENCE

[redacted]



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SELECTED SERVICE

BRIDGE PREPARATORY CHARTER SCHOOL Staten Island, NY
Vice Chair, Board of Trustees Jul 2021 - present

Elected (Jul 2021) then elevated to Vice Chair (Aug 2022) of New York State's first public school designed to meet the needs of students with dyslexia.

THE ASPEN INSTITUTE Washington, D.C.
Transforming Campus Conflict Working Group – *Member* Jul 2023 - Mar 2024

STATEN ISLAND ECONOMIC DEVELOPMENT CORPORATION Staten Island, NY
Board of Directors – *Member* Jan 2022 - Feb 2023

ANCHOR INSTITUTIONS TASK FORCE New York, NY
Higher Education Subcommittee – *Member* Jan 2021 - present

HISPANIC SCHOLARSHIP FUND Washington, D.C.
The Gates Scholarship – *Application Reader and Interviewer* Jan 2018 - present

- Read 30-40 applications and interview 4-6 finalists per year for full-tuition Gates Scholarship.

AFFILIATIONS

Association of Governing Boards (AGB); Coalition of Urban & Metropolitan Univ. (CUMU); American Council on Education (ACE); National Association for Presidential Assistants in Higher Education (NAPAHE); Council for the Advancement and Support of Education (CASE); Academic Impressions

SKILLS

Project management; Board governance; Strategic planning; Crisis response; Speechwriting & executive communications; Staff development; Change management; Data analysis & storytelling

Training – AGB Board Professional Certificate; FEMA IS-363 Intro to Emergency Management for Higher Ed; 36-hour restorative practices intensive

Technical Skills – Expert presentation design (PowerPoint, Slides); Advanced CRM (RaisersEdge NXT); Expert in spreadsheets (Excel, Sheets); Advanced data visualization (Data Studio, Tableau)

Language Skills – Spanish (fully proficient); American Sign Language (intermediate skill)

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   BRIDGE PREPARATORY CHARTER SCHOOL II

2. Full name: MARK T HARMON-VAUGHT

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   BRIDGE PREPARATORY CHARTER SCHOOL

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

I serve with prospective members of the board on the board of Bridge Preparatory Charter School.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☑ Yes.

Details:

As a board member for Bridge Prep Charter School, I have a professional (board to staff) relationship with prospective employees of Bridge Preparatory Charter School II who are current employee of Bridge Prep Charter School.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

After conferring with the board's bylaws and conflict of interest policy as well as any relevant state laws and regulations. I would promptly notify the appropriate board leaders, including the chair and the leader of any relevant committee on governance. If no or insufficient action were taken by those leaders, I would make appropriate disclosures to the authorizer or other body as permitted under the law.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, MARK T HARMON-VAUGHT, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Preparatory Charter School II is true and correct in every respect.

[redacted]

02/06/2024

Date

MARK HARMON-VAUGHT

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION Cambridge, MA
Ed.M., Education Leadership; *GPA 4.0* May 2024

- *Relevant coursework* – Higher Education Leadership & Governance, Transformative Models in Postsecondary Education, Nonprofit Strategic Finance, Educational Equity & Opportunity

FRANKLIN & MARSHALL COLLEGE Lancaster, PA
B.A., Government and Hispanic Cultures; *Cum laude* May 2015

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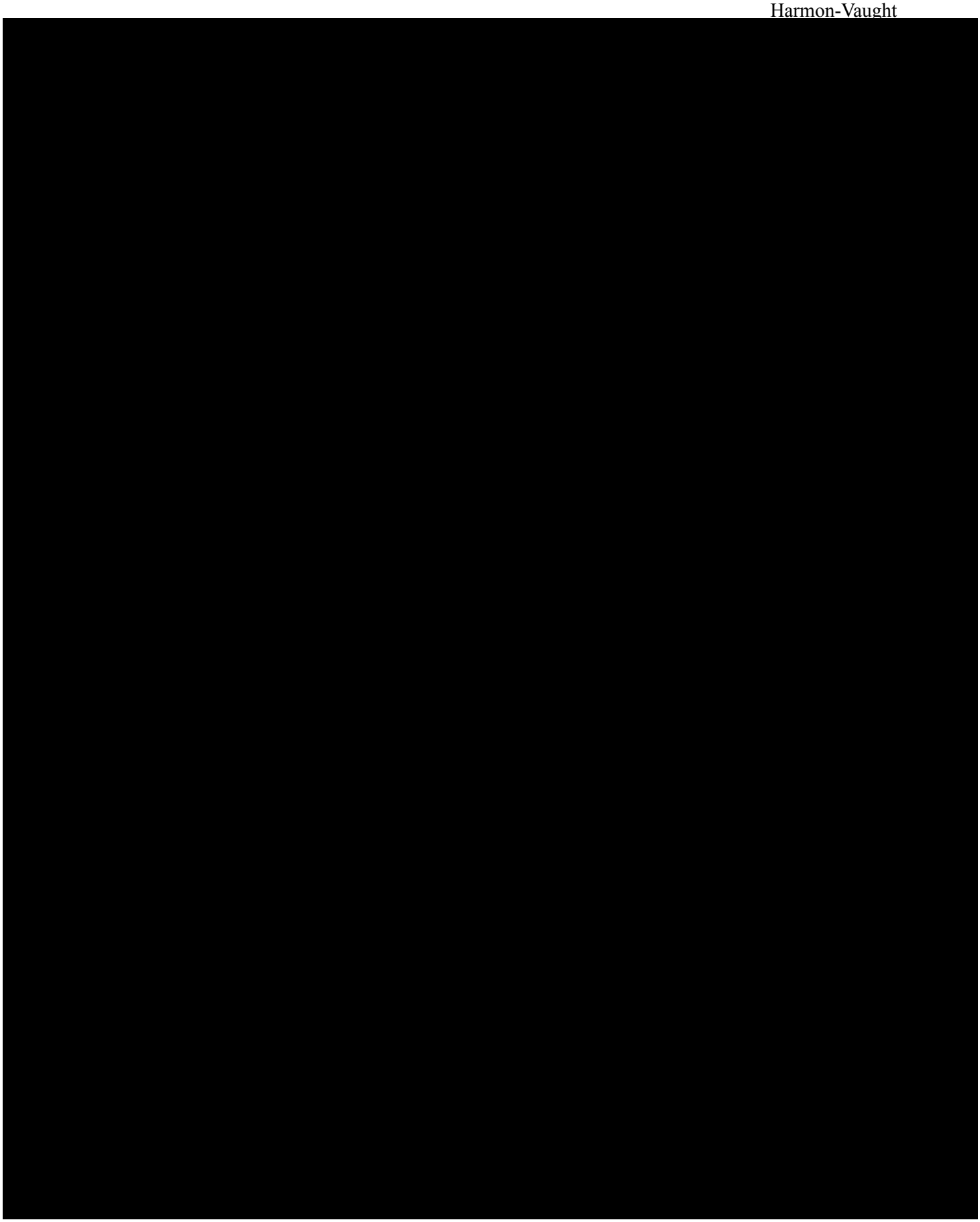
- *Capstone research* – Title IX Requirements for Sexual Misconduct Adjudication

EXPERIENCE



[redacted]

SELECTED SERVICE

BRIDGE PREPARATORY CHARTER SCHOOL Staten Island, NY
Vice Chair, Board of Trustees Jul 2021 - present

Elected (Jul 2021) then elevated to Vice Chair (Aug 2022) of New York State's first public school designed to meet the needs of students with dyslexia.

THE ASPEN INSTITUTE Washington, D.C.
Transforming Campus Conflict Working Group – *Member* Jul 2023 - Mar 2024

STATEN ISLAND ECONOMIC DEVELOPMENT CORPORATION Staten Island, NY
Board of Directors – *Member* Jan 2022 - Feb 2023

ANCHOR INSTITUTIONS TASK FORCE New York, NY
Higher Education Subcommittee – *Member* Jan 2021 - present

HISPANIC SCHOLARSHIP FUND Washington, D.C.
The Gates Scholarship – *Application Reader and Interviewer* Jan 2018 - present

- Read 30-40 applications and interview 4-6 finalists per year for full-tuition Gates Scholarship.

AFFILIATIONS

Association of Governing Boards (AGB); Coalition of Urban & Metropolitan Univ. (CUMU); American Council on Education (ACE); National Association for Presidential Assistants in Higher Education (NAPAHE); Council for the Advancement and Support of Education (CASE); Academic Impressions

SKILLS

Project management; Board governance; Strategic planning; Crisis response; Speechwriting & executive communications; Staff development; Change management; Data analysis & storytelling

Training – AGB Board Professional Certificate; FEMA IS-363 Intro to Emergency Management for Higher Ed; 36-hour restorative practices intensive

Technical Skills – Expert presentation design (PowerPoint, Slides); Advanced CRM (RaisersEdge NXT); Expert in spreadsheets (Excel, Sheets); Advanced data visualization (Data Studio, Tableau)

Language Skills – Spanish (fully proficient); American Sign Language (intermediate skill)

Amanda Wolkowitz

[redacted]

Experience

[redacted]

Education

September 2004 - April 2010

College of Staten Island – *BS in Accounting for CPA*

LAUREL A. WEDINGER-GYIMESI, ESQ.

[redacted]

PROFESSIONAL EXPERIENCE

[redacted]

COURT AND BAR ADMISSIONS

- Supreme Court of the United States
- Second and Third Circuit Courts of Appeal
- State Bars of New York and New Jersey
- New Jersey Supreme Court
- Southern, Eastern and Northern District Courts of New York

EDUCATION

- J.D., Syracuse University School of Law
- Certification, International Law, Syracuse University Maxwell School

PERSONAL

- Former member of Community Education Council for District 31, City of New York
- Member of Founding Team and Chair of the Board of Trustees, Bridge Preparatory Charter School, Staten Island, New York

TRACI B. FREY

[redacted]

EDUCATION:

A.B.	Hamilton College, 1988 Major: Government. Received honors in department Minor: Physics
M.S.Ed.	College of Staten Island, 2001 Secondary Science Education
Cert. In Admin & Sup.	College of St. Rose/CITE, 2006
SDL Certification	College of Staten Island, January 2018

PEDAGOGICAL EXPERIENCE:

[redacted]

NON-TEACHING EXPERIENCE:

Board Member, Staten Island JCC July 2022 - present

Board Member, Bridge Preparatory Charter School April 2023 - present

Staten Island Botanical Garden January 1996 - August 1996
Development Director

Staten Island Symphony September 1995 - January 1996
Administrative Manager

Snug Harbor Cultural Center July 1995 - December 1995
Development Consultant

Dance Heritage Coalition October 1994 - July 1995
Development Consultant

The New York Public Library

- Associate Manager, Government Grants & Legislation July 1991 - January 1995
  Office of Governmental Affairs & Programs
- Assistant to the Manager April 1990 - July 1991
  Office of Governmental Affairs & Programs

Office of the Mayor, City of New York

- Coordinator of Research and Communications January 1990 - April 1990
  Mayor's Office of Correspondence Services
- Assistant to the Chief of Staff February 1989 - December 1989
  Office of the Mayor's Chief of Staff
- Supervisor, Writing Unit July 1988 - February 1989
  Mayor's Office of Correspondence Services

i. Board Members Request for Information Forms

See attached.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.
   Bridge Prep Charter School 2
2. Full name: Rose Kerr [redacted]
   Home Address: [redacted]
   Business Name and Address:
   Home telephone No.: [redacted]
   Work telephone No:.
   E-mail address:
3. A brief educational and employment history (or you may attach a resume):
   ☐ Resume attached.
   Sent under separate cover

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):
   Bridge Prep Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☑ I / we do not know any such trustees. ☐ Yes.

Details:

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☑ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

Refer to board chair

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Rose Kerr, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Prep Charter 2 is true and correct in every respect.

[redacted]

2/6/24
Date

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building

353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July 2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more

members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

        - By-laws, which may:

            - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
            - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
            - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
            - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's

        term. When new seats are created, the board, or other

methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

v

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee. Bridge Prep Charter School 2

2. Full name: Amanda Wolkowitz

Home Address: [redacted]

Business Name and Address: N/A

Home telephone No.: [redacted]

Work telephone No:. N/A

E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume): Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. Does not apply to me. Yes.

Name(s) of School/Not-for-Profit Corporation(s): Bridge Prep Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

Does not apply to me

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

Does not apply to me

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

I / we do not know any such employees.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

I / we do not know any such persons.

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

    Not applicable because the education corporation does not contact with a management company or charter management organization.

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

    N/A.

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

    I / we or my family do not anticipate conducting any such business.

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

Yes.

Details: I am a parent of 3 public school students. My children attend Marsh Ave Expeditionary Learning School, Bridge Prep Charter School 1 and P373@PS84. I am currently a member of the Board of Trustees for Bridge Prep Charter School 1.

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

N/A

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

If I believed that one or more member of the education corporation's board were involved in self-dealing, I would go to the executive board and let them know. I would consult witht he chair of the board as to what the next step would be and how to handle the situation.

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Amanda Wolkowitz, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Prep Charter School 2 is true and correct in every respect.

[redacted]

1/27/2024

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

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Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Bridge Prep 2

2. Full name: Geena Kuriakose, Ph.D.

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Bridge Prep Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:
Currently serve on another board together.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

The remainder fo the board will need to be informed and a decision made as a whole about how to handle tht situation.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Geena Kuriakose, Ph.D., certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Prep 2 is true and correct in every respect.

[redacted]

1/24/24

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Bridge Prep 2

2. Full name: Geena Kuriakose, Ph.D.

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Bridge Prep Charter School

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

Currently serve on another board together.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☐ Yes.

Details:

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☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

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☐ N/A.

☑ I / we have no such interest.

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The remainder fo the board will need to be informed and a decision made as a whole about how to handle tht situation.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Geena Kuriakose, Ph.D., certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Prep 2 is true and correct in every respect.

_____ 1/24/24

Signature Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

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- Section 2.3, *Selection of New Education Corporation Board Members*.

> 2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

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education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

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        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
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trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
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Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Bridge Prep 2

2. Full name: Geena Kuriakose, Ph.D.

   Home Address: [redacted]

   Business Name and Address:

   Home telephone No. [redacted]

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   E-mail address: [redacted]

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   Details:

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   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

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Details:

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Details:

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

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Details:

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☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

The remainder fo the board will need to be informed and a decision made as a whole about how to handle tht situation.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Geena Kuriakose, Ph.D., certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Prep 2 is true and correct in every respect.

[redacted]

1/24/24

Date

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   Bridge Prep Charter School 2

2. Full name: Laurel Wedinger-Gyimesi

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. n/a

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   Bridge Prep Charter School, Staten Island, NY; CEC District 31

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

☑ Does not apply to me. ☐ Yes.

Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

☑ Does not apply to me. ☐ Yes.

Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☐ Yes.

Details:
I know other prospective candidates of the Board of Trustees through previous service as a trustee of Bridge Prep Charter School

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☑ I / we do not know any such employees. ☑ Yes.

Details:
I know the prospective Head of School through my service as a trustee on the Board of Bridge Prep Charter School

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☑ Not applicable because the education corporation does not contact with a management company or charter management organization.

☐ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☑ N/A.

☐ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ N/A.

☐ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family.

■ Yes.

Details:
Bridge Prep Charter School has a partnerhsip commitment with the proposed education corporation

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

The matter would be brought to the attention of the Executive Committee of the Board to handle in accordance with the bylaws. The Board's Counsel would also be consulted.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, Laurel Wedinger-Gyimesi, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Prep Charter School 2 is true and correct in every respect.

[redacted]

2/2/24

Date

SUNY Charter Schools Institute
The State University of New York

Request for Information
Prospective Not-For-Profit Charter School Education Corporation Trustees

Guidance and Form

For Charter Schools Authorized by the
State University of New York Board of Trustees

Updated: February 2021

SUNY Charter Schools Institute
H. Carl McCall SUNY Building
353 Broadway
Albany, NY 12246
(518) 445-4250 (phone)
www.newyorkcharters.org

INTRODUCTION

Serving on a public charter school education corporation board is a position of great trust and responsibility. The law charges trustees with overseeing the education of all students enrolled in each school the not-for-profit education corporation has the authority to operate, the expenditure of public and private monies directed to the school(s), and, if applicable, the oversight of any charter/education management organization ("CMO/EMO").

The State University of New York Board of Trustees (the "SUNY Trustees") requires all new education corporation board members be approved by the SUNY Charter Schools Institute (the "Institute") pursuant to the terms of the education corporation's Charter Agreement. The Institute uses this Request for Information ("RFI") form as part of that process. Once the board elects a proposed trustee, the Institute requests the prospective trustee to complete the following form by providing answers to each of the items, and signing the certification.

Only in very rare cases does the Institute reject properly approved prospective trustees who have provided all information requested on this form. These cases are generally limited to prospective members who would have severe conflicts of interest in fulfilling their fiduciary or other duties as an education corporation trustee, who are proposed to be seated in violation of the education corporation's charter or by-laws, or whose criminal history would disqualify them. Questions related to conflict of interest may be addressed to the education corporation's counsel or counsel at the Institute.

Pursuant to New York's Freedom of Information Law ("FOIL"), any personal information listed on or attached to this form (including the Charter School Trustee Contact Information form) that would constitute an unwarranted invasion of personal privacy will not be disclosed (home address, email, telephone number, etc.).

1. REQUEST FOR INFORMATION

A. Applicable Charter Agreement Provisions

The following image shows the applicable provision from the Model Charter Agreement (available at http://www.newyorkcharters.org/wp-content/uploads/Model-Charter-July-2017.pdf), which is the same or very similar to that of each education corporation's Charter Agreement:

- Section 2.3, *Selection of New Education Corporation Board Members*.

2.3 Selection of New Education Corporation Board Members. All Corporate Trustees shall possess appropriate qualifications for membership on the Education Corporation Board, as such qualifications are set forth in the Terms of Operation, and shall be seated pursuant to the following procedures. Prior to the appointment or final election of any new Corporate Trustee, the Education Corporation Board must submit to the Trustees (pursuant to a duly approved resolution of the Education Corporation Board) the name of the proposed Corporate Trustee and such individual must timely provide to the Trustees, in writing and/or in person, such background information as the Trustees shall require (the "**School Trustee Background Information**"). Within forty-five (45) days of receiving the name of the proposed Corporate Trustee and the School Trustee Background Information, the Trustees shall in writing reject or approve such individual. In the event that the Trustees do not provide in writing an approval or rejection within the forty-five (45) day time period, the proposed Corporate Trustee may be seated so long as such action would be consistent with the By-laws and any other applicable Terms of Operation. A failure by the Education Corporation or the proposed Corporate Trustee to timely provide the School Trustee Background Information to the Trustees shall be grounds for his or her rejection.

B. Applicable Laws and Regulations

None.

C. Discussion

In order to legally seat a person on a charter school board, the following procedures should generally be followed as well as any specific provisions contained in education corporation's by-laws:

- When a board seat becomes vacant or is created, the board (by committee or otherwise) should seek nominations for a person to fill the vacant seat with appropriate qualifications per the Charter Agreement *and* by-laws requirements.

- The board secretary or other administrator should review the by-laws to determine the proper number of trustees that may be seated on the board, and that the number is within the proper range (e.g., 7-11). If the board has more members than the upper end of the range, a request to amend the by-laws must be made to the Institute or the

education corporation may not fill the seat. In cases where the board is expanding the number of trustees (as opposed to filling a vacancy) the board must do so prior to the election of the proposed trustee (even if being voted at the same meeting) and clearly reflect same in the minutes.

- Note: the legal limits on board size are 5 minimum and 25 maximum, although best practice has shown boards of 11 or under to be effective.

- The board secretary or other administrator should review the following to determine the proper qualification of the prospective board member:

    - Charter Agreement section entitled "Governance; Education Corporation Board; By-laws" (Section 2.2 in recent charters) for the following:

        - compliance with the 40% rule (no more than 40% of the school board may be affiliated with any single entity unless the school has received a waiver from the SUNY Trustees); and,

        - compliance with provisions prohibiting or restricting board membership for persons associated with a CMO/EMO.

    - Charter Agreement Exhibit A, "Additional Assurances and Terms," if any, which may contain restrictions on board membership or a waiver thereof;

    - Charter Agreement Exhibit A, "Terms of Operation;" any sections dealing with governance;

    - By-laws, which may:

        - state what type or "class" of trustee must be elected, e.g., parent, teacher representative, community member;
        - state any conditions that must be met prior to the election or nomination of a proposed trustee (vote of the parent/teacher organization; vote of partner organization, etc.);
        - direct how the trustee will be elected or appointed (super-majority vote, vote of corporate member, etc.); and/or,
        - state how long the term of a trustee will be. When vacant seats are filled, the new trustee serves for the remainder of the prior trustee's term. When new seats are created, the board, or other methodology in the by-laws, may dictate the length of the term, which may be staggered with other terms. It is good practice for the secretary to keep a multi-year elections calendar to track each trustee's term.

The education corporation board or corporate member elects or appoints the *prospective* trustee at a duly convened meeting of the applicable board with a quorum and following any by-laws restrictions on elections. The Institute will approve or reject such proposed

trustee in writing within 45 days of submission of *all* of the required documentation:

- complete *Request for Information, Prospective Charter School Education Corporation Trustee* ("RFI form");
- resume or brief biographical information;
- updated list of board of trustees; and,
- evidence of proper election (e.g., signed resolution or meeting minutes reflecting vote).

If the Institute takes no action within the 45 day period, the person may be seated as a school trustee.

D. *Responsible Tasks*

- Submit a copy of the signed resolution electing the prospective trustee or the meeting minutes showing such election.
- Submit the original *RFI form.* After each prospective trustee reviews the by-laws, code of ethics and any conflict of interest policies of the education corporation, the board secretary or administrator should have each prospective trustee complete a RFI form, which the education corporation or proposed trustee must submit to the Institute together with a resume or brief biographical information.
- Submit an updated board list to the Institute reflecting the proposed trustee's election.
- After approval by the Institute, the board secretary or other administrator should inform the new trustee, and all trustees, of his or her official seating on the board. The trustee may now be counted for purposes of quorum and vote.
- As a reminder, the education corporation must notify the SUNY Trustees within five (5) business days of any of the following education corporation trustee actions: removal; resignation; expiration of term without re-election; or, otherwise leaving the board.

Request for Information
Prospective Charter School Education Corporation Trustee
Form

Background

1. Name of charter school education corporation for which you intend to serve as a trustee.

   BRIDGE PREPARATORY CHARTER SCHOOL II

2. Full name: MARK T HARMON-VAUGHT

   Home Address: [redacted]

   Business Name and Address: [redacted]

   Home telephone No.: [redacted]

   Work telephone No:. [redacted]

   E-mail address: [redacted]

3. A brief educational and employment history (or you may attach a resume):
   ☑ Resume attached.

4. Please affirm that you will be at least 18 years old by the date of appointment to the education corporation's board. ☑ I affirm.

5. Please indicate whether you currently or have previously served on a board of a school district, another charter school education corporation, a non-public school or any not-for-profit corporation. ☐ Does not apply to me. ☑ Yes.

   Name(s) of School/Not-for-Profit Corporation(s):

   BRIDGE PREPARATORY CHARTER SCHOOL

6. Please indicate if you have ever been convicted of a misdemeanor related to honesty or trustworthiness, or a felony. If the answer to this question is yes, please provide details of the offense, the date, disposition, etc.

   ☑ Does not apply to me. ☐ Yes.

   Details:

7. Please indicate if you have ever entered into a settlement agreement, consent decree, adjournment in contemplation of dismissal, assurance of discontinuance or other, similar agreement with the Securities Exchange Commission, Internal Revenue Service, the U.S. attorney general or the attorney general of any state, a U.S. or district attorney or any other law enforcement or regulatory body concerning the discharge of your duties as a board member of a for-profit or not-for profit entity or as an executive of such entity. If the answer to this question is yes, please provide details of the agreement.

   ☑ Does not apply to me. ☐ Yes.

   Details:

Conflicts

8. Please indicate whether you or your spouse knows any of the other charter school education corporation trustees, or prospective or former trustees. If so, please indicate the precise nature of your relationship.

☐ I / we do not know any such trustees. ☑ Yes.

Details:

I serve with prospective members of the board on the board of Bridge Preparatory Charter School.

9. Please indicate whether you or your spouse knows any person who is, or has been in the last two years, an employee of the education corporation. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☑ Yes.

Details:

As a board member for Bridge Prep Charter School, I have a professional (board to staff) relationship with prospective employees of Bridge Preparatory Charter School II who are current employee of Bridge Prep Charter School.

10. Please indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the education corporation or any of the schools it has the authority to operate (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the education corporation.

☑ I / we do not know any such persons. ☐ Yes.

Details:

11. Please indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the education corporation or any school it has the authority to operate. If so, please indicate the precise nature of the business that is being or will be conducted.

☑ I / we do not anticipate conducting any such business. ☐ Yes.

Details:

12. If the education corporation or any of the schools it has the authority to operate contracts with an educational service provider (a management company, whether for-profit or not-for-profit), please indicate whether you or your spouse know any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

☐ Not applicable because the education corporation does not contact with a management company or charter management organization.

☑ I / we do not know any such persons.

☐ Yes.

Details:

13. If the education corporation contracts with an educational service provider including a charter management organization, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, financial, contractual or management interest in the provider. For any interest indicated, please provide a detailed description.

☐ N/A.

☑ I / we have no such interest.

☐ Yes.

Details:

14. If the education corporation or any of the schools it has the authority to operate is partnered with an educational service provider including a charter management organization, please indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, please indicate the precise nature of the business that is being or will be conducted.

☐ N/A.

☑ I / we or my family do not anticipate conducting any such business.

☐ Yes.

Details:

15. Please indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization which filed an application in conjunction with the education corporation, i.e., is partnered with the education corporation. (For the identity of all such organizations, please consult with the chair of the board.) To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family.

☐ Yes.

Details:

16. Please indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you be approved for service on the education corporation board. Please note that being a parent of a school student, serving on another charter school's board or being employed by the school are conflicts that should be disclosed, but do not make you automatically ineligible to serve as a trustee.

☑ None.

☐ Yes.

Details:

17. Please indicate any individual, business, corporation, union association, firm, partnership, committee, proprietorship, franchise holding company, joint stock company, trust, non-profit organization, or other organization or group of people doing business with the education corporation, and in which such entity you and/or your immediate family members have a financial interest or other relationship.

☑ None.

☐ Yes.

Details:

18. Please indicate how you would handle a situation in which you believe one or more members of the education corporation's board are involved in self-dealing (working for their own benefit, or the benefit of their friends and family). Please note that simply confronting the involved trustee is not usually a sufficient answer.

After conferring with the board's bylaws and conflict of interest policy as well as any relevant state laws and regulations. I would promptly notify the appropriate board leaders, including the chair and the leader of any relevant committee on governance. If no or insufficient action were taken by those leaders, I would make appropriate disclosures to the authorizer or other body as permitted under the law.

Other

19. Please affirm that you have read the education corporation's by-laws and conflict-of-interest policies (Code of Ethics). ☑ I affirm.

20. Please provide any other information that you feel pertinent to the SUNY Charter Schools Institute's review.

Certification

I, MARK T HARMON-VAUGHT, certify to the best of my knowledge and ability that the information I am providing to the State University of New York/Charter Schools Institute in regards to my application to serve as a member of the board of trustees of Bridge Preparatory Charter School II is true and correct in every respect.

[redacted]

02/06/2024

Date

MARK HARMON-VAUGHT

EDUCATION

HARVARD GRADUATE SCHOOL OF EDUCATION Cambridge, MA
Ed.M., Education Leadership; *GPA 4.0* May 2024

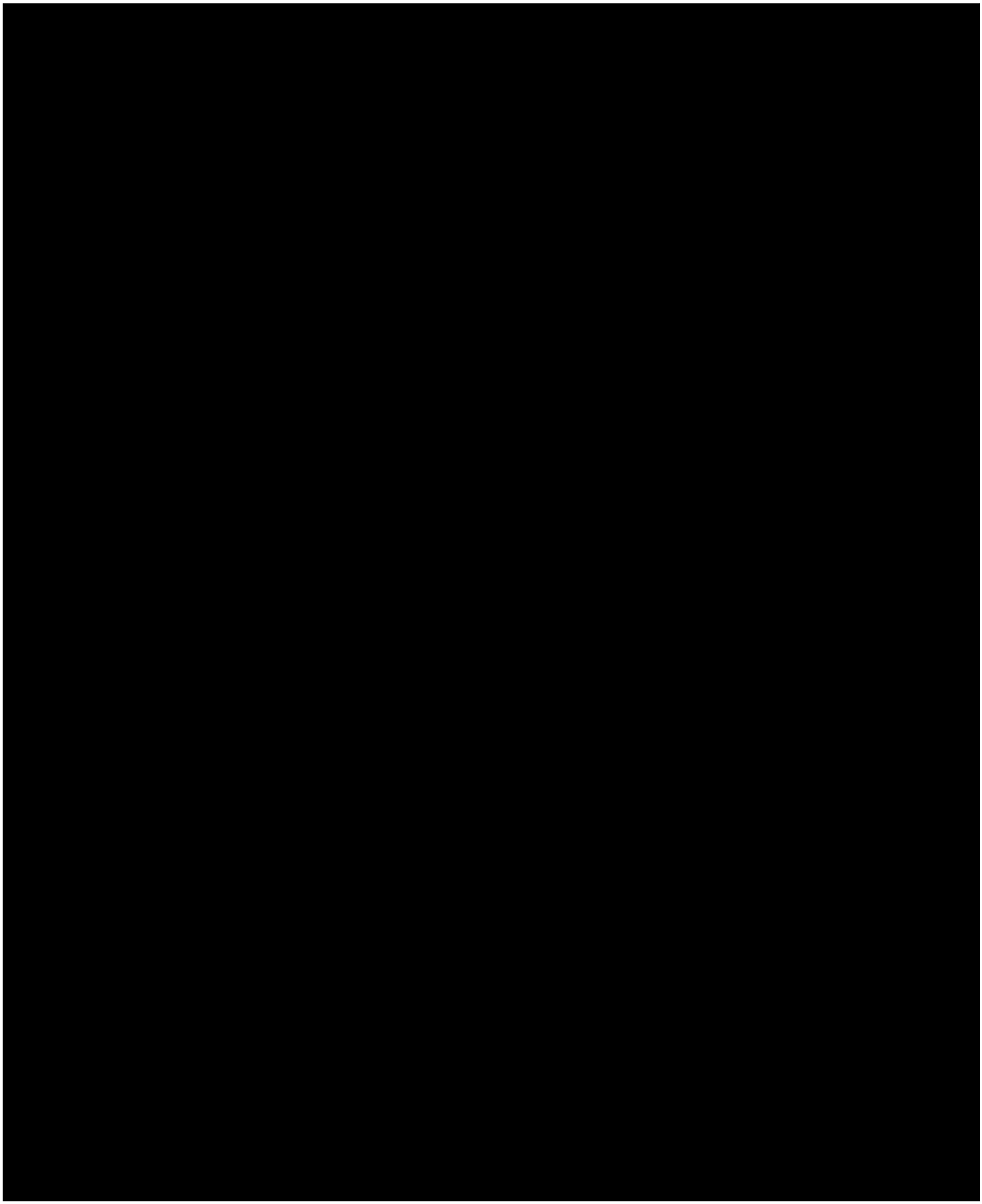
- *Relevant coursework* – Higher Education Leadership & Governance, Transformative Models in Postsecondary Education, Nonprofit Strategic Finance, Educational Equity & Opportunity

FRANKLIN & MARSHALL COLLEGE Lancaster, PA
B.A., Government and Hispanic Cultures; *Cum laude* May 2015

- Awarded full-tuition Rouse Scholarship given to two sophomores for leadership. Elected SGA president.
- *Capstone research* – Title IX Requirements for Sexual Misconduct Adjudication

EXPERIENCE

[redacted]



[redacted]

SELECTED SERVICE

BRIDGE PREPARATORY CHARTER SCHOOL Staten Island, NY
Vice Chair, Board of Trustees Jul 2021 - present

Elected (Jul 2021) then elevated to Vice Chair (Aug 2022) of New York State's first public school designed to meet the needs of students with dyslexia.

THE ASPEN INSTITUTE Washington, D.C.
Transforming Campus Conflict Working Group – *Member* Jul 2023 - Mar 2024

STATEN ISLAND ECONOMIC DEVELOPMENT CORPORATION Staten Island, NY
Board of Directors – *Member* Jan 2022 - Feb 2023

ANCHOR INSTITUTIONS TASK FORCE New York, NY
Higher Education Subcommittee – *Member* Jan 2021 - present

HISPANIC SCHOLARSHIP FUND Washington, D.C.
The Gates Scholarship – *Application Reader and Interviewer* Jan 2018 - present

- Read 30-40 applications and interview 4-6 finalists per year for full-tuition Gates Scholarship.

AFFILIATIONS

Association of Governing Boards (AGB); Coalition of Urban & Metropolitan Univ. (CUMU); American Council on Education (ACE); National Association for Presidential Assistants in Higher Education (NAPAHE); Council for the Advancement and Support of Education (CASE); Academic Impressions

SKILLS

Project management; Board governance; Strategic planning; Crisis response; Speechwriting & executive communications; Staff development; Change management; Data analysis & storytelling

Training – AGB Board Professional Certificate; FEMA IS-363 Intro to Emergency Management for Higher Ed; 36-hour restorative practices intensive

Technical Skills – Expert presentation design (PowerPoint, Slides); Advanced CRM (RaisersEdge NXT); Expert in spreadsheets (Excel, Sheets); Advanced data visualization (Data Studio, Tableau)

Language Skills – Spanish (fully proficient); American Sign Language (intermediate skill)

A. Relationship Strategies
Our founding team is very active in the CSD 31 and broader New York education community, specifically focusing on supporting students with language based learning disabilities. Our Founding School Leader is currently a member of the NYCDOE Chancellor Banks' NYC Literacy Advisory Council, helping to develop guidance for literacy instruction in New York City's public schools was appointed by Commissioner Rosa and Chancellor Young to serve on The Path Forward Initiative, which is working to transform early literacy instruction in New York State by integrating the Science of Reading into educator preparation programs. The Founding Team and School Leader have spent years cultivating strong relationships with many principals and school leaders in both district, charter and private schools in the community (at all grade levels) and have an effective working relationship with the CSD 31 leadership, and NYCDOE Senior Leadership. Additionally, our partner organization currently shares space on NYCDOE campus and shares a building with the CSD 31 leadership team, so there are consistent meetings, shared events and collaborative relationship building between the leadership of CSD 31 and our founding school leader. We will also continue to work closely with community partners that have relationships with both BPCS 2 and our partner organization such as The Staten Island Foundation, Promise Project, Catholic Youth Organization, El Centro, YMCA, NYCID and Learning Ally- to further establish opportunities for shared relationships and partnerships with the local district.

B. School Partnerships: Performance at Middle Schools in CSD 31 varies. In 2023, the average ELA and math proficiency for Grades 6-8 in CSD 31 was 55% and 43%, respectively. For SWD, proficiency rates are substantially lower: 24% of CSD 31 SWD in Grades 6-8 were proficient in ELA while 16% were proficient in math.

In an effort to support students with dyslexia in both low and higher performing middle schools in CSD 31, prior to working to establish BPCS 2, the founding School Leader spearheaded efforts to establish the Literacy Intervention Dyslexia Supports Programs(LIDS) for students with dyslexia in three(3) CSD 31 middle schools through: program design, coaching/support for principals and other school administrators, curricular alignment and the hosting and facilitation of shared professional learning sessions for teachers and learning specialists.

BPCS 2 will look to build off of, and expand, the existing partnerships established by our partner organization, partnering with schools in the CSD 31 community to provide support to students with language based learning differences, specifically in the implementation of the Science of Reading across the curriculum. By providing access to interschool visitations and observations and shared professional learning opportunities hosted by BPCS 2, we hope to share our innovative approaches to using the SOR to improve academic outcomes for all students. Based on the experiences of our founding

team and with our partner organization, we are also eager to find ways to learn from our neighbors and partner schools to better support our students and staff as well. Like our partner organization, BPCS 2 will open its doors to private schools, and to leadership from the NYCDOE and other districts across the state, as a laboratory site for whole school implementation of the SOR. The School Leader's work with the NYC Literacy Advisory Council and NYS The Path Forward Initiative will be crucial in providing resources and professional learning opportunities to our neighboring schools, as well as to our partner organization.

A. Facility Needs: Our facility needs are driven and determined by our mission and commitment to meeting the needs of our students on Staten Island (CSD 31). As we expect our students to come to us from all zip codes on Staten Island, we will be exploring available space in all areas of the borough.

The table below indicates the minimal number of total rooms needed by BPCS 2 over the course of the initial charter term, in order to effectively implement our academic program and achieve our mission. While the anticipated square footage of each room is subject to the specific facility, we aim to offer classrooms for our students that are sized appropriately for middle school aged students, allowing for creative programming to match our instructional offerings and academic needs of our students. We have consulted the NYCDOE's Citywide Instructional Footprint as a baseline for room size, as well as anticipated number of rooms needed. Final room-count and usage is subject to change depending on specific facility logistics, hiring decisions and budget and programmatic decisions regarding space, and will be made by the school leader.

	Year 1	Year 2	Year 3	Year 4	Year 5
Core Classrooms	5	9	13	13	13
Science Lab	1	1	1	1	1
Cafeteria	1	1	1	1	1
Public Assembly/Community Gathering	1	1	1	1	
Gymnasium	1	1	1	1	1
Library	1	1	1	1	1
Media Center	1	1	1	1	1
Art Room	1	1	2	2	2
Music/Band Room		1	1	1	1
Student Resource Room	2	3	4	4	4
Speech Provider Room	1	1	1	1	1
OT/PT Room	1	1	1	1	1
Administrative Offices(Main Office, Conference Room, Principal Office, Head of School	7	9	10	10	10

Office, Dean, Director of Specialized Instruction, Coach, DOO)					
Student Support Team Offices (Guidance Counselor, Interventionist, Family Coordinator)	2	3			
Teacher Workspace	1	1	1	1	1
Nurse's Office	1	1	1	1	1

B. Facility Selection: Our founding team is well versed in State Education Law as it relates to the rights of charter schools and facility access, as well as the processes set forth by the NYCDOE as it relates to requesting space in a public facility. Upon authorization by the SUNY Board of Trustees, BPCS 2 will submit an official request for public space in CSD 31, making clear our belief that siting BPCS 2 aligns with the objectives set forth in the Charter Schools Act. In the event we are offered co-located space we will follow the lead of our partner organization, which is currently sited in co-located space, and commit to being considerate, thoughtful partners to assure that our experience adds to, rather than takes from, the building community.

Our founding team has extensive and strong relationships across the Staten Island education, real estate and business communities, and we do not anticipate their being issues related to finding and identifying a facility for BPCS 2 should co-located space not be provided.

We are considering a variety of private space options for our facility and have already begun conducting a search for a private facility. We are familiar with multiple options available in the community and should BPCS 2 not receive public space, we plan to move forward with further exploring these options. Our team is familiar with the facilities requirements set forth by the SUNY Charter Schools Institute and NYSED and we will assure that any location we are located in will be safe, compliant and will meet the needs of all students and members of the community, including those with disabilities, in order to remain in compliance with IDEA and the ADA. BPCS 2 will work with the owners of these spaces to develop a timeline and schedule that ensures the space is ready for student occupancy no later than Summer of 2025, including any necessary upgrades needed to make the space student ready.

Through our founding team's work and experience at BPCS, we are well versed regarding best practices for logistical, budgeting and strategic planning for both public and private

space siting, both short and long term. As part of the long term facility identification plan, our team is considering all available options, including identifying a facility that meets the needs of our Y1 and 2 cohorts, while also providing BPCS 2 with spatial, financial, programmatic and operational flexibility as we phase in.

Private Facility Funding Plan: Our team has had extensive conversations with our financial management partners regarding the adoption of sustainable and fiscally responsible financial practices regarding the rental and upgrades of facilities. Based on our conversations with the partners identified above and real-estate professionals across the borough, BPCS 2 based average costs of suitable rental space in CSD 31 on approximately $29-$33 per square foot. We have also been advised that some landlords are willing to provide space at a significantly discounted rent in the early years of a charter school lease, when the school has limited revenue, and our conversations with the parties above so far confirm this. Should the NYCDOE not provide BPCS 2 with public space, BPCS 2 is eligible for facilities rental assistance which provide funds equivalent to 30% of an annual per pupil funding rate multiplied by the number of students, not to exceed the amount of the lease, should it be less than the former total.

Aligned with the conservative nature of our proposed budget, based on the advice of our financial management partners, the estimated facilities rental assistance will account for no increase to the current allocation and exclusively is allocated for costs associated with rent of the facility. We anticipate that based on our projected growth rate and the funding formula, our rent will almost entirely be covered by the funding from the rental assistance. Should the current figures change, either as a result of increases to per public funding or legislative action, we will work with our financial management partners to edit our budget and cash flow accordingly. We set aside funds in our budget in the event our private space requires additional funds for renovations or repairs necessary to provide students with an environment that fosters a culture of achievement. In addition to these funds, we intend to apply for several grants from a variety of private and community partners to acquire necessary funding for facilities acquisition and improvements.

d. Additional Facility Information

Not applicable at this time.

17. Food Services: There is overwhelming evidence that "students who eat healthy meals are less likely to be tired, are more attentive in class and retain more information."[1] Additionally, it is critical that all our students have nutritionally-balanced meals in school. We will meet all required Federal Nutritional guidelines and plan to contract with the NYCDOE's Office of School Food and Nutrition Services to provide all students with access to daily breakfast, lunch and a snack through the Federal school breakfast and lunch program.[2] We will work with parents in completing the School Meals Application necessary for participation in the federal program. If we are sited in a NYCDOE school, we will work as a collaborative partner to establish equitable lunch periods for our students and fully participate in the appropriate cafeteria procedures. In the event we are not located in a NYCDOE facility, school staff will support with distributing and storing food and cleaning the eating space after student meals in accordance with all mandated health regulations and best practices.

No amount is being recorded for Food Service revenue or Food Service expense in the proposed budget as the assumption will be that the BPCS 2 will use the NYCDOE Food Service program.

[1] www.theatlantic.com/education/archive/2017/03/do-healthy-lunches-improve-student-test-scores/520272

[2] BPCS 2 may also consider using a private food service vendor, taking into account offerings, nutritional value and logistics like delivery and cost and if necessary, will hire staff with necessary permits to handle food and serve meals.

18. Health Services: In compliance with Education Law,[1] BPCS2 will provide students with high quality health care and our health policies and procedures will be shared with families during orientation and documented in our Family Handbook. If BPCS2 is provided space in a NYCDOE building, we will work with the school nurse on site. If we are located in a private facility, we will work with the New York City Department of Health and the NYCDOE's Office of School Health to provide a full-time nurse at no cost. If, for any reason, a nurse is not provided, we will add a nurse to the proposed budget and will work with community health partners to support us in identifying multiple options. The nurse will treat children who are ill or injured and will maintain the student's health records, files, and authorized medications in a locked cabinet that is accessible only by authorized staff members. In addition, the nurse will be one of the primary responders for a "code blue" alert and will be fully trained on the AED device.

To ensure that all new students adhere to New York State immunization requirements, the health file must include the student's cumulative health records with proof of mandated immunizations of the following: Diphtheria, Tetanus, Pertussis (DTaP, DTP, Tdap: 3 doses); Polio (IPV, OPV: 3 doses; Measles/Mumps/Rubella); MMR (2 doses of measles containing vaccine and 1 dose each of Mumps and Rubella); Hepatitis B (3 doses); Varicella (1 dose).

Before a student can be permitted to enter and attend school, parents or guardians must present documentation that their student has received all required doses of required vaccines or that the student has received at least one dose of each of the required vaccines and is waiting to receive the subsequent doses at the appropriate time intervals.[2] The student file will also include written authorization from parent/guardian and a duly licensed prescriber for the disbursement of medication, the names and contact information of at least three Emergency contacts provided by the family at the time of student enrollment and documentation of each student visit to the nurse's office. The nurse will administer medications (504 Accommodation) prescribed by a licensed prescriber and only those medications which are necessary to maintain the student in school and which must be given during school hours will be administered. The parent or guardian must assume responsibility to have the medication delivered directly to the school in a properly labeled original container. The nurse will work with the school to maintain correspondence with students' families and to coordinate vision and hearing screenings with the DHMH and community partners. During pre-service PD, staff will be trained in school health policies and procedures, protocols for health emergencies, first aid, cardiopulmonary resuscitation (CPR) and the use of automated external defibrillator (AED) equipment.

[1] §2853(4)(a) and §912

[2] BPCS2 will comply with section 2164 of the New York Public Health Law and all other applicable laws in granting any exceptions to immunization requirements.

19. Transportation

As residents of Staten Island, considered by many to be one of New York City's "transportation deserts" we understand the role that transportation and access to transportation plays in the everyday life of students, families and staff. With limited public transportation options available, many families have long daily commutes. We value the commitment our families make and considered the impact on families when we developed our start and end times for students. In compliance with Education Law,[1] all students at BPCS 2 will receive transportation services for which they are eligible. We will ensure that any student with transportation services included as part of their IEP or 504 plan receives those services as detailed, in collaboration with the CSE. We will work with the NYCDOE's Office of Pupil Transportation (OPT) to provide students in grades 6-8 living further than one mile away with access to transportation aligned with regulations and will support families in understanding their rights as it relates to transportation.

Given CSD 31's geographic size, there will be instances that students will not qualify for bussing if their home address is greater than five miles away from our location, a factor taken into account during student recruitment and facilities planning. In the event that a student does not qualify for any transportation services, or if a student does not utilize the transportation services provided to them by the NYCDOE, the student's family is responsible for ensuring transportation to and from school each day. We will submit all necessary paperwork for eligible students and will work with OPT to determine specific bus routes, identify the need to add additional routes, apply for bus variances, and troubleshoot where specific situations arise (e.g. inclement weather, family concerns, late arrival due to road or weather conditions).[2] We will communicate with families in advance of the April 1st deadline to ensure that parents of students seeking transportation services submit their written requests to the school for us to communicate to the NYCDOE. Given that our lottery date will take place after the April 1st deadline, we will communicate with all applicants the processes by which they can request transportation for the upcoming school year, in alignment with all required deadlines, as part of the recruitment process.

[1] §2853(4)(b) and §3635

[2] We will work with OPT to petition for transportation to those who qualify, on days that BPCS2 is in session while other public schools are not.

20. Insurance

BPCS2 will maintain insurance coverage in adequate amounts whenever applications warrant and to meet any requirements of our authorizing agency. The team will continue to have discussions with insurance brokers experienced with NYS charter schools as we put in place the necessary insurance coverage prior to BPCS 2's opening, including the Insurance broker who works with our partner, BPCS.

In addition to the coverages in the chart below, BPCS2 plans to carry insurance for: Student Accident, Cyber, Crime/Fiduciary, Workers Compensation and Security Risk Management, as well as any additional coverages required by the authorizer. All coverage and limits will be maintained at levels recommended by the Head of School and approved by the BOT, but at no less than the amount stipulated by the authorizer. The cost for annual premiums in the proposal budget are: $40,000 in Y1, increasing each year to an at scale cost of $90,000. Prior to the premium payment, the BOT and Head of School will review all insurance coverage.

Coverage	Limits
General Liability	$1,000,000 per occurrence /$3,000,000 aggregate
Employee Benefit Liability	$1,000,000 each employee /$2,000,000 aggregate
Counseling Professional Liability	$1,000,000 per occurrence /$3,000,000 aggregate
Hired and Non Owned Auto	$1,000,000
Sexual Abuse and Molestation	$1,000,000 per occurrence /$3,000,000 aggregate
Educators Legal Liability	$1,000,000 each loss /$3,000,000 aggregate
Excess Liability	$10,000,000 per loss
Property	Limits depending on specific facility and contents.

The name of insured will be “Bridge Preparatory Charter School 2”, and the insurance coverage will be in the amounts listed above. Should the school lease private space, the landlord will be named as additional insured. Vendors and contractors will be required to obtain bonding and insurance compliant with state law or may be named as additional insured if needed. BPCS2 and its insurance provider will notify the SUNY CSI of any cancellation in policy.

a) Budget Narrative

In designing the budget for the proposed Bridge Preparatory Charter School 2 (BPCS 2), the founding team chose to work from a very conservative set of revenue assumptions to minimize the risk that unexpected shortfalls could result in situations where revenues were insufficient to meet obligations.

For revenue, the school is assuming that the New York State per-pupil revenue allocation will hold constant at the 2023-24 figure of $18,340 through the first year of the charter term. We have assumed that 60% of our students (consistent with BPCS I) will carry IEP designations that generate additional revenue. We are assuming total IDEA/Title Funding will be consistent with the current BPCS I percentages and a $750,000 Charter Schools Program implementation grant will be available for Start-up and Year 1 activities. Revenue from all other sources - fundraising, food service collections, E-rate and textbook grants – is assumed to be minimal, if at all.

By contrast, we have tried to make expenditure projections on the high-end wherever possible to make sure that our projected budget is robust and will be able to endure any shocks. We have planned for a payroll that accounts for about 86% of total expenditures in the first year of operation and maintains that level of expenditures in Year 5, due to planned raises in salary for staff. The remainder of expenses relate to school operations and contracted services as fixed costs are spread over a larger student body.

Finally, we have accounted for facilities costs that will provide a viable long-term home for the school, while growing at a manageable rate relative to the school's total budget. This assumes a shared space situation where the school is able to deploy costs for maintenance, security and proper insurance coverage at a cost that is not prohibitive to program.

b. Financial Planning

Producing an annual budget that reflects the school's mission and needs is critical to creating a high-performing charter school. In an environment of constrained resources, it will be critical that the school's Board and leadership make budgeting decisions that reflect our commitment to providing a rigorous education in an environment of high expectations.

At BPCS 2, the Head of School will be responsible for soliciting input from the Director of Operations and the Principal each spring on priorities for the upcoming year and identifying shifts in resource allocation that may help the school advance its mission. While the school is scaling up, each new budget cycle will bring an influx of students and a larger revenue pool. The Head of School will consult with the Principal each spring on how best to manage the growth in students and develop BPCS II's teaching staff – determining how many more teachers are needed, salary changes, and professional development expenditures. Similarly, the Head of School will consult with the Principal and the Director of Operations to identify those new costs that will occur as the school grows and to identify opportunities where the school's larger enrollment might create savings (in bulk materials purchases, for example). At full-scale, the annual budgeting process will continue to be an invaluable opportunity to revisit programs and

priorities and to seek efficiencies, as well as respond to policy decisions at the local, state and federal level that affect BPCS II's revenue streams. The Head of School will annually work with the Board Treasurer to prepare and submit a draft budget for the Board's approval. The Board will then provide comments, make amendments and ultimately vote to adopt an acceptable budget.

Throughout the school year, revenue shifts or unanticipated costs may result in a need to alter the budget. When such an event arises, the Head of School will consult with the Board Treasurer to determine a prudent response and present a report on budget modifications to the full Board. The Board will have the opportunity to provide comment or amendments prior to approval.

c. Fiscal Audits

Annual fiscal audits are a crucial accountability mechanism for Boards to evaluate leadership and for external audiences (including SUNY) to evaluate Boards in their ability to be effective stewards of public funds. BPCS 2 will be audited by a Certified Public Accountant with charter school auditing experience each summer at the conclusion of the fiscal year. The results of the audit will be transmitted to SUNY and will be made available online through the school's website.

The Board of BPCS 2 will annually solicit bids from accountants to conduct its audit and will select an auditor based on a combination of references, relevant experience and rate.

d. Dissolution Procedures

In accordance with Section 2851(2)(t) of the charter law, the school will maintain no less than $100,000 in an escrow account to defray the costs of a potential dissolution. The balance of the escrow account will be no less than $25,000 by April 1 of year 1 of the school's operation. By April 1 of year 2, the balance will be no less than $50,000. By April 1 of year 3 it will be no less than $75,000 and by April 1 of year 4 is will be no less than $100,000.

In the event that BPCS 2 is forced to cease operations, it will take the following steps to mitigate hardship on our families or our staff.

1. Meet with Families and Staff

As soon as possible after the authorizer provides a final notification to the school that it will be closed, the school's board of trustees and leadership will establish an *ad hoc* School Board Committee for wind-up / restructuring and plan public meetings with families and community members. The school will notify parents and guardians of the meetings in writing, via a letter sent home with students, and by telephone. In the meetings and in all written communications, the board and school leadership will explain that the decision to close the school is final, the last day of instruction, cancellation of any summer school, enrollment in local district schools is mandatory, final report cards, and will explain to parents and guardians what the educational options are for their children for the summer and for the following school

year. The school will also explain to parents and guardians how their children's records will be transferred to their new school. The school will invite representatives from the New York City Department of Education and representatives from nearby schools to attend the meetings and answer questions from parents.

At the same time, the Head of School will hold separate meetings with school staff to notify them of the dissolution and the timetable for closing operations. The school director will distribute talking points to staff and a "frequently asked questions" document. The content of this document will be similar to materials the school will distribute at the public meeting, and will include information on what staff, parents, and students can expect in the coming weeks and months.

2. Transfer of Records

In the event that the school is closed, the board will comply with all procedures set forth in Section 2851(2)(t) of the New York State Charter Schools Act. The board and school leadership will maintain communications with SUNY-CSI and continue to use the school facility or relocate to a location with telephone and voicemail service and maintain custody of business records until the wind-up is complete. Accordingly, arrangements will be made for the hand-delivery of student records (including IEPs, health records, and attendance records) to the students' districts of residence. Parents and guardians will be notified where they may access their children's records.

3. Disposition of Assets

After an inventory of the school's assets is conducted, disposition of such assets will be made, preferably to another charter school in CSD 31. If that is impossible, assets will be surrendered to the NYC DOE. Disposition of the school's assets shall be made at fair market value, and proceeds shall be used to retire any outstanding debts. In the event that proceeds from asset sales exceed the school's outstanding obligations, the proceeds will be donated to another charter school in the area. The Head of School will notify in writing all vendors, funding sources and charitable partners that the school is in the process of closing and the closure date, inform them when vendor property should be retrieved from the school, and cancel any services. The school will maintain insurance on all assets, seek a final audit, submit its annual report, close out state and federal grants, and file any necessary Internal Revenue Service documents.

2023 New School Proposal
Budget(s) & Cash Flow(s) Template

Bridge Preparatory Charter School II

Contact Name:	Tim Castanza
Contact Title:	Head of School
Contact Email:	tim@bridgeprepcharter.org
Contact Phone:	718.274.3437
First Academic Year:	2025-26
Pre-Opening Period:	July 1, 2024 - June 30, 2025

BRIDGE PREPARATORY CHARTER SCHOOL II
2025-26 through 2029-30

CHARTER ENROLLMENT BY GRADE							
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**	**AGE RANGE**
Kindergarten	Elementary School						
1st Grade	Elementary School						
2nd Grade	Elementary School						
3rd Grade	Elementary School						
4th Grade	Elementary School						
5th Grade	Select grade 5 level from dropdown list →						
6th Grade	Middle School	76	76	76	76	76	
7th Grade	Middle School		76	76	76	76	
8th Grade	Middle School			76	76	76	
9th Grade	High School						
10th Grade	High School						
11th Grade	High School						
12th Grade	High School						
Ungraded							
TOTAL		76	152	228	228	228	

NOTE

Please copy the ENROLLMENT CHART (cells B5:H21) and paste into the Enrollment Section of the New School Proposal.

NUMBER OF CLASSES BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School					
1st Grade	Elementary School					
2nd Grade	Elementary School					
3rd Grade	Elementary School					
4th Grade	Elementary School					
5th Grade	Elementary/Middle School					
6th Grade	Middle School	4	4	4	4	4
7th Grade	Middle School		4	4	4	4
8th Grade	Middle School			4	4	4
9th Grade	High School					
10th Grade	High School					
11th Grade	High School					
12th Grade	High School					
Ungraded						
TOTAL		4	8	12	12	12

AVERAGE NUMBER OF STUDENTS PER CLASS BY GRADE						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
Kindergarten	Elementary School	0	0	0	0	0
1st Grade	Elementary School	0	0	0	0	0
2nd Grade	Elementary School	0	0	0	0	0
3rd Grade	Elementary School	0	0	0	0	0
4th Grade	Elementary School	0	0	0	0	0
5th Grade	Elementary/Middle School	0	0	0	0	0
6th Grade	Middle School	19	19	19	19	19
7th Grade	Middle School	0	19	19	19	19
8th Grade	Middle School	0	0	19	19	19
9th Grade	High School	0	0	0	0	0
10th Grade	High School	0	0	0	0	0
11th Grade	High School	0	0	0	0	0
12th Grade	High School	0	0	0	0	0
Ungraded		0	0	0	0	0

SUMMARY AND OTHER INFORMATION					
Total Elementary Enrollment	-	-	-	-	-
Total Middle School Enrollment	76	152	228	228	228
Total High School Enrollment	-	-	-	-	-
Total Ungraded Enrollment	-	-	-	-	-
Total Enrollment	**76**	**152**	**228**	**228**	**228**
Change in Net Enrollment from Prior Year (Count)	76	76	76	-	-
Change in Net Enrollment from Prior Year (Percent)	100.0%	100.0%	50.0%	0.0%	0.0%
Anticipated rate of attrition (Percent)	0.0%	0.0%	0.0%	0.0%	0.0%

ADDITIONAL NOTES/COMMENTS

NOTE

Enrollment by Grade *should equal* **Enrollment by District**

RED Numbers *indicate that corrections are necessary.*

ESTIMATED ENROLLMENT BY DISTRICT					
ANNUAL ENROLLMENT BY DISTRICT TOTALS	76	152	228	228	228
Enrollment by Grade vs Enrollment by District (should = 0)	-	-	-	-	-

ENTER NUMBER OF SCHOOL DISTRICTS ANTICIPATED: -->	**1**

PRIMARY SENDING	New York City Department of Education	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ 37,600,000,000	$ 37,600,000,000	$ 37,600,000,000	$ 37,600,000,000	$ 37,600,000,000
ENROLLMENT (*Charter School*)		76	152	228	228	228
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

SECONDARY SENDING SCHOOL DISTRICT	*Select from drop-down list →*	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
DISTRICT'S ANNUAL TOTAL OPERATING BUDGET		$ -	$ -	$ -	$ -	$ -
ENROLLMENT (*Charter School*)						
DESCRIPTION OF SOURCE FOR DISTRICT'S OPERATING BUDGET (Include web address if available)						

BRIDGE PREPARATORY CHARTER SCHOOL II

STAFFING PLAN FTE

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
Grades	6	6-7	6-8	6-8	6-8
Enrollment	76	152	228	228	228

***NOTE:** Enter the number of planned full-time equivalent ("FTE") positions in each category for each charter year in the section provided below.*

***NOTE:** State the assumptions that are being made for personnel FTE levels in the section provided below.*

ADMINISTRATIVE PERSONNEL FTE	FTE					Description of Assumptions
Executive Management	0.5	0.5	0.5	0.5	0.5	
Instructional Management	1.0	1.0	1.0	1.0	1.0	
Deans, Directors & Coordinators	2.0	2.0	2.0	2.0	2.0	
CFO / Director of Finance	0.0	0.0	0.0	0.0	0.0	
Operation / Business Manager	0.5	0.5	1.0	1.0	1.0	
Administrative Staff	1.5	2.0	3.0	3.0	3.0	
TOTAL ADMINISTRATIVE STAFF	5.5	6.0	7.5	7.5	7.5	
INSTRUCTIONAL PERSONNEL FTE						
Teachers - Regular	4.0	8.0	12.0	12.0	12.0	
Teachers - SPED	4.0	8.0	12.0	12.0	12.0	
Substitute Teachers	0.0	0.0	0.0	0.0	0.0	
Teaching Assistants	0.0	0.0	0.0	0.0	0.0	
Specialty Teachers	4.0	8.0	10.5	10.5	10.5	
Aides	2.0	4.0	6.0	6.0	6.0	
Therapists & Counselors	1.0	1.0	2.0	2.0	2.0	
Other	4.0	6.0	7.0	7.0	7.0	
TOTAL INSTRUCTIONAL	19.0	35.0	49.5	49.5	49.5	
NON-INSTRUCTIONAL PERSONNEL FTE						
Nurse	0.0	0.0	0.0	0.0	0.0	
Librarian	0.0	0.0	0.0	0.0	0.0	
Custodian	0.0	0.0	0.0	0.0	0.0	
Security	0.0	0.0	0.0	0.0	0.0	
Other	0.0	0.0	0.0	0.0	0.0	
TOTAL NON-INSTRUCTIONAL	0.0	0.0	0.0	0.0	0.0	
TOTAL PERSONNEL SERVICE FTE	24.5	41.0	57.0	57.0	57.0	

***NOTE**

Please copy the Staffing Chart (cells B11:H39 and paste into t Personnel Sectio of the New Scho Proposal.

STAFFING PLAN WAGES

	Year 1	Year 2	Year 3	Year 4	Year 5
Acad Years	2025-26	2026-27	2027-28	2028-29	2029-30
Grades	6	6-7	6-8	6-8	6-8
Enrollment	76.00	152.00	228.00	228.00	228.00

***NOTE:** Enter the proposed average salary for each category and the anticipated yearly increase percentages in the section provided below.*

***NOTE:** Concisely state the assumptions that are being made for personnel wages in the section provided below.*

ADMINISTRATIVE PERSONNEL WAGES	Salary/Incr %	WAGES 0.00%	3.00%	3.00%	3.00%	3.00%	Description of Assumptions
Executive Management	$ 150,000	$ 75,000	$ 77,250	$ 79,568	$ 81,955	$ 84,413	
Instructional Management	$ 130,000	$ 130,000	$ 133,900	$ 137,917	$ 142,055	$ 146,316	
Deans, Directors & Coordinators	$ 75,000	$ 150,000	$ 154,500	$ 159,135	$ 163,909	$ 168,826	
CFO / Director of Finance	$ -	$ -	$ -	$ -	$ -	$ -	
Operation / Business Manager	$ 120,000	$ 60,000	$ 61,800	$ 123,654	$ 127,364	$ 131,185	
Administrative Staff	$ 50,000	$ 75,000	$ 102,250	$ 155,318	$ 159,977	$ 164,776	
TOTAL ADMINISTRATIVE STAFF		$ 490,000	$ 529,700	$ 655,591	$ 675,259	$ 695,516	
INSTRUCTIONAL PERSONNEL WAGES							
Teachers - Regular	$ 70,000	$ 280,000	$ 568,400	$ 865,452	$ 891,416	$ 918,158	
Teachers - SPED	$ 70,000	$ 280,000	$ 568,400	$ 865,452	$ 891,416	$ 918,158	
Substitute Teachers	$ -	$ -	$ -	$ -	$ -	$ -	
Teaching Assistants	$ -	$ -	$ -	$ -	$ -	$ -	
Specialty Teachers	$ 70,000	$ 280,000	$ 568,400	$ 760,452	$ 783,266	$ 806,764	
Aides	$ 40,000	$ 80,000	$ 162,400	$ 247,272	$ 254,690	$ 262,331	
Therapists & Counselors	$ 70,000	$ 70,000	$ 72,100	$ 144,263	$ 148,591	$ 153,049	
Other	$ 70,000	$ 280,000	$ 428,400	$ 511,252	$ 526,590	$ 542,387	
TOTAL INSTRUCTIONAL		$ 1,270,000	$ 2,368,100	$ 3,394,143	$ 3,495,967	$ 3,600,846	
NON-INSTRUCTIONAL PERSONNEL WAGES							
Nurse	$ -	$ -	$ -	$ -	$ -	$ -	
Librarian	$ -	$ -	$ -	$ -	$ -	$ -	
Custodian	$ -	$ -	$ -	$ -	$ -	$ -	
Security	$ -	$ -	$ -	$ -	$ -	$ -	
Other	$ -	$ -	$ -	$ -	$ -	$ -	
TOTAL NON-INSTRUCTIONAL		$ -	$ -	$ -	$ -	$ -	
TOTAL PERSONNEL SERVICE WAGES		$ 1,760,000	$ 2,897,800	$ 4,049,734	$ 4,171,226	$ 4,296,363	

BRIDGE PREPARATORY CHARTER SCHOOL II
PROJECTED BUDGET / OPERATING PLAN FOR PRE-OPENING PERIOD
July 1, 2024 - June 30, 2025

***NOTE:** Please enter financial data on "6) Pre-OP Cash Flow 1-Year."*
The pre-opening budget will be for a 1-Year Period as selected on tab #1, School Information.

			DESCRIPTION OF ASSUMPTIONS
Total Revenue		**575,000**	
Total Expenses		**529,275**	
Net Income		**45,725**	
		START-UP PERIOD	
REVENUE			
REVENUES FROM STATE SOURCES			
Grants			
Stimulus		-	
DYCD (Department of Youth and Community Developmt.)		-	
Other		-	
Other		-	
TOTAL REVENUE FROM STATE SOURCES		-	
REVENUE FROM FEDERAL FUNDING			
Grants			
Charter School Program (CSP) Planning & Implementation		575,000	
Other		-	
Other		-	
TOTAL REVENUE FROM FEDERAL SOURCES		**575,000**	
LOCAL and OTHER REVENUE			
Contributions and Donations		-	
Fundraising		-	
Erate Reimbursement		-	
Earnings on Investments		-	
Interest Income		-	
Food Service (Income from meals)		-	
Text Book		-	
OTHER		-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	
TOTAL REVENUE		**575,000**	
EXPENSES			
	FTE No. of Positions		
ADMINISTRATIVE STAFF PERSONNEL COSTS			
Executive Management	0.50	75,000	
Instructional Management	1.00	130,000	
Deans, Directors & Coordinators	-	-	
CFO / Director of Finance	-	-	
Operation / Business Manager	0.50	60,000	
Administrative Staff	1.00	50,000	
TOTAL ADMINISTRATIVE STAFF	**3.00**	315,000	
INSTRUCTIONAL PERSONNEL COSTS			
Teachers - Regular	-	-	
Teachers - SPED	-	-	
Substitute Teachers	-	-	
Teaching Assistants	-	-	
Specialty Teachers	-	-	
Aides	-	-	
Therapists & Counselors	-	-	
Other	-	-	
TOTAL INSTRUCTIONAL	-	-	
NON-INSTRUCTIONAL PERSONNEL COSTS			
Nurse	-	-	
Librarian	-	-	
Custodian	-	-	
Security	-	-	
Other	-	-	
TOTAL NON-INSTRUCTIONAL	-	-	
SUBTOTAL PERSONNEL SERVICE COSTS	**3.00**	**315,000**	
PAYROLL TAXES AND BENEFITS			
Payroll Taxes		31,500	
Fringe / Employee Benefits		47,250	
Retirement / Pension		6,300	
TOTAL PAYROLL TAXES AND BENEFITS		**85,050**	
TOTAL PERSONNEL SERVICE COSTS	**3.00**	**400,050**	
CONTRACTED SERVICES			
Accounting / Audit		25,000	
Legal		10,000	
Management Company Fee		-	
Nurse Services		-	
Food Service / School Lunch		-	
Payroll Services		1,100	
Special Ed Services		-	
Titlement Services (i.e. Title I)		5,000	
Other Purchased / Professional / Consulting		-	
TOTAL CONTRACTED SERVICES		**41,100**	
SCHOOL OPERATIONS			
Board Expenses		5,000	
Classroom / Teaching Supplies & Materials		5,000	
Special Ed Supplies & Materials		-	
Textbooks / Workbooks		5,000	
Supplies & Materials other		-	
Equipment / Furniture		5,500	
Telephone		1,375	
Technology		5,000	
Student Testing & Assessment		-	
Field Trips		-	
Transportation (student)		-	
Student Services - other		-	
Office Expense		2,750	
Staff Development		5,000	
Staff Recruitment		15,000	
Student Recruitment / Marketing		-	
School Meals / Lunch		-	
Travel (Staff)		-	
Fundraising		-	
Other		-	
TOTAL SCHOOL OPERATIONS		**49,625**	
FACILITY OPERATION & MAINTENANCE			
Insurance		38,500	
Janitorial		-	
Building and Land Rent / Lease / Facility Finance Interest		-	
Repairs & Maintenance		-	
Equipment / Furniture		-	
Security		-	
Utilities		-	
TOTAL FACILITY OPERATION & MAINTENANCE		**38,500**	
DEPRECIATION & AMORTIZATION		-	

PRE-OPENING CASH FLOW 1-YEAR						BRI
*NOTE: Please enter "Description of Assumptions" on tab "4) Pre-Opening Period Budget."					PROJECTED CASH FLOW FOR SCHOOL	
Total Revenue		-	**150,000**	-	**50,000**	-
Total Expenses		-	**76,150**	**37,813**	**37,813**	**37,813**
Net Income		-	**73,850**	**(37,813)**	**12,188**	**(37,813)**
Cash Flow Adjustments		-	-	-	-	-
Beginning Cash Balance		-	-	**73,850**	**36,038**	**48,225**
Net Income		-	**73,850**	**36,038**	**48,225**	**10,413**
		JUL	AUG	SEP	OCT	NOV
REVENUE						
REVENUES FROM STATE SOURCES						
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Development)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		-	-	-	-	-
REVENUE FROM FEDERAL FUNDING						
Grants						
Charter School Program (CSP) Planning & Implementation		-	150,000	-	50,000	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		-	150,000	-	50,000	-
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-
TOTAL REVENUE		-	**150,000**	-	**50,000**	-
EXPENSES						
ADMINISTRATIVE PERSONNEL COSTS	Positions					
Executive Management	0.50	-	12,500	6,250	6,250	6,250
Instructional Management	1.00	-	21,667	10,833	10,833	10,833
Deans, Directors & Coordinators	-	-	-	-	-	-
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	0.50	-	10,000	5,000	5,000	5,000
Administrative Staff	1.00	-	8,333	4,167	4,167	4,167
TOTAL ADMINISTRATIVE STAFF	3.00	-	52,500	26,250	26,250	26,250
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	-	-	-	-	-	-
Teachers - SPED	-	-	-	-	-	-
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	-	-	-	-	-	-
Aides	-	-	-	-	-	-
Therapists & Counselors	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL INSTRUCTIONAL	-	-	-	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	3.00	-	52,500	26,250	26,250	26,250
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		-	5,250	2,625	2,625	2,625
Fringe / Employee Benefits		-	7,875	3,938	3,938	3,938
Retirement / Pension		-	1,050	525	525	525
TOTAL PAYROLL TAXES AND BENEFITS		-	14,175	7,088	7,088	7,088
TOTAL PERSONNEL SERVICE COSTS	3.00	-	66,675	33,338	33,338	33,338
CONTRACTED SERVICES						
Accounting / Audit		-	-	-	-	-
Legal		-	5,000	-	-	-
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		-	100	100	100	100
Special Ed Services		-	-	-	-	-
Titlement Services (i.e. Title I)		-	-	-	-	-
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		-	5,100	100	100	100
SCHOOL OPERATIONS						
Board Expenses		-	-	-	-	-
Classroom / Teaching Supplies & Materials		-	-	-	-	-
Special Ed Supplies & Materials		-	-	-	-	-
Textbooks / Workbooks		-	-	-	-	-
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		-	500	500	500	500
Telephone		-	125	125	125	125
Technology		-	-	-	-	-
Student Testing & Assessment		-	-	-	-	-
Field Trips		-	-	-	-	-
Transportation (student)		-	-	-	-	-
Student Services - other		-	-	-	-	-
Office Expense		-	250	250	250	250
Staff Development		-	-	-	-	-
Staff Recruitment		-	-	-	-	-
Student Recruitment / Marketing		-	-	-	-	-
School Meals / Lunch		-	-	-	-	-
Travel (Staff)		-	-	-	-	-
Fundraising		-	-	-	-	-
Other		-	-	-	-	-
TOTAL SCHOOL OPERATIONS		-	875	875	875	875
FACILITY OPERATION & MAINTENANCE						
Insurance		-	3,500	3,500	3,500	3,500
Janitorial		-	-	-	-	-
Building and Land Rent / Lease / Facility Finance Interest		-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-
Equipment / Furniture		-	-	-	-	-
Security		-	-	-	-	-
Utilities		-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE		-	3,500	3,500	3,500	3,500
DEPRECIATION & AMORTIZATION		-	-	-	-	-

YEAR 1 BUDGET AND ASSUMPTION	BRIDGE PREPARATORY CHARTER SCHOOL II PROJECTED BUDGET / OPERATING PLAN FOR YEAR ONE JULY 1, 2025 - JUNE 30, 2026				
Total Revenue	**1,598,929**	**1,049,957**	**-**	**-**	**-**
Total Expenses	**1,173,030**	**870,714**	**-**	**-**	**499,556**
Net Income	**425,899**	**179,243**	**-**	**-**	**(499,556)**
Budgeted Student Enrollment	**76**	**-**			

			PROGRAM SERVICES			SUPPORT SERVICES	
			REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL
REVENUE							
REVENUES FROM STATE SOURCES							
Per Pupil Revenue		Basic Tuition (2023-24)					
PRIMARY School District:	New York City Department of Education	18,340	1,393,840				
Other District 1:		-	-				
Other District 2:		-	-				
Other District 3:		-	-				
Other District 4:		-	-				
Other District 5:		-	-				
Other District 6:		-	-				
Other District 7:		-	-				
Other District 8:		-	-				
Other District 9:		-	-				
Other District 10:		-	-				
Other District 11:		-	-				
Other District 12:		-	-				
Other District 13:		-	-				
Other District 14:		-	-				
Other School Districts' Revenue:		(Weighted Avg.)	-				
TOTAL Per Pupil Revenue		(Weighted Avg.) 18,340	1,393,840				
Special Education Revenue				871,150			
NYC DoE Rental Assistance			-	-	-	-	-
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Development)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			1,393,840	871,150	-	-	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			-	55,754	-		
Title I			60,981	36,588	-		
Title Funding - Other			34,734	20,840	-		
School Food Service (Free Lunch)			-	-	-		
Grants							
Charter School Program (CSP) Planning & Implementation			109,375	65,625	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			205,089	178,807	-	-	-
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			-	-	-	-	-
Earnings on Investments			-	-	-	-	-
Interest Income			-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	-
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-
TOTAL REVENUE			**1,598,929**	**1,049,957**	**-**	**-**	**-**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		Positions					
Executive Management		0.50	-	-	-	-	75,000
Instructional Management		1.00	81,250	48,750	-	-	-
Deans, Directors & Coordinators		2.00	93,750	56,250	-	-	-
CFO / Director of Finance		-	-	-	-	-	-
Operation / Business Manager		0.50	-	-	-	-	60,000
Administrative Staff		1.50	-	-	-	-	75,000
TOTAL ADMINISTRATIVE STAFF		5.50	175,000	105,000	-	-	210,000
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		4.00	280,000	-	-	-	-
Teachers - SPED		4.00	-	280,000	-	-	-
Substitute Teachers		-	-	-	-	-	-
Teaching Assistants		-	-	-	-	-	-
Specialty Teachers		4.00	175,000	105,000	-	-	-
Aides		2.00	50,000	30,000	-	-	-
Therapists & Counselors		1.00	43,750	26,250	-	-	-
Other		4.00	175,000	105,000	-	-	-
TOTAL INSTRUCTIONAL		19.00	723,750	546,250	-	-	-
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	-
Librarian		-	-	-	-	-	-
Custodian		-	-	-	-	-	-
Security		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		24.50	898,750.00	651,250	-	-	210,000
PAYROLL TAXES AND BENEFITS							
Payroll Taxes			80,888	58,613	-	-	18,900
Fringe / Employee Benefits			107,850	78,150	-	-	25,200
Retirement / Pension			17,975	13,025	-	-	4,200
TOTAL PAYROLL TAXES AND BENEFITS			206,713	149,788	-	-	48,300
TOTAL PERSONNEL SERVICE COSTS		24.50	1,105,463	801,038	-	-	258,300
CONTRACTED SERVICES							
Accounting / Audit			-	-	-	-	95,000
Legal			-	-	-	-	10,000
Management Company Fee			-	-	-	-	-
Nurse Services			-	-	-	-	-
Food Service / School Lunch			-	-	-	-	-
Payroll Services			5,107	3,700	-	-	1,193
Special Ed Services			-	15,000	-	-	-
Titlement Services (i.e. Title I)			-	-	-	-	5,000
Other Purchased / Professional / Consulting			-	-	-	-	-
TOTAL CONTRACTED SERVICES			5,107	18,700	-	-	111,193
SCHOOL OPERATIONS							
Board Expenses			-	-	-	-	5,000
Classroom / Teaching Supplies & Materials			9,375	5,625	-	-	-
Special Ed Supplies & Materials			-	10,000	-	-	-
Textbooks / Workbooks			-	-	-	-	-
Supplies & Materials other			-	-	-	-	-
Equipment / Furniture			3,125	1,875	-	-	-
Telephone			-	-	-	-	10,000
Technology			-	-	-	-	36,000

YEAR 1 CASH FLOW *(FIRST YEAR OF CHARTER)*							PROJ
Total Revenue			**377,498**	**377,498**	**-**	**443,127**	**-**
Total Expenses			**211,942**	**216,942**	**207,442**	**207,442**	**224,942**
Net Income			**165,557**	**160,557**	**(207,442)**	**235,685**	**(224,942)**
Cash Flow Adjustments			**2,500**	**(7,500)**	**2,500**	**2,500**	**2,500**
Beginning Cash Balance			**70,725**	**238,782**	**391,838**	**186,897**	**425,082**
Ending Cash Balance			**238,782**	**391,838**	**186,897**	**425,082**	**202,640**
			JUL	**AUG**	**SEP**	**OCT**	**NOV**
REVENUE							* Totals (Column U) for all lines above Cash Flow
REVENUES FROM STATE SOURCES		Basic Tuition (2023-24)					
Per Pupil Revenue							
PRIMARY School District:	New York City Department of Education	18,340	232,307	232,307	-	232,307	-
Other District 1:		-	-	-	-	-	-
Other District 2:		-	-	-	-	-	-
Other District 3:		-	-	-	-	-	-
Other District 4:		-	-	-	-	-	-
Other District 5:		-	-	-	-	-	-
Other District 6:		-	-	-	-	-	-
Other District 7:		-	-	-	-	-	-
Other District 8:		-	-	-	-	-	-
Other District 9:		-	-	-	-	-	-
Other District 10:		-	-	-	-	-	-
Other District 11:		-	-	-	-	-	-
Other District 12:		-	-	-	-	-	-
Other District 13:		-	-	-	-	-	-
Other District 14:		-	-	-	-	-	-
Other School Districts' Revenue:	(Weighted Avg.)	-	-	-	-	-	-
TOTAL Per Pupil Revenue	(Weighted Avg.)	18,340	232,307	232,307	-	232,307	-
Special Education Revenue			145,192	145,192	-	145,192	-
NYC DoE Rental Assistance			-	-	-	-	-
Grants							
Stimulus			-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)			-	-	-	-	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES			377,498	377,498	-	377,498	-
REVENUE FROM FEDERAL FUNDING							
IDEA Special Needs			-	-	-	-	-
Title I			-	-	-	19,514	-
Title Funding - Other			-	-	-	11,115	-
School Food Service (Free Lunch)			-	-	-	-	-
Grants							
Charter School Program (CSP) Planning & Implementation			-	-	-	35,000	-
Other			-	-	-	-	-
Other			-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES			-	-	-	65,629	-
LOCAL and OTHER REVENUE							
Contributions and Donations			-	-	-	-	-
Fundraising			-	-	-	-	-
Erate Reimbursement			-	-	-	-	-
Earnings on Investments			-	-	-	-	-
Interest Income			-	-	-	-	-
Food Service (Income from meals)			-	-	-	-	-
Text Book			-	-	-	-	-
OTHER			-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES			-	-	-	-	-
TOTAL REVENUE			**377,498**	**377,498**	**-**	**443,127**	**-**
EXPENSES							
ADMINISTRATIVE STAFF PERSONNEL COSTS		No. of Positions					
Executive Management		0.50	6,250	6,250	6,250	6,250	6,250
Instructional Management		1.00	10,833	10,833	10,833	10,833	10,833
Deans, Directors & Coordinators		2.00	12,500	12,500	12,500	12,500	12,500
CFO / Director of Finance		-	-	-	-	-	-
Operation / Business Manager		0.50	5,000	5,000	5,000	5,000	5,000
Administrative Staff		1.50	6,250	6,250	6,250	6,250	6,250
TOTAL ADMINISTRATIVE STAFF		5.50	40,833	40,833	40,833	40,833	40,833
INSTRUCTIONAL PERSONNEL COSTS							
Teachers - Regular		4.00	23,333	23,333	23,333	23,333	23,333
Teachers - SPED		4.00	23,333	23,333	23,333	23,333	23,333
Substitute Teachers		-	-	-	-	-	-
Teaching Assistants		-	-	-	-	-	-
Specialty Teachers		4.00	23,333	23,333	23,333	23,333	23,333
Aides		2.00	6,667	6,667	6,667	6,667	6,667
Therapists & Counselors		1.00	5,833	5,833	5,833	5,833	5,833
Other		4.00	23,333	23,333	23,333	23,333	23,333
TOTAL INSTRUCTIONAL		19.00	105,833	105,833	105,833	105,833	105,833
NON-INSTRUCTIONAL PERSONNEL COSTS							
Nurse		-	-	-	-	-	-
Librarian		-	-	-	-	-	-
Custodian		-	-	-	-	-	-
Security		-	-	-	-	-	-
Other		-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL		-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS		24.50	146,667	146,667	146,667	146,667	146,667
PAYROLL TAXES AND BENEFITS							
Payroll Taxes			13,200	13,200	13,200	13,200	13,200
Fringe / Employee Benefits			17,600	17,600	17,600	17,600	17,600
Retirement / Pension			2,933	2,933	2,933	2,933	2,933
TOTAL PAYROLL TAXES AND BENEFITS			33,733	33,733	33,733	33,733	33,733
TOTAL PERSONNEL SERVICE COSTS		24.50	180,400	180,400	180,400	180,400	180,400
CONTRACTED SERVICES							
Accounting / Audit			7,917	7,917	7,917	7,917	7,917
Legal			-	-	-	-	-
Management Company Fee			-	-	-	-	-
Nurse Services			-	-	-	-	-
Food Service / School Lunch			-	-	-	-	-
Payroll Services			833	833	833	833	833
Special Ed Services			-	-	-	-	15,000
Titlement Services (i.e. Title I)			-	5,000	-	-	-
Other Purchased / Professional / Consulting			-	-	-	-	-
TOTAL CONTRACTED SERVICES			8,750	13,750	8,750	8,750	23,750
SCHOOL OPERATIONS							
Board Expenses			-	-	500	500	500
Classroom / Teaching Supplies & Materials			1,250	1,250	1,250	1,250	1,250
Special Ed Supplies & Materials			833	833	833	833	833
Textbooks / Workbooks			-	-	-	-	-
Supplies & Materials other			-	-	-	-	-
Equipment / Furniture			417	417	417	417	417
Telephone			833	833	833	833	833

5 YEAR BUDGET AND CASH FLOW ADJUSTMENTS	BRIDGE PREPARATORY CHARTER SCHOOL II					
*NOTE: Projected Five Year Budget on this tab should be	PROJECTED BUDGET / OPERATING PLAN FOR INITIAL CHARTER PERIOD 2025-26 THROUGH 2029-30					
Total Revenue		**2,648,887**	**4,790,443**	**7,153,167**	**7,229,131**	**7,305,988**
Total Expenses		**2,543,300**	**4,214,485**	**5,833,710**	**6,014,641**	**6,199,701**
Net Income (Before Cash Flow Adjustments)		**105,587**	**575,958**	**1,319,457**	**1,214,490**	**1,106,287**
Budgeted Student Enrollment		**76**	**152**	**228**	**228**	**228**
		Year 1 2025-26	**Year 2 2026-27**	**Year 3 2027-28**	**Year 4 2028-29**	**Year 5 2029-30**
REVENUE		**Per Pupil Revenue Percentage Increase**				
REVENUES FROM STATE SOURCES		**0.0%**	**1.0%**	**1.0%**	**1.0%**	**1.0%**
Per Pupil Revenue	Basic Tuition (2023-24)					
PRIMARY School District: New York City Department of Education	18,340	1,393,840	2,815,557	4,265,569	4,308,224	4,351,306
Other District 1:	-	-	-	-	-	-
Other District 2:	-	-	-	-	-	-
Other District 3:	-	-	-	-	-	-
Other District 4:	-	-	-	-	-	-
Other District 5:	-	-	-	-	-	-
Other District 6:	-	-	-	-	-	-
Other District 7:	-	-	-	-	-	-
Other District 8:	-	-	-	-	-	-
Other District 9:	-	-	-	-	-	-
Other District 10:	-	-	-	-	-	-
Other District 11:	-	-	-	-	-	-
Other District 12:	-	-	-	-	-	-
Other District 13:	-	-	-	-	-	-
Other District 14:	-	-	-	-	-	-
Other School Districts' Revenue: (Weighted Avg.)	-	-	-	-	-	-
TOTAL Per Pupil Revenue (Weighted Avg.)	18,340	1,393,840	2,815,557	4,265,569	4,308,224	4,351,306
Special Education Revenue		871,150	1,759,723	2,665,980	2,692,640	2,719,567
NYC DoE Rental Assistance		-	-	-	-	-
Grants						
Stimulus		-	-	-	-	-
DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM STATE SOURCES		2,264,990	4,575,280	6,931,549	7,000,864	7,070,873
REVENUE FROM FEDERAL FUNDING						
IDEA Special Needs		55,754	57,426	59,149	60,923	62,751
Title I		97,569	100,496	103,511	106,616	109,815
Title Funding - Other		55,574	57,241	58,958	60,727	62,549
School Food Service (Free Lunch)		-	-	-	-	-
Grants						
Charter School Program (CSP) Planning & Implementation		175,000	-	-	-	-
Other		-	-	-	-	-
Other		-	-	-	-	-
TOTAL REVENUE FROM FEDERAL SOURCES		383,897	215,163	221,618	228,267	235,115
LOCAL and OTHER REVENUE						
Contributions and Donations		-	-	-	-	-
Fundraising		-	-	-	-	-
Erate Reimbursement		-	-	-	-	-
Earnings on Investments		-	-	-	-	-
Interest Income		-	-	-	-	-
Food Service (Income from meals)		-	-	-	-	-
Text Book		-	-	-	-	-
OTHER		-	-	-	-	-
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		-	-	-	-	-
TOTAL REVENUE		**2,648,887**	**4,790,443**	**7,153,167**	**7,229,131**	**7,305,988**
EXPENSES						
ADMINISTRATIVE STAFF PERSONNEL COSTS	Year 1 No. of					
Executive Management	0.50	75,000	77,250	79,568	81,955	84,413
Instructional Management	1.00	130,000	133,900	137,917	142,055	146,316
Deans, Directors & Coordinators	2.00	150,000	154,500	159,135	163,909	168,826
CFO / Director of Finance	-	-	-	-	-	-
Operation / Business Manager	0.50	60,000	61,800	123,654	127,364	131,185
Administrative Staff	1.50	75,000	102,250	155,318	159,977	164,776
TOTAL ADMINISTRATIVE STAFF	5.50	490,000	529,700	655,591	675,259	695,516
INSTRUCTIONAL PERSONNEL COSTS						
Teachers - Regular	4.00	280,000	568,400	865,452	891,416	918,158
Teachers - SPED	4.00	280,000	568,400	865,452	891,416	918,158
Substitute Teachers	-	-	-	-	-	-
Teaching Assistants	-	-	-	-	-	-
Specialty Teachers	4.00	280,000	568,400	760,452	783,266	806,764
Aides	2.00	80,000	162,400	247,272	254,690	262,331
Therapists & Counselors	1.00	70,000	72,100	144,263	148,591	153,049
Other	4.00	280,000	428,400	511,252	526,590	542,387
TOTAL INSTRUCTIONAL	19.00	1,270,000	2,368,100	3,394,143	3,495,967	3,600,846
NON-INSTRUCTIONAL PERSONNEL COSTS						
Nurse	-	-	-	-	-	-
Librarian	-	-	-	-	-	-
Custodian	-	-	-	-	-	-
Security	-	-	-	-	-	-
Other	-	-	-	-	-	-
TOTAL NON-INSTRUCTIONAL	-	-	-	-	-	-
SUBTOTAL PERSONNEL SERVICE COSTS	24.50	1,760,000	2,897,800	4,049,734	4,171,226	4,296,363
PAYROLL TAXES AND BENEFITS						
Payroll Taxes		158,400	289,780	404,973	417,123	429,636
Fringe / Employee Benefits		211,200	434,670	607,460	625,684	644,454
Retirement / Pension		35,200	57,956	80,995	83,425	85,927
TOTAL PAYROLL TAXES AND BENEFITS		404,800	782,406	1,093,428	1,126,231	1,160,018
TOTAL PERSONNEL SERVICE COSTS	24.50	2,164,800	3,680,206	5,143,162	5,297,457	5,456,381
CONTRACTED SERVICES						
Accounting / Audit		95,000	100,000	105,000	110,000	115,000
Legal		10,000	15,000	20,000	20,600	21,218
Management Company Fee		-	-	-	-	-
Nurse Services		-	-	-	-	-
Food Service / School Lunch		-	-	-	-	-
Payroll Services		10,000	16,465	23,010	23,700	24,411
Special Ed Services		15,000	18,000	21,000	24,000	25,000
Titlement Services (i.e. Title I)		5,000	7,500	10,000	12,000	15,000
Other Purchased / Professional / Consulting		-	-	-	-	-
TOTAL CONTRACTED SERVICES		135,000	156,965	179,010	190,300	200,629
SCHOOL OPERATIONS						
Board Expenses		5,000	5,150	5,305	5,464	5,628
Classroom / Teaching Supplies & Materials		15,000	15,450	15,914	16,391	16,883
Special Ed Supplies & Materials		10,000	10,300	10,609	10,927	11,255
Textbooks / Workbooks		-	-	-	-	-
Supplies & Materials other		-	-	-	-	-
Equipment / Furniture		5,000	5,150	5,305	5,464	5,628
Telephone		10,000	10,300	10,609	10,927	11,255
Technology		36,000	37,080	38,192	39,338	40,518

5-YEAR FISCAL IMPACT REPORT

Largest Enrollment District: New York City Department of Education

A Operational	B Enrollment	C Per Pupil Rate	D Per Pupil Aid	E Other District	F Total Funding to	G * Total General Fund Operating	H Projected Impact
Year 1 (2025-26)	76	18,340	1,393,840	871,150	2,264,990	37,600,000,000	0.006%
Year 2 (2026-27)	152	18,523	2,815,557	1,759,723	4,575,280	37,600,000,000	0.012%
Year 3 (2027-28)	228	18,709	4,265,569	2,665,980	6,931,549	37,600,000,000	0.018%
Year 4 (2028-29)	228	18,896	4,308,224	2,692,640	7,000,864	37,600,000,000	0.019%
Year 5 (2029-30)	228	19,085	4,351,306	2,719,567	7,070,873	37,600,000,000	0.019%

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	(Enter Source on Tab 2, "Enrollment Chart")
OTHER NOTES:	

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Second Largest Enrollment District: N/A

A Operational	B Enrollment	C Per Pupil Rate	D Per Pupil Aid	E Other District	F Total Funding to	G * Total General Fund Operating	H Projected Impact
Year 1 (2025-26)	-	-	-	-	-	-	#DIV/0!
Year 2 (2026-27)	-	-	-	-	-	-	#DIV/0!
Year 3 (2027-28)	-	-	-	-	-	-	#DIV/0!
Year 4 (2028-29)	-	-	-	-	-	-	#DIV/0!
Year 5 (2029-30)	-	-	-	-	-	-	#DIV/0!

DESCRIPTION OF SOURCE FOR PRIMARY DISTRICT'S OPERATING BUDGET:	
OTHER NOTES:	

*NOT

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f. Letters of Commitment

Not applicable.

g. Non-SUNY Financials

Attached are the financial statements for Bridge Preparatory Charter School, which is our proposed partner organization. The school opened in 2019-20, so the years included in this attachment are 2019-20 through 2022-23.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Bridge Preparatory Charter School

Audited Financial Statements In Accordance with Government Auditing Standards

For the Period from Inception Through June 30, 2020

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800 Fax: (212) 268-2805
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BRIDGE PREPARATORY CHARTER SCHOOL

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SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditor's Report

To the Board of Trustees of
Bridge Preparatory Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Bridge Preparatory Charter School (the "School"), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows from inception through June 30, 2020, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

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Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bridge Preparatory Charter School as of June 30, 2020, and the changes in its net assets and its cash flows for the period from inception through June 30, 2020 in accordance with accounting principles generally accepted in the United States of America.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated October 14, 2020 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and 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 the effectiveness of the School's 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 the School's internal control over financial reporting and compliance.

October 14, 2020

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2020

Assets

Cash and cash equivalents	$708,961
Grant receivable - New York City (Note 3)	11,133
Grants receivable - other	249,050
Restricted cash (Note 4)	20,113
Fixed assets, net (Note 5)	148,510
Total assets	$1,137,767

Liabilities and Net Assets

Liabilities:	
Accounts payable and accrued expenses	$272,087
Paycheck Protection Program loan (Note 6)	136,000
Total liabilities	408,087
Net assets - without donor restrictions	729,680
Total liabilities and net assets	$1,137,767

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE PERIOD FROM INCEPTION THROUGH JUNE 30, 2020

Without donor restrictions:	
Public support and revenue:	
Public school district: (Note 3)	
Revenue - resident student enrollment	$1,369,326
Revenue - students with special education services	777,488
Subtotal public school district revenue	2,146,814
Government grants	882,677
Contributions	345,000
Other income	3,369
Total public support and revenue	3,377,860
Expenses:	
Program services:	
Regular education	782,584
Special education	1,259,212
Total program services	2,041,796
Supporting services:	
Management and general	606,384
Total expenses	2,648,180
Change in net assets	729,680
Net assets - beginning	0
Net assets - ending	$729,680

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE PERIOD FROM INCEPTION THROUGH JUNE 30, 2020

	Program Services			Supporting Services	
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses
Salaries	$499,693	$764,399	$1,264,092	$228,204	$1,492,296
Payroll taxes and benefits	93,295	142,718	236,013	42,607	278,620
Total personnel costs	592,988	907,117	1,500,105	270,811	1,770,916
Professional fees			0	226,899	226,899
Professional development	63,062	96,869	159,931	20,976	180,907
Student and staff recruitment	1,212	1,854	3,066	56,517	59,583
Curriculum and classroom expenses	65,471	161,808	227,279		227,279
Supplies and materials	14,105	21,578	35,683	6,442	42,125
Office expenses	7,519	11,503	19,022	3,434	22,456
Insurance	8,668	13,259	21,927	3,958	25,885
IT and communications	14,119	21,598	35,717	6,448	42,165
Non-capitalized equipment and furnishings	4,006	6,128	10,134	1,829	11,963
Other expenses	280	435	715	3,975	4,690
Depreciation	11,154	17,063	28,217	5,095	33,312
Total other than personnel costs	189,596	352,095	541,691	335,573	877,264
Total expenses	$782,584	$1,259,212	$2,041,796	$606,384	$2,648,180

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE PERIOD FROM INCEPTION THROUGH JUNE 30, 2020

Cash flows from operating activities:	
Change in net assets	$729,680
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	33,312
Changes in assets and liabilities:	
Grant receivable - New York City	(11,133)
Grants receivable - other	(249,050)
Accounts payable and accrued expenses	272,087
Paycheck Protection Program loan	136,000
Total adjustments	181,216
Net cash provided by operating activities	910,896
Cash flows from investing activities:	
Purchases of furniture and equipment	(181,822)
Net cash used for investing activities	(181,822)
Net increase in cash, cash equivalents, and restricted cash	729,074
Cash, cash equivalents, and restricted cash - beginning	0
Cash, cash equivalents, and restricted cash - ending	$729,074
Cash, cash equivalents, and restricted cash:	
Cash and cash equivalents	$708,961
Restricted cash	20,113
	729,074

No taxes or interest were paid.

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2020

Note 1 - Organization and Nature of Activities

Bridge Preparatory Charter School (the "School"), located in Staten Island, New York, is a not-for-profit education corporation chartered by the Board of Regents of the University of the State of New York, for and on behalf of the State Education Department. The 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 School ensures that students gain the skills and confidence to meet their full academic potential and the School's innovative and rigorous student-centered environment develops students to be confident, creative, life-long learners. The School completed the 2019-2020 fiscal year with an average enrollment of approximately 80 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

In August 2019, the School was granted a provisional charter for a term up to and including June 2024. The financial statements reflect activity from inception through June 30, 2020.

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Presentation

The financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") No. 2014-09, *Revenue from Contracts with Customers* and all subsequent amendments to the ASU (collectively, "Topic 606"). This provides the framework for recognizing revenue by highlighting the identification of performance obligations of a contract, determining the price, and then allocating the price to each of the performance obligations so that revenue is recognized as each of those performance obligations are satisfied.

The School also follows ("ASU") No. 2018-08 *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made* ("Topic 605"). Key provisions of this guidance include clarification regarding the accounting for grants and contracts as exchange transactions or contributions, and improved guidance for conditional versus unconditional contributions. In accordance with this new standard, the School evaluates whether a transfer of assets is an exchange transaction in which a resource provider is receiving a commensurate value in return for the transfer of resources or whether it is non-reciprocal. If the transaction is determined to be an exchange transaction, the School applies guidance under Topic 606. If the transaction is determined to be non-reciprocal, it is treated as a contribution under Topic 605.

b. Basis of Presentation

Net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Net Assets Without Donor Restrictions* – represents those resources for which there are no restrictions by donors as to their use.

- *Net Assets With Donor Restrictions* – represents those resources, the uses of which have been restricted by donors to specific purposes or the passage of time and/or must remain intact, in perpetuity. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. The School did not have any net assets with donor restrictions at June 30, 2020.

c. Revenue Recognition

Contributions are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

Contributions may be subject to conditions which are defined under ASU No. 2018-08 as both a barrier to entitlement and a right of return of payments or release from obligations and are recorded as liabilities and recognized as income once the conditions have been substantially met. The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under Topic 605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved as well as other conditions under the agreements are met.

Contributions and grants that are due within one year are recorded at net realizable value. Long-term pledges are recorded at fair value, using risk-adjusted present value techniques. Pledges are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2020. Write-offs will be made directly to operations in the period the receivable is deemed to be uncollected.

d. Cash and Cash Equivalents

The School considers all liquid investments purchased with a maturity of three months or less to be cash and cash equivalents. Restricted cash has been classified separately.

e. Concentration of Credit

Financial instruments which potentially subject the School to concentration of credit risk consist of checking accounts, which have been placed with a financial institution that management deems to be creditworthy. From time-to-time, cash balances may be in excess of insurance levels. At year-end, there was a significant uninsured balance; however, the School has not experienced any losses due to bank failure.

f. Capitalization Policy

Computer hardware and furniture and equipment are capitalized at cost or at the fair value at the date of gift, if donated. The School capitalizes fixed assets in excess of $1,000 that have a useful life of more than one year. Depreciation was computed using the straight-line method over the estimated useful life of each asset, which generally is between 3 and 7 years.

g. Donated Services

Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided in-kind. Board members and other individuals volunteer their time and perform a variety of tasks that assist the School. These services do not meet the criteria outlined above and have not been recorded in the financial statements.

h. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Salaries were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Payroll taxes and benefits
- Professional development
- Supplies and materials
- Office expenses
- Insurance
- IT and communications
- Non-capitalized equipment and furnishings
- Depreciation

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

i. Use of Estimates

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 revenues and expenses during the reporting period. Actual results could differ from those estimates.

j. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

k. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019, the School's initial filing, and later are subject to examination by applicable taxing authorities.

Note 3 - Grant Receivable – New York City Department of Education

Activity related to the contract with the NYCDOE for the period from inception through June 30, 2020 can be summarized as follows:

Per pupil funding:	6/30/20
Funding based on allowable FTE's	$2,146,814
Advances received	(2,135,681)
Ending grant receivable	$11,133

Note 4 - Restricted Cash

An escrow account has been established to meet the requirement of the Board of Regents of the State of New York. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 5 - Fixed Assets

Fixed assets consist of the following:

	6/30/20
Furniture and equipment	$181,822
Less: accumulated depreciation	(33,312)
Total fixed assets, net	$148,510

Note 6 - Paycheck Protection Program Loan

During the period from inception through June 30, 2020, the School obtained a loan from the SBA through the Paycheck Protection Program. Terms of the loan indicate that if certain conditions are met, which include maintaining average work forces during periods subsequent to receipt of the loan funds that are greater than pre-determined historical periods, that the loan, or a portion thereof, will be forgiven. Portions that are not forgiven will be payable over a five-year period, with a six-month deferral of payments and interest will accrue at 1%. The loan forgiveness amount has not been determined as of the date of these financial statements.

The School expects to recognize revenue from this loan consistent with ASU 2018-08, as it is considered to have traits similar to a conditional contribution; however, will continue to review whether any new accounting pronouncements may be issued that will provide more definitive guidance.

Note 7 - Significant Concentrations

The School and New York City Department of Education ("NYCDOE") signed an agreement, which permits the school to operate the charter. Approximately 64% of the School's total public support and revenue was received from the period from inception through June 30, 2020. If NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 8 - Donated Space

The School is located in a NYCDOE facility and utilizes approximately 10,000 square feet at no charge. The School was unable to determine a value for this service.

Note 9 – Defined Contribution Plan

The School maintains 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 School matches employee contributions to the plan on a discretionary basis and these contributions are immediately vested in full. The amount of estimated matching payments of $15,000 have been included in payroll taxes and employee benefits in the accompanying financial statements for the period from inception through June 30, 2020.

Note 10 - Availability and Liquidity

The School's financial assets available to meet cash needs for general expenditures within one year are $969,144, which consist of cash and cash equivalents of $708,961 and grants receivable due within one year of $260,183 at June 30, 2020. There are no external or internal limits imposed on these balances. As part of its liquidity management, the School operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 11 - Subsequent Events

Management has evaluated for potential recognition and disclosure events subsequent to the date of the statement of financial position through October 14, 2020, the date the financial statements were available to be issued. No additional events have occurred subsequent to the statement of financial position date, through our evaluation date, that would require adjustment to or disclosure in the financial statements.

Note 12 - Other Matters

In January 2020, the World Health Organization declared the novel coronavirus (COVID-19) a Public Health Emergency of International Concern. Since then, the pandemic has led to quarantines, facility closures, and travel and logistics restrictions that have hurt workforces, economies, and financial markets. These events could adversely affect the School by potentially impacting the funding it receives, limiting program operations, depressing demand for its services, and disrupting its students, staff, and suppliers. As of the date of these financial statements, the potential impact of these events on the School cannot be quantified.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

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*

Independent Auditor's Report

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited, in accordance with the 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 (the "School"), which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the period from inception through June 30, 2020, and the related notes to the financial statements, and have issued our report thereon dated October 14, 2020.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit 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 the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 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 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 that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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.

October 14, 2020

BRIDGE PREPARATORY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2020

Current Year:

None

Prior Year:

None – This is the School's first audit.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Communication with Those Charged with Governance

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited the financial statements of Bridge Preparatory Charter School (the "School") for the period from inception through June 30, 2020 and have issued our report thereon dated October 14, 2020. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Generally Accepted Auditing Standards

As stated in our engagement letter dated December 7, 2018, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

Planned Scope of Audit

We performed our audit according to the plan previously communicated to you in our engagement letter.

Significant Accounting Policies

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. For the period ended June 30, 2020, the School adopted ASU No. 2014-09, *Revenue from Contracts with Customers* and all subsequent amendments to the ASU (collectively, "ASC 606") as well as ASU No. 2018-08 *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made.* The effects of these are summarized in Note 2, to the financial statements, along with other significant policies. Other than this, no new accounting policies were adopted during the period under audit and the application of existing policies was not changed during the year.

We noted no transactions entered into by the School during the period that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

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Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's 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 significantly from those expected.

The most sensitive estimates used in preparing the financial statements were as follows:

- The allocation of expenses into program, management and fundraising categories and to determine use of government grant funds
- Estimate for collectability of receivables
- Fixed asset depreciation methods and useful lives

We evaluated the key factors and assumptions used to develop the above estimate in determining that it was reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

Significant Audit Adjustments

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. There were no adjustments of this kind.

There are no known adjustments posed to management that have not been recorded.

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 that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of the audit.

Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Issues Discussed Prior to Retention of Independent Auditors

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

Difficulties Encountered in Performing the Audit
There were no significant difficulties encountered in performing the audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter.

Industry Updates
We would like to update you on important matters in the not-for-profit sector, including new accounting standards, priorities at the IRS and the Office of Management and Budget. To summarize:

Auditing Updates

The impact of COVID-19 has been felt all throughout the world. The World Health Organization declared a novel coronavirus (COVID-19) outbreak a Public Health Emergency of International Concern. Many donors, suppliers, vendors, customers have been adversely impacted by quarantines, facility closures and travel and logistic restrictions connected with the outbreak.

Those organizations that have been able to provide programming remotely are a step ahead of those who are struggling to adapt to the on-line world. Various stimulus programs, most notably, Paycheck Protection Program Funds, PPP, have been made available to charitable organizations in need. Rules governing how to convert these loans into non-payable grants has been everchanging. One thing is for certain is that the financial statements will look different.

As a result, the way we perform audits has changed. Audits have moved into a remote environment. One thing that has not changed, however is that entities need to maintain systems of internal control and auditors will be gaining an understanding so they can assess the risk of material misstatements and design their tests. In that sense, in some ways the audit will be the same (objectives have not changed), but the steps needed to get there will be different. There will be a stronger review of the impact that COVID-19 has on the ability of an entity to remain a going concern. Wide fluctuations in stock markets and other securities brought about angst from the public and high volatility of prices. Reviewing these areas takes on an increased emphasis during the current year's audit.

On a more technical note, SAS No. 134 through 140 are deferred for one year and are now applicable for periods ending on or after December 15, 2021.

Accounting Updates

Proposed Accounting Standards Update - Gifts in Kind
On February 10, The Financial Accounting Standards Board ("FASB") issued a proposed Accounting Standards Update ("ASU"), Not-for-Profit Entities (Topic 958): Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets. The ASU is intended to improve transparency and consistency of the Gifts-in-Kind ("GIK") reporting. The new standard will require the following changes in the presentation of the Gifts-in-Kind:

- Separate line item presentation on Statement of Activities.
- Desegregation of the amount contributed in the footnotes.

- Disclose whether nonfinancial GIKs were sold or utilized and description of the program/activities in which those assets were used.
- Disclose NFP's policy (if any) for monetizing rather than utilizing contributed nonfinancial assets.
- Disclose a description of any donor restrictions associated with the contributed nonfinancial assets.
- Disclose how fair value was arrived at, provide a description of the valuation techniques and inputs used to arrive at a fair value measure for GIKs.

The final standard is expected in fall 2020 and will be effective for NFPs for annual reporting periods beginning after June 15, 2021, and interim periods within fiscal years beginning after June 15, 2022, with early adoption permitted.

Accounting Standards Update 2020-05

On June 3, 2020 the FASB issued ASU 2020-05 that provides for a one-year deferral for the following:

- Revenue recognition (Topic 606)
- Effective CY 2020, FY 2021(non-public)
- Leases (Topic 842)
- Effective CY 2022 and FY 2023 (non-public)

FASB New Accounting Standard – Accounting Standards Update No. 2014-09
The FASB issued ASU No. 2014-09*, Revenue from Contracts with Customers*. Entities with a calendar 2019 year-end and all other entities thereafter can elect to adopt this standard. A one-year deferral to years beginning after December 15, 2019 (ASU No. 2020-05) has been granted.

This standard eliminates the majority of industry specific regulations and focuses more on a principles-based model for exchange transactions. Many nonprofits currently have transactions of this type, such as tuition, membership dues, licenses and royalties. It is important to note that contributions are not subject to this standard.

The five-step revenue model highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied. For nonprofit organizations that do not have public debt, this standard is applicable for calendar 2019 entities or those with a fiscal year that ends during 2020.

FASB New Accounting Standard – Accounting Standards Update No. 2018-08
FASB issued ASU No. 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU provides guidance on whether a receipt from a third-party resource provider falls under the contributions standard or whether it is an exchange transaction.

When a resource provider does not receive commensurate value, they are required to follow the contribution guidance. This standard, for the first time, provides information about how to make this evaluation. The ASU also provides a framework for determining whether a contribution is conditional

or unconditional and for distinguishing a donor-imposed condition from a donor-imposed restriction. This is important because it impacts when revenue will be recognized.

Specifically, the ASU explains how a not-for-profit entity determines whether a resource provider is participating in an exchange transaction. Basically, the not-for-profit should evaluate whether the resource provider is receiving value in return for the resources transferred based on the following criteria:

- A resource provider (including a private foundation, a government agency, or other) is not synonymous with the general public. The indirect benefit received by the public as a result of the assets transferred is not equivalent to commensurate value received by the resource provider.
- Execution of a resource provider's mission or the positive sentiment from acting as a donor would not constitute commensurate value received by a resource provider for purposes of determining whether a transfer of assets is a contribution or an exchange.

This evaluation will have the biggest impact on government grants for those entities that have such transactions. Under this new guidance, most government grants will likely be evaluated as a contribution rather than an exchange transaction. However, the revenue recognition may not change in many cases as the contribution is likely to be considered conditional, which has the same recognition principles as does an exchange transaction.

The factors to determine whether a contribution is conditional is based on whether the agreement includes a barrier that must be overcome **and** either a right of return of assets transferred or a right of release of a promisor's obligation to transfer assets. A probability assessment about whether the recipient is likely to meet a stipulation is not a factor when determining whether the agreement contains a barrier. In addition, a contribution containing stipulations that are not clearly unconditional shall be presumed to be conditional.

The ASU modifies the simultaneous release option, currently in GAAP, which allows a not-for-profit organization to recognize a restricted contribution directly in net assets without donor restrictions if the restriction is met in the same period that the revenue is recognized. This option may now be elected for all restricted contributions that were initially classified as conditional without having to elect it for all other restricted contributions and investment returns.

A not-for-profit entity that has not issued, or is not a conduit bond obligor for, securities that are traded, listed, or quoted on an exchange or an over-the-counter market would apply the new standard to annual reporting periods beginning after December 15, 2018 (a calendar year organization will apply for their December 31, 2019 financial statements and a fiscal year entity will apply during their fiscal year that ends in 2020).

Early adoption is permitted.

The ASU should be applied on a modified prospective basis where there is no cumulative effect adjustment to opening net assets and no restatement of prior period results.

FASB New Accounting Standard – Accounting Standards Update No. 2016-02

On February 25, 2016, the FASB issued an ASU No. 2016-02, *Leases*. Under this standard, all leases, including operating leases, with terms of more than twelve months will be required to be reflected

as assets and liabilities on the statement of financial position. The asset will be for the rights to use the property, equipment or space and the liability will be for the total obligations created by that lease.

For most not-for-profit entities, this ASU will be effective for periods beginning after December 15, 2019, which for practical purposes will be years ending December 31, 2020 and fiscal year entities that end in 2021. During the time before implementation is required, it is important for you to determine how this change will impact your organization. Important financial ratios and measures will change, and that is especially relevant to organizations that have loans with debt covenants.

Accounting Standards Update No. 2019-10 issued

The Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2019-10 that delays the effective dates for the following new standards:

- Leases (ASU No. 2016-02)
- Credit losses (ASU No. 2016-13)
- Hedging (ASU No. 2017-12)

The ASU extends the effective dates of the three standards as they relate to not-for-profit entities as follows:

- **Leases**:The effective date for not-for-profit bond obligors (direct and conduit) would remain unchanged at years beginning after December 15, 2018. The effective date for all other not-for-profit entities would be years beginning after December 15, 2020, an additional extension of one year.
- **Credit losses**: The new effective date for all not-for-profit entities would be years beginning after December 15, 2022, an additional extension of two years.
- **Hedging**: The new effective date for all not-for-profit entities would be years beginning after December 15, 2020, an additional extension of one year.

Early-adoption options for the standards will remain unchanged.

IRS Updates

Repeal of UBIT on Transportation Fringe Benefits.

On December 20, 2019, the Taxpayer Certainty and Disaster Tax Relief Act of 2019 was signed into law. Included in the bill was a repeal of Section 512(a)(7) of the Tax Cuts and Jobs Act, which had imposed unrelated business income taxes on nonprofit organizations that provided certain transportation fringe benefits. Organizations will no longer be required to pay taxes in connection with such benefits. Additionally, the repeal was retroactive meaning organizations can obtain refunds for any amounts paid. The IRS has indicated that refunds are to be claimed by filing an amended 990-T.

Private Foundations – Change in Excise Tax Rates

Another change impacting the non-profit sector as a result of this bill, beginning in calendar year 2020, private foundations will now be imposed a flat tax rate of 1.39% on net investment income.

This replaces the previous system which subjected private foundations to either a 1% or 2% excise tax, depending on the organization's level of qualified charitable contributions.

IRS Reform

On July 1, 2019, the Taxpayer First Act was signed into law, which provided for a comprehensive reform of the IRS. In broad terms the bill provides for an independent appeal process for taxpayers and aims to update information technology at the IRS. Specifically related to the non-profit sector, the legislation requires all tax-exempt organizations to electronically file form 990. Prior to the law, only non-profits with assets greater than $10 million and those that file more than 250 returns were required to file electronically. The e-file requirement will go into effect for tax years ended July 31, 2020 and later.

NYS Updates to Solicitation Disclosure

On December 21, 2018, Governor Cuomo signed NYS Assembly Bill A2688B, which relates to solicitation used by or on behalf of any charitable organization. The bill, which was effective as of March 21, 2019, requires that any solicitation shall include a statement that upon request, a person may obtain from the organization or from the charity's registry on the attorney general's website, a copy of the last financial report filed by the organization with the attorney general. Additionally, all solicitations used by or on behalf of the organization must identify the website and telephone number of the NYS Office of the Attorney General where an individual can receive information on charitable organizations.

Government Auditing Updates

Changes to 2020 Compliance Supplement

On August 17, 2020, the Office of Management and Budget (OMB) released the final 2020 OMB *Compliance Supplement* (the Supplement). An addendum is expected later in fall 2020 that addresses specific matters pertaining to COVID-19. The 2020 Supplement supersedes the 2019 Supplement and is effective for audits of fiscal years beginning after June 30, 2019, e.g., years ending on June 30, 2020 and December 31, 2020.

Some of the more significant changes are as follows:

- Part 3.1 was removed. As you may recall this was related to federal awards made prior to December 26, 2014.
- Part 2, Matrix of Compliance Requirements has changes, which are highlighted in yellow, with corrections highlighted in blue.
- Updates were made to the clusters in Part 5 (Although the addendum will include new COVID-19 programs and changes to existing programs due to COVID-19 funding, the addendum will not add new clusters of programs nor will it revise existing clusters.)
- Provides information on COVID-19 in Appendix VII.
- Minor changes to Part 7, Guidance for Auditing Programs Not Included in This Compliance Supplement.

A few things that had been discussed as possible changing but were left consistent with past years is as follows:

- Maintains the six-requirement mandate
- No changes to Part 6, Internal Control

Changes to Uniform Guidance
In August 2020, OMB issued revisions to the Uniform Guidance ("UG") (2 CFR Part 200).

Changes to the procurement standards
- Procurement types have been grouped into three categories:
  - Informal (micro-purchase, small purchase)
  - Formal (sealed bids, proposals)
  - Non-competitive (sole source)

The UG has been aligned with recently enacted federal laws to raise:
- The micro-purchase threshold has increased from $3,500 to $10,000
- The simplified acquisition threshold has increased from $150,000 to $250,000

Nonfederal entities are authorized to request a micro-purchase threshold higher than the $10,000 based on certain conditions.

Expansion of the de minimis indirect cost rate (200.414)
Previously to claim the de minimis indirect cost rate, an entity could not have previously had a federal indirect rate. With the change, if the entity does not have a current federal indirect cost rate, then they are eligible for the de minimis rate.

Timing of the single audit quality project
The date for the requirement for a government wide single audit quality project that must be performed once every six years has been changed to years beginning with audits submitted in 2021. The UG originally provided for the study of single audit quality to begin with audits submitted in 2018.

Independence Issues
Schall & Ashenfarb, CPA's, LLC is not aware of any relationships that our firm, or any employees thereof, has with the School or any of its board trustees that, in our professional judgment may impair our independence.

This information is intended solely for the use of the Board of Trustees and management of Bridge Preparatory Charter School and should not be used for any other purpose.

[redacted]
Certified Public Accountants, LLC

October 14, 2020

Exhibit 1

SCHALL & ASHENFARB

December 7 ,2018

Mr. Timothy Castanza
Founder & Executive Director
And Those Charged with Governance
Bridge Preparatory Charter School
Staten Island, New York

RE: Preparation of 2020 IRS Form 990
Audit of Financial Statements as of June 30, 2020

Dear Mr. Castanza:

We are pleased to confirm our understanding of the services we are to provide for Bridge Preparatory Charter School for the year ended June 30, 2020.

We will audit the financial statements of Bridge Preparatory Charter School, which comprise the statement of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with generally accepted auditing standards in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. We will issue a written report upon completion of our audit of Bridge Preparatory Charter School's financial statements. If our opinion is other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or issue reports, or we may withdraw from this engagement.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grants agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of 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 on compliance and (2) the report is an integral part of an audit performed in accordance with *Government Auditing*

Standards in considering the entity's internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose. If during our audit we become aware that Bridge Preparatory Charter School is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with generally accepted auditing standards established by the auditing standards board (United States) and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the presentation of the financial statements. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the Organization or to acts by management or employees acting on behalf of the Organization. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because **we will not perform a detailed examination of all transactions**, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors' is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from the Organization's attorneys as part of the engagement, and they may bill the Organization for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from management about the responsibilities of the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the Organization and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards.*

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards and *Government Auditing Standards.*

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of Bridge Preparatory Charter School's compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards.*

Other Services

We are always available to meet with you and other executives at various times throughout the year to discuss current business, operational, accounting, and auditing matters affecting your Organization. Whenever you feel such meetings are desirable, please let us know. We are also prepared to provide services to assist you in any of these areas. We will also be pleased, at your request, to attend your board of directors' meetings.

We will prepare the Organization's federal information returns for the year ended June 30, 2020, based on information provided by you. We will also assist in preparing the financial statements and related notes of the Organization in conformity with U.S. generally accepted accounting principles based on information provided by you. These nonaudit services do not constitute an audit under *Government Auditing Standards,* and such services will not be conducted in accordance with *Government Auditing Standards.*

We will perform the services in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. The other services are limited to the financial statement and tax services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities. We will advise management with regard to tax positions taken in the preparation of the tax return, but management must make all decisions with regard to those matters.

Management Responsibilities

Management is responsible for (1) establishing and maintaining internal controls, including monitoring ongoing activities and for helping to ensure that appropriate goals and objectives are met; (2) following laws and regulations; and (3) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contract, and grant agreements. **Management is responsible** for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. Generally accepted accounting principles, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements. **A partner will present the results of our audit to your audit committee or your board of directors (in person or by teleconference).**

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. **Management is also responsible** for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. **Your responsibilities include** informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, **you are responsible** for identifying and ensuring that the Organization complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. **Management is also responsible** for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. **The Organization is also responsible for providing** management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

You agree to assume all management responsibilities relating to the tax services, financial statements, related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with the preparation of the financial statements and related notes and that you have evaluated the

adequacy of our services and have reviewed and approved the results of the services, the financial statements, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other nonattest services we provide; you also agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience, to evaluate the adequacy and results of the services and to accept responsibility for them.

If you use a financial consultant to review your books, prepare journal entries or prepare financial statements, we will request certain representations from them as well. **Because of the importance of management's representations to an effective audit, failure of management or its financial consultants to provide representations to us in the form of a representation letter will cause our auditors opinion to be a "disclaimer" for a scope limitation.**

Engagement Administration and Other

We understand that your employees and/or consultants will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing. Certain financial institutions may charge us for this and the cost will be passed on to you. We will send a template in Word format for use with confirmation requests.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Schall & Ashenfarb, CPAs, LLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Government Regulator or its designee, a federal agency providing direct or indirect funding, or the U.S. Government accountability Office for purposes of a quality review of the audit, to resolve audit findings or to carry out oversight responsibilities. Pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to your funding source or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Schall & Ashenfarb's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Government Regulator. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

David Ashenfarb is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign in this capacity. Please contact us to discuss a date that we can begin the audit and outline a plan for delivery of draft and final documents to you. Our audit engagement ends on delivery of financial reports; however, we are still available

for routine conversations without charge until either party has officially terminated the relationship. Any follow-up services that might be required will be considered a new engagement.

E-mail Communication

In connection with this engagement, we may communicate with you or others via e-mail. As e-mails can be intercepted, disclosed, used, and/or otherwise communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed, we cannot ensure that e-mails from us will be properly delivered and read only by the addressee. Therefore, we disclaim and waive any liability for interception or unintentional disclosure of e-mail transmissions, or for the unauthorized use or failed delivery of e-mails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage arising from the use of e-mail, including any punitive, consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure of confidential information.

Posting of Audit Report and Financial Statements on Your Web Site

You agree that, if you plan to post an electronic version of the financial statements and audit report on your Web site, you will ensure that there are no differences in content between the electronic version of the financial statements and audit report on your Web site and the signed version of the financial statements and audit reports provided to management by us. You also agree to indemnify us from any and all claims that may arise from any differences between the electronic and signed copies.

Taxes

As part of our engagement, we will also prepare the federal information return (Form 990). In order to prepare complete and accurate returns, we will require you to provide certain information about board governance policies, which may also include, but not be limited to, providing salary amounts for employees greater than $100,000, contractors for professional services in excess of the same amount, names, addresses and dollar amounts of large contributors in excess of certain calculated amounts and other matters that are not generally covered during the audit. If the information is not provided to us in a timely manner, you will not hold us responsible for any penalties incurred for incomplete information.

We will send you an authorization form so that we can file your federal taxes electronically. If we do not receive the form back, or you prefer not to file electronically, we will send you hard copies to file. We will also send you electronic copies only for your records unless we receive a specific request for hard copies.

As a result of the Tax Cut and Jobs Act passed in December 2017, exempt organizations may now be subject to unrelated business income taxes in connection with providing certain fringe benefits to its employees after December 31, 2017. While the Internal Revenue Services has not yet released details, it is anticipated that this tax will be reported on an updated Form 990-T. If it is determined that such a filing will be necessary for your organization, a fee of $500 will be billed for the preparation of the return.

Fee

Our fee will be $13,000. At the completion of the audit, we will provide electronic versions of the audited financial statements, management letter (if applicable) and communications with those charged with governance and 10 copies of the final report without charge. Any additional copies will cost $5 per report. The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. If applicable, we will charge you other out of pocket costs such as postage for confirmations, fees incurred for certain electronic bank confirmations and setting up conference calls through our phone center, etc. Our fee will be billed monthly and is payable upon receipt. Invoices that are unpaid 30 days past the invoice date are deemed delinquent and we reserve the right to charge interest at 1% per month (not to exceed the maximum amount permitted by law.) In the event any collection action is required to collect unpaid balances due to us, you agree to reimburse us for all our reasonable costs of collection, including without limitation attorney's fees.

A payment is required upon the signing of this letter in the amount of $3,000. If we terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

If the School receives CSP funding, the grantor may require a separate "agreed upon procedures report". The terms of this engagement do not include additional services required to prepare a separate agreed upon procedures report. If such services are required, a separate agreement outlining the scope of work and related fees will be made at that time.

Independence

Professional and certain regulatory standards require us to be independent, in both fact and appearance, with respect to your Organization in the performance of our services. Any discussions that you have with personnel of our Firm regarding employment could pose a threat to our independence. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence.

In order for us to remain independent, professional standards require us to maintain certain respective roles and relationships with you with respect to the non-attest services described above. Prior to performing such services in conjunction with our audit, management must acknowledge its acceptance of certain responsibilities.

We will not perform management functions or make management decisions on behalf of your Organization. However, we will provide advice and recommendations to assist management of the Organization in performing its functions and fulfilling its responsibilities.

We, in our professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as making management decisions or performing management functions. The Organization must make all decisions with regard to our recommendations. By signing this Agreement, you acknowledge your acceptance of these responsibilities.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters

of comment received during the period of the contract. Our 2016 peer review report accompanies this letter.

We have attached a brief questionnaire that will help us plan the timing of the engagement to ensure you receive documents in your desired time frame. Please take a moment to fill that out.

We appreciate the opportunity to be of service to Bridge Preparatory Charter School and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us along with the questionnaire referred to above.

Very truly yours,

[redacted]

RESPONSE:

This letter correctly sets forth the understanding of Bridge Preparatory Charter School for the year ended June 30, 2020.

[redacted]

Executive Director

Title

12/12/2018.

Date

Exhibit 1

LUTZ, SELIG & ZERONDA, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS

Report on the Firm's System of Quality Control

January 29, 2020

To the Members of Schall & Ashenfarb Certified Public Accountants, LLC
and the Peer Review Committee of the Pennsylvania Institute of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Schall & Ashenfarb Certified Public Accountants, LLC, (the firm) in effect for the year ended August 31, 2019. Our peer review was conducted in accordance with Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including a compliance audit under the Single Audit Act.

Opinion

In our opinion the system of quality control for the accounting and auditing practice of Schall & Ashenfarb Certified Public Accountants, LLC in effect for the year ended August 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass; pass with deficiency (ies) or fail, Schall & Ashenfarb Certified Public Accountants, LLC has received a rating of pass.

Lutz, Selig & Zeronda L.L.P.

33 Century Hill Drive, Latham, NY 12110 ❖ tel: (518) 783-7200 ❖ fax: (518) 783-7385
420 Lexington Avenue, Suite 300, New York, NY 10170 ❖ tel: (212) 297-6204
3748 State Hwy 30, Amsterdam, NY 12010 ❖ tel: (518) 773-2267 ❖ fax: (518) 773-2273
www.lutzseligzeronda.com

Exhibit 2

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

October 14, 2020

Schall & Ashenfarb, CPA's, LLC

307 Fifth Avenue, 15th Floor

New York, NY 10016

This representation letter is provided in connection with your audit of the financial statements of the Bridge Preparatory Charter School which comprise the statements of financial position as of June 30, 2020, and the related statements of activities, functional expenses, and cash flows for the period from inception through June 30, 2020, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of October 14, 2020, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated December 7, 2018, including our responsibility for the preparation and fair presentation of the financial statements, in accordance with US GAAP.

2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP.

3. We acknowledge our responsibility 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.

4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable. This specifically includes the methodology for the statement of functional expenses.

6. There have been no related party relationships or transactions that are required to be accounted for or disclosed in accordance with the requirements of U.S. GAAP.

7. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.

8. There were no uncorrected misstatements that are material, both individually and in the aggregate, to the financial statements as a whole

9. There were no known actual or possible litigation, claims, and assessments required to be accounted for and disclosed in accordance with U.S. GAAP.

10. Material concentrations have been appropriately disclosed in accordance with U.S. GAAP.

11. There were no guarantees, either written or oral, under which the organization is contingently liable, that are required to be recorded or disclosed in accordance with U.S. GAAP.

Non Attest Services

In regard to the non-attest services provided by you, we have:

1. Assumed all management responsibilities.

2. Designated an individual with suitable skill, knowledge, or experience to oversee the services.

3. Evaluated the adequacy and results of the services performed.

4. Accepted responsibility for the results of the services.

As part of your audit, you prepared the draft financial statements and related notes. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have assumed all management responsibilities. We have reviewed, approved, and accepted responsibility for those financial statements and related notes.

Information Provided

1. We have provided you with:

a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
b) Additional information that you have requested from us for the purpose of the audit.
c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.

2. All material transactions have been recorded in the accounting records and are reflected in the financial statements.

3. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

4. We have no knowledge of any fraud or suspected fraud that affects the organization and involves:
   a) Management,
   b) Employees who have significant roles in internal control, or
   c) Others where the fraud could have a material effect on the financial statements.

5. We have no knowledge of any allegations of fraud or suspected fraud affecting the organization's financial statements communicated by employees, former employees, grantors, regulators, or others.

6. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

7. We are not aware of any pending or threatening litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP.

8. We have disclosed to you the identity of the organization's related parties and all the related party relationships and transactions of which we are aware.

9. The organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

10. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

11. We have evaluated subsequent events through the report date including events related to the coronavirus disease 2019 (COVID-19) pandemic. We have concluded that there are no adjustments needed to the financial statements. The estimated potential future impact cannot be determined.

12. We have no plans or intentions to discontinue the operations of any program or discontinue any significant services or activities.

13. Bridge Preparatory Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you and appropriately reported. All required filings with tax authorities are up-to-date.

14. There have been no instances that have occurred, or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance

15. There have been no instances that have occurred, or are likely to have occurred, of noncompliance with provision of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

16. There have been no instances that have occurred, or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.

[redacted]

Timothy Castanza, Executive Director

[redacted]

Josh Moreau, Financial Consultant

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Observations and Recommendations

To Management of
Bridge Preparatory Charter School (the "School")

As a result of the audit for the period from inception through June 30, 2020, we want to provide you with the following recommendation to help strengthen internal controls:

Debit Card Usage
During our audit, we noted that there were purchases that were made using the debit card. These purchases are instantly transferred out of the School's bank account and the person charging the expense is essentially simultaneously authorizing the payments at the same time they are disbursed. We recommend that credit cards be used rather than debit cards as it restricts the timing of the disbursement until after it has had a chance to be reviewed by another within the School.

Management has linked the debit card to a separate checking account, which enables the accounting team to control the funds available for debit card purchases at any given time. If the School continues to use the debit card, we recommend establishing a policy for how much should be held in this checking account.

This report is intended solely for the information and use of the audit and finance committee, the board of directors and management and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.

[redacted]

October 14, 2020

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800 Fax: (212) 268-2805
www.schallandashenfarb.com

Annual Financial Statement Audit Report

School Name:	Bridge Prep Charter School
Date (Report is due Nov. 1):	November 1, 2020
Primary District of Location (If NYC select NYC DOE):	New York City Department of Education
If located in NYC DOE select CSD:	NYCSD #31
School Fiscal Contact Name:	Josh Moreau, boostEd Finance
School Fiscal Contact Email:	[redacted]
School Fiscal Contact Phone:	[redacted]
School Audit Firm Name:	Schall & Ashenfarb, CPA's, LLC
School Audit Contact Name:	Joe Albano
School Audit Contact Email:	[redacted]
School Audit Contact Phone:	[redacted]
Audit Period:	2019-20
Prior Year:	-

The following items are required to be included:

1.) The independent auditor's report on financial statements and notes.
2.) Excel template file containing the Financial Position, Statement of Activities, Cash Flow and Functional Expenses worksheets.
3.) Reports on internal controls over financial reporting and on compliance.

The additional items listed below should be included if applicable. Please explain the reason(s) if the items are not included. Examples might include: a written management letter was not issued; the school did not expend federal funds in excess of the Single Audit Threshold of $750,000; the management letter response will be submitted by the following date (should be no later than 30 days from the submission of the report); etc.

Item	If not included, state the reason(s) below (if not applicable fill in N/A):
Management Letter	N/A
Management Letter Response	N/A
Form 990	On Extension
Federal Single Audit (A-133)	N/A
Corrective Action Plan	N/A

Bridge Prep Charter School
Statement of Financial Position
as of June 30

	2020	-
CURRENT ASSETS		
Cash and cash equivalents	$ 708,961	$ -
Grants and contracts receivable	260,183	-
Accounts receivables	-	-
Prepaid Expenses	-	-
Contributions and other receivables	-	-
Other current assets	-	-
TOTAL CURRENT ASSETS	969,144	-
NON-CURRENT ASSETS		
Property, Building and Equipment, net	$ 148,510	$ -
Restricted Cash	20,113	-
Security Deposits	-	-
Other Non-Current Assets	-	-
TOTAL NON-CURRENT ASSETS	168,623	-
TOTAL ASSETS	**1,137,767**	**-**
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 272,087	$ -
Accrued payroll, payroll taxes and benefits	-	-
Current Portion of Loan Payable	-	-
Due to Related Parties	-	-
Refundable Advances	-	-
Deferred Revenue	-	-
Other Current Liabilities	-	-
TOTAL CURRENT LIABILITIES	272,087	-
LONG-TERM LIABILITIES		
Loan Payable; Due in More than One Year	$ -	$ -
Deferred Rent	-	-
Due to Related Party	-	-
Other Long-Term Liabilities	136,000	-
TOTAL LONG-TERM LIABILITIES	136,000	-
TOTAL LIABILITIES	408,087	-
NET ASSETS		
Unrestricted	$ 729,680	$ -
Temporarily restricted	-	-
Permanently restricted	-	-
TOTAL NET ASSETS	729,680	-
TOTAL LIABILITIES AND NET ASSETS	**1,137,767**	**-**

Bridge Prep Charter School
Statement of Activities
as of June 30

	2020			-
	Unrestricted	Temporarily Restricted	Total	Total
OPERATING REVENUE				
State and Local Per Pupil Revenue - Reg. Ed	$ 1,369,326	$ -	$ 1,369,326	$ -
State and Local Per Pupil Revenue - SPED	777,488	-	777,488	-
State and Local Per Pupil Facilities Revenue	-	-	-	-
Federal Grants	882,677	-	882,677	-
State and City Grants	-	-	-	-
Other Operating Income	-	-	-	-
Food Service/Child Nutrition Program	-	-	-	-
TOTAL OPERATING REVENUE	3,029,491	-	3,029,491	-
EXPENSES				
Program Services				
Regular Education	$ 782,584	$ -	$ 782,584	$ -
Special Education	1,259,212	-	1,259,212	-
Other Programs	-	-	-	-
Total Program Services	2,041,796	-	2,041,796	-
Management and general	606,384	-	606,384	-
Fundraising	-	-	-	-
TOTAL EXPENSES	2,648,180	-	2,648,180	-
SURPLUS / (DEFICIT) FROM OPERATIONS	381,311	-	381,311	-
SUPPORT AND OTHER REVENUE				
Interest and Other Income	$ -	$ -	$ -	$ -
Contributions and Grants	345,000	-	345,000	-
Fundraising Support	-	-	-	-
Investments	-	-	-	-
Donated Services	-	-	-	-
Other Support and Revenue	3,369	-	3,369	-
TOTAL SUPPORT AND OTHER REVENUE	348,369	-	348,369	-
Net Assets Released from Restrictions / Loss on Disposal of Assets	$ -	$ -	$ -	$ -
CHANGE IN NET ASSETS	729,680	-	729,680	-
NET ASSETS - BEGINNING OF YEAR	$ -	$ -	$ -	$ -
PRIOR YEAR/PERIOD ADJUSTMENTS	-	-	-	-
NET ASSETS - END OF YEAR	$ 729,680	$ -	$ 729,680	$ -

Bridge Prep Charter School
Statement of Cash Flows
as of June 30

	2020	-
CASH FLOWS - OPERATING ACTIVITIES		
Increase (decrease) in net assets	$ 729,680	$ -
Revenues from School Districts	-	-
Accounts Receivable	-	-
Due from School Districts	-	-
Depreciation	33,312	-
Grants Receivable	(260,183)	-
Due from NYS	-	-
Grant revenues	-	-
Prepaid Expenses	272,087	-
Accounts Payable	-	-
Accrued Expenses	-	-
Accrued Liabilities	-	-
Contributions and fund-raising activities	-	-
Miscellaneous sources	-	-
Deferred Revenue	-	-
Interest payments	-	-
Restricted Cash	-	-
Security Deposit	-	-
NET CASH PROVIDED FROM OPERATING ACTIVITIES	$ 774,896	$ -
CASH FLOWS - INVESTING ACTIVITIES	$	$
Purchase of equipment	(181,822)	-
Other	-	-
NET CASH PROVIDED FROM INVESTING ACTIVITIES	$ (181,822)	$ -
CASH FLOWS - FINANCING ACTIVITIES	$	$
Principal payments on long-term debt	-	-
Other	136,000	-
NET CASH PROVIDED FROM FINANCING ACTIVITIES	$ 136,000	$ -
NET (DECREASE) INCREASE IN CASH AND CASH EQUIVALENTS	$ 729,074	$ -
Cash at beginning of year	-	-
CASH AND CASH EQUIVALENTS AT END OF YEAR	$ 729,074	$ -

Bridge Prep Charter School
Statement of Functional Expenses
as of June 30

		2020								-
		Program Services				Supporting Services				
	No. of Positions	Regular Education	Special Education	Other Education	Total	Fundraising	Management and General	Total	Total	
Personnel Services Costs		$	$	$	$	$	$	$	$	$
Administrative Staff Personnel	4.00	178,849	111,781	-	290,630	-	156,493	156,493	447,123	-
Instructional Personnel	18.00	320,843	652,618	-	973,461	-	-	-	973,461	-
Non-Instructional Personnel	5.00	-	-	-	-	-	71,711	71,711	71,711	-
Total Salaries and Staff	27.00	499,693	764,399	-	1,264,091	-	228,204	228,204	1,492,295	-
Fringe Benefits & Payroll Taxes		11,860	134,306	-	146,166	-	22,486	22,486	168,652	-
Retirement		5,205	8,412	-	13,618	-	1,351	1,351	14,969	-
Management Company Fees		-	-	-	-	-	-	-	-	-
Legal Service		-	-	-	-	-	5,000	5,000	5,000	-
Accounting / Audit Services		-	-	-	-	-	90,000	90,000	90,000	-
Other Purchased / Professional / Consulting Services		-	-	-	-	-	226,899	226,899	226,899	-
Building and Land Rent / Lease		-	-	-	-	-	-	-	-	-
Repairs & Maintenance		-	-	-	-	-	-	-	-	-
Insurance		8,668	13,259	-	21,927	-	3,958	3,958	25,885	-
Utilities		-	-	-	-	-	-	-	-	-
Supplies / Materials		79,576	183,386	-	262,962	-	6,442	6,442	269,404	-
Equipment / Furnishings		4,006	6,128	-	10,134	-	1,829	1,829	11,963	-
Staff Development		63,062	96,869	-	159,931	-	20,976	20,976	180,907	-
Marketing / Recruitment		1,212	1,854	-	3,066	-	56,517	56,517	59,583	-
Technology		14,119	21,598	-	35,717	-	6,448	6,448	42,165	-
Food Service		-	-	-	-	-	-	-	-	-
Student Services		-	-	-	-	-	-	-	-	-
Office Expense		7,519	11,503	-	19,022	-	3,434	3,434	22,456	-
Depreciation		11,154	17,063	-	28,217	-	5,095	5,095	33,312	-
OTHER		280	435	-	715	-	3,975	3,975	4,690	-
Total Expenses		$ 706,354	$ 1,259,212	$ -	$ 1,965,566	$ -	$ 682,614	$ 682,614	$ 2,648,180	$ -

New York State Education Department

Request for Proposals to Establish Charter Schools Authorized by the Board of Regents

2020-21 Budget & Cash Flow Template

General Instructions and Notes for New Application Budgets and Cash Flows Templates

1	Complete ALL SIX columns in BLUE
2	Enter information into the GRAY cells
3	Cells containing **RED** triangles in the upper right corner in columns B through G contain guidance on that particular item
4	School district per-pupil tuition information is located on the State Aid website at https://stateaid.nysed.gov/charter/. Rows may be inserted in the worksheet to accomodate additional districts if necessary.
5	The Assumptions column should be completed for all revenue and expense items unless the item is self-explanatory. Where applicable, please reference the page number or section in the application narrative that indicates the assumption being made. For instance, student enrollment would reference the applicable page number in Section I, C of the application narrative.

Bridge Preparatory Charter School

PROJECTED BUDGET FOR 2020-2021

July 1, 2020 to June 30, 2021

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	2,350,601	1,070,612	-	-	-	3,421,213
Total Expenses	1,139,336	1,415,368	-	22,030	492,757	3,069,491
Net Income	1,211,265	(344,756)	-	(22,030)	(492,757)	351,722
Actual Student Enrollment	69	75				-
Total Paid Student Enrollment	69	75				144

		PROGRAM SERVICES			SUPPORT SERVICES			Assumptions
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable
REVENUE								
REVENUES FROM STATE SOURCES								
Per Pupil Revenue	CY Per Pupil Rate							
NYCDOE	*$16,123.00*	2,321,712	-	-	-	-	2,321,712	Budget is based on enrollment of 144, but the capacity for FY21 is 148
School District 2 (Enter Name)		-	-	-	-	-	-	
School District 3 (Enter Name)		-	-	-	-	-	-	
School District 4 (Enter Name)		-	-	-	-	-	-	
School District 5 (Enter Name)		-	-	-	-	-	-	
		2,321,712	-	-	-	-	2,321,712	
Special Education Revenue		-	977,229	-	-	-	977,229	52% of students received the additional SPED subsidy in FY20
Grants								
Stimulus		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other State Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM STATE SOURCES		2,321,712	977,229	-	-	-	3,298,941	
REVENUE FROM FEDERAL FUNDING								
IDEA Special Needs		-	62,087	-	-	-	62,087	
Title I		11,916	12,909	-	-	-	24,825	Based on initial allocation
Title Funding - Other		2,307	2,500	-	-	-	4,807	
School Food Service (Free Lunch)		-	-	-	-	-	-	
Grants								
Charter School Program (CSP) Planning & Implementation		-	-	-	-	-	-	
Other		-	-	-	-	-	-	
Other Federal Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM FEDERAL SOURCES		14,223	77,496	-	-	-	91,719	
LOCAL and OTHER REVENUE								
Contributions and Donations, Fundraising		-	-	-	-	-	-	
Erate Reimbursement		9,120	9,880	-	-	-	19,000	
Interest Income, Earnings on Investments,		-	-	-	-	-	-	
NYC-DYCD (Department of Youth and Community Developmt.)		-	-	-	-	-	-	
Food Service (Income from meals)		-	-	-	-	-	-	
Text Book		5,545	6,008	-	-	-	11,553	
Other Local Revenue		-	-	-	-	-	-	
TOTAL REVENUE FROM LOCAL and OTHER SOURCES		14,665	15,888	-	-	-	30,553	
TOTAL REVENUE		2,350,601	1,070,612	-	-	-	3,421,213	
								List exact titles and staff FTE"s (Full time eqiuilivalent)
EXPENSES								
ADMINISTRATIVE STAFF PERSONNEL COSTS	No. of Positions							
Executive Management	1.00	44,400	44,400	-	14,800	44,400	148,000	Estimated time spent: GEN (30%), SPED (30%), FUND (10%), M/G (30%)
Instructional Management	1.00	50,880	55,120	-	-	-	106,000	
Deans, Directors & Coordinators	1.00	-	77,000	-	-	-	77,000	
CFO / Director of Finance	-	-	-	-	-	-	-	
Operation / Business Manager	1.00	-	-	-	-	96,000	96,000	
Administrative Staff	1.00	-	-	-	-	53,000	53,000	
TOTAL ADMINISTRATIVE STAFF	5	95,280	176,520	-	14,800	193,400	480,000	
INSTRUCTIONAL PERSONNEL COSTS								
Teachers - Regular	12.00	371,324	402,267	-	-	-	773,591	
Teachers - SPED	-	-	-	-	-	-	-	
Substitute Teachers	-	-	-	-	-	-	-	
Teaching Assistants	6.00	110,880	165,120	-	-	-	276,000	5 Associates allocated like Teachers, 1 Associate is exclusivelt SETTS
Specialty Teachers	1.00	8,160	8,840	-	-	-	17,000	Physical Education

Bridge Preparatory Charter School

PROJECTED BUDGET FOR 2020-2021

July 1, 2020 to June 30, 2021

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
Total Revenue	2,350,601	1,070,612	-	-	-	3,421,213
Total Expenses	1,139,336	1,415,368	-	22,030	492,757	3,069,491
Net Income	1,211,265	(344,756)	-	(22,030)	(492,757)	351,722
Actual Student Enrollment	69	75				-
Total Paid Student Enrollment	69	75				144

		PROGRAM SERVICES			SUPPORT SERVICES			
		REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL	
Aides	6.00	36,864	39,936	-	-	-	76,800	
Therapists & Counselors	2.00	62,542	67,754	-	-	-	130,296	2 Social Workers
Other	-	2,650	2,870	-	-	-	5,520	After-school program
TOTAL INSTRUCTIONAL	**27**	**592,419**	**686,788**	**-**	**-**	**-**	**1,279,207**	
NON-INSTRUCTIONAL PERSONNEL COSTS								
Nurse	-	-	-	-	-	-	-	
Librarian	-	-	-	-	-	-	-	
Custodian	-	-	-	-	-	-	-	
Security	-	-	-	-	-	-	-	
Other	-	-	-	-	-	-	-	
TOTAL NON-INSTRUCTIONAL	**-**	**-**	**-**	**-**	**-**	**-**	**-**	
SUBTOTAL PERSONNEL SERVICE COSTS	**32**	**687,699**	**863,308**	**-**	**14,800**	**193,400**	**1,759,207**	
PAYROLL TAXES AND BENEFITS								
Payroll Taxes		59,830	75,108	-	1,288	16,826	153,051	8.7% of salaries
Fringe / Employee Benefits		118,500	148,760	-	2,550	33,326	303,136	
Retirement / Pension		10,164	12,759	-	219	2,858	26,000	
TOTAL PAYROLL TAXES AND BENEFITS		**188,494**	**236,627**	**-**	**4,057**	**53,010**	**482,187**	
TOTAL PERSONNEL SERVICE COSTS		**876,193**	**1,099,935**	**-**	**18,857**	**246,410**	**2,241,394**	
CONTRACTED SERVICES								
Accounting / Audit		-	-	-	-	91,250	91,250	BoostEd + audit
Legal		-	-	-	-	10,000	10,000	
Management Company Fee		-	-	-	-	-	-	
Nurse Services		-	-	-	-	-	-	
Food Service / School Lunch		-	-	-	-	-	-	
Payroll Services		5,082	6,380	-	109	1,429	13,000	
Special Ed Services		-	5,000	-	-	-	5,000	
Titlement Services (i.e. Title I)		-	-	-	-	7,500	7,500	Title I consultant
Other Purchased / Professional / Consulting		59,564	67,755	-	404	5,277	133,000	LittleBird HR services ($38K) + $4K/each for Curr Spec/Exec Leadership, Arts Program ($79K - Sundog)
TOTAL CONTRACTED SERVICES		**64,646**	**79,135**	**-**	**513**	**115,456**	**259,750**	
SCHOOL OPERATIONS								
Board Expenses		-	-	-	-	7,500	7,500	
Classroom / Teaching Supplies & Materials		15,360	16,640	-	-	-	32,000	
Special Ed Supplies & Materials		-	-	-	-	-	-	
Textbooks / Workbooks		19,945	21,608	-	-	-	41,553	
Supplies & Materials other		-	-	-	-	-	-	
Equipment / Furniture		-	-	-	-	3,000	3,000	
Telephone		7,036	8,833	-	151	1,979	18,000	
Technology		21,563	27,069	-	464	6,064	55,160	Edit Tech IT support ($20,160)
Student Testing & Assessment		8,160	8,840	-	-	-	17,000	
Field Trips		3,840	4,160	-	-	-	8,000	
Transportation (student)		-	-	-	-	-	-	
Student Services - other		11,280	12,220	-	-	-	23,500	Parent engagement, uniforms, staff appreciation
Office Expense		-	-	-	-	32,000	32,000	
Staff Development		80,919	101,583	-	1,741	22,757	207,000	
Staff Recruitment		1,920	2,080	-	-	-	4,000	
Student Recruitment / Marketing		9,600	10,400	-	-	-	20,000	
School Meals / Lunch		2,400	2,600	-	-	-	5,000	
Travel (Staff)		-	-	-	-	-	-	
Fundraising		-	-	-	-	-	-	
Other		2,400	2,600	-	-	7,394	12,394	Interest on PPP loan, assumed to be paid back and not forgiven
TOTAL SCHOOL OPERATIONS		**184,424**	**218,632**	**-**	**2,357**	**80,694**	**486,107**	

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

Bridge Preparatory Charter School

PROJECTED BUDGET FOR 2020-2021

July 1, 2020 to June 30, 2021

Please Note: The student enrollment data is entered below in the Enrollment Section beginning in row 155. This will populate the data in row 10.

	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
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Net Income	1,211,265	(344,756)	-	(22,030)	(492,757)	351,722
Actual Student Enrollment	69	75				-
Total Paid Student Enrollment	69	75				144

	PROGRAM SERVICES			SUPPORT SERVICES		
	REGULAR EDUCATION	SPECIAL EDUCATION	OTHER	FUNDRAISING	MANAGEMENT & GENERAL	TOTAL
FACILITY OPERATION & MAINTENANCE						
Insurance	14,073	17,667	-	303	3,958	36,000
Janitorial	-	-	-	-	-	-
Building and Land Rent / Lease	-	-	-	-	-	-
Repairs & Maintenance	-	-	-	-	5,000	5,000
Equipment / Furniture	-	-	-	-	5,000	5,000
Security	-	-	-	-	-	-
Utilities	-	-	-	-	-	-
TOTAL FACILITY OPERATION & MAINTENANCE	14,073	17,667	-	303	13,958	46,000
DEPRECIATION & AMORTIZATION	-	-	-	-	36,240	36,240
DISSOLUTION ESCROW & RESERVES / CONTIGENCY	-	-	-	-	-	-
TOTAL EXPENSES	1,139,336	1,415,368	-	22,030	492,757	3,069,491
NET INCOME	1,211,265	(344,756)	-	(22,030)	(492,757)	351,722

ENROLLMENT - *School Districts Are Linked To Above Entries*	REGULAR EDUCATION	SPECIAL EDUCATION	TOTAL ENROLLED
NYCDOE	69	75	144
School District 2 (Enter Name)			-
School District 3 (Enter Name)			-
School District 4 (Enter Name)			-
School District 5 (Enter Name)			-
TOTAL ENROLLMENT	69	75	144
REVENUE PER PUPIL	34,067	14,275	-
EXPENSES PER PUPIL	16,512	18,872	-

Assumptions

DESCRIPTION OF ASSUMPTIONS - Please note assumptions when applicable

SIGNATURE BANK
565 Fifth Avenue, 12th Floor
New York, NY 10017

Statement Period
From June 01, 2020
To June 30, 2020

PRIVATE CLIENT GROUP 181
565 FIFTH AVENUE
NEW YORK, NY 10017

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

See Back for Important Information

Primary Account: 1503481479 0

EFFECTIVE JULY 1, 2020, SIGNATURE BANK'S FUNDS AVAILABILITY DISCLOSURE WILL BE REVISED AS FOLLOWS:
THE AMOUNT AVAILABLE FOR WITHDRAWAL FROM CHECK DEPOSITS NOT SUBJECT TO NEXT DAY AVAILABILITY WILL INCREASE FROM 200 DOLLARS TO 225 DOLLARS ON THE FIRST BUSINESS DAY AFTER THE DAY OF DEPOSIT AND THE AMOUNT AVAILABLE FOR CASH WITHDRAWAL ON THE SECOND BUSINESS DAY WILL INCREASE FROM 400 DOLLARS TO 450 DOLLARS.

ON OR BEFORE JULY 1, 2020, THE REVISED DISCLOSURE WILL BE AVAILABLE AS A PDF FILE ON THE "AGREEMENTS AND DISCLOSURES" PAGE UNDER 'ABOUT US' AS THE "ADDENDUM TO THE BUSINESS ACCOUNT AGREEMENTS AND DISCLOSURES EFFECTIVE JULY 1, 2020" AT WWW.SIGNATURENY.COM OR BY CONTACTING YOUR PRIVATE CLIENT GROUP.

Signature Relationship Summary		Opening Bal.	Closing Bal.
BANK DEPOSIT ACCOUNTS			
[redacted]	MONOGRAM INSURED MMA	20,105.56	20,113.00
	RELATIONSHIP TOTAL		20,113.00

SIGNATURE BANK

Statement Period
From June 01, 2020
To June 30, 2020

PRIVATE CLIENT GROUP 181
565 FIFTH AVENUE
NEW YORK, NY 10017

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

MONOGRAM INSURED MMA [redacted]

Summary

Previous Balance as of June 01, 2020		20,105.56
1 Credits		7.44
Ending Balance as of June 30, 2020		20,113.00

Deposits and Other Credits

Jun 30	Interest Paid	7.44

Daily Balances

May 31	20,105.56	Jun 30	20,113.00

Interest Summary

Year-To-Date Interest	67.69		
Interest Paid This Period	7.44	Annual Percentage Yield Earned	0.45 %
Avg. Balance this Period	20,105.56	Days in Period	30

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

BRIDGE PREPARATORY CHARTER SCHOOL

Audited Financial Statements In Accordance With Government Auditing Standards

June 30, 2021

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800
www.schallandashenfarb.com

BRIDGE PREPARATORY CHARTER SCHOOL

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SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditor's Report

To the Board of Trustees of
Bridge Preparatory Charter School

Report on the Financial Statements

We have audited the accompanying financial statements of Bridge Preparatory Charter School (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes 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.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements 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 the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

307 Fifth Avenue, 15th Floor
New York, New York 10016
Tel: (212) 268-2800
www.schallandashenfarb.com

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Bridge Preparatory Charter School as of June 30, 2021, 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.

Report on Summarized Comparative Information

We have previously audited the School's 2020 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 14, 2020. In our opinion, the summarized comparative information presented herein and for the period from inception through June 30, 2020 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 4, 2021 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and 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 the effectiveness of the School's 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 the School's internal control over financial reporting and compliance.

October 4, 2021

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2021
(With comparative totals as of June 30, 2020)

	6/30/21	6/30/20
Assets		
Cash and cash equivalents	$2,307,106	$708,961
Government grant receivable - per pupil funding (Note 3)	0	11,133
Government grants receivable - other	38,214	249,050
Prepaid expenses and other assets	80,387	0
Restricted cash (Note 4)	60,243	20,113
Fixed assets, net (Note 5)	204,138	148,510
Total assets	$2,690,088	$1,137,767
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	$280,229	$272,087
Government grant advance - per pupil funding (Note 3)	119,108	0
Paycheck Protection Program loan (Note 6)	0	136,000
Total liabilities	399,337	408,087
Net assets - without donor restrictions	2,290,751	729,680
Total liabilities and net assets	$2,690,088	$1,137,767

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the period from inception through June 30, 2020)

	6/30/21	6/30/20
Without donor restrictions:		
Public support and revenue:		
Public school district revenue: (Note 3)		
Resident student enrollment	$2,386,204	$1,369,326
Students with special education services	1,582,925	777,488
Subtotal public school district revenue	3,969,129	2,146,814
Government grant - Paycheck Protection Program (Note 6)	136,000	0
Other government grants	105,831	882,677
Contributions	5,000	345,000
Other income	3,352	3,369
Total public support and revenue	4,219,312	3,377,860
Expenses:		
Program services:		
Regular education	809,909	782,584
Special education	1,424,695	1,259,212
Total program services	2,234,604	2,041,796
Supporting services:		
Management and general	423,637	606,384
Total expenses	2,658,241	2,648,180
Change in net assets	1,561,071	729,680
Net assets - beginning of year	729,680	0
Net assets - ending of year	$2,290,751	$729,680

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the period from inception through June 30, 2020)

	Program Services			Supporting Services		
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses 6/30/21	Total Expenses 6/30/20
Salaries	$557,544	$948,056	$1,505,600	$174,086	$1,679,686	$1,492,296
Payroll taxes and benefits	115,461	196,332	311,793	36,051	347,844	278,620
Total personnel costs	673,005	1,144,388	1,817,393	210,137	2,027,530	1,770,916
Professional fees			0	144,642	144,642	226,899
Professional development	55,716	94,808	150,524	17,349	167,873	180,907
Student and staff recruitment	373	634	1,007	23,626	24,633	59,583
Curriculum and classroom expenses	17,063	76,191	93,254		93,254	227,279
Supplies and materials	14,051	23,892	37,943	4,387	42,330	42,125
Office expenses	7,496	12,746	20,242	2,340	22,582	22,456
Insurance	9,307	15,826	25,133	2,906	28,039	25,885
IT and communications	9,068	15,420	24,488	2,831	27,319	42,165
Non-capitalized equipment and furnishings	2,077	3,532	5,609	648	6,257	11,963
Other expenses	613	1,311	1,924	1,885	3,809	4,690
Bad debt			0	6,285	6,285	0
Depreciation	21,140	35,947	57,087	6,601	63,688	33,312
Total other than personnel costs	136,904	280,307	417,211	213,500	630,711	877,264
Total expenses	$809,909	$1,424,695	$2,234,604	$423,637	$2,658,241	$2,648,180

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2021
(With comparative totals for the period from inception through June 30, 2020)

	6/30/21	6/30/20
Cash flows from operating activities:		
Change in net assets	$1,561,071	$729,680
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	63,688	33,312
Changes in assets and liabilities:		
Government grant receivable/(advance) - per pupil funding	130,241	(11,133)
Government grants receivable - other	210,836	(249,050)
Prepaid expense and other assets	(80,387)	0
Accounts payable and accrued expenses	8,142	272,087
Paycheck Protection Program loan	(136,000)	136,000
Total adjustments	196,520	181,216
Net cash provided by operating activities	1,757,591	910,896
Cash flows from investing activities:		
Purchases of furniture and fixtures	(119,316)	(181,822)
Net cash used for investing activities	(119,316)	(181,822)
Net increase in cash, cash equivalents, and restricted cash	1,638,275	729,074
Cash, cash equivalents, and restricted cash - beginning of year	729,074	0
Cash, cash equivalents, and restricted cash - ending of year	$2,367,349	$729,074
Cash, cash equivalents, and restricted cash:		
Cash and cash equivalents	$2,307,106	$708,961
Restricted cash	60,243	20,113
	2,367,349	729,074

No taxes or interest were paid.

The attached notes and auditor's report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2021

Note 1 - Organization and Nature of Activities

Bridge Preparatory Charter School (the "School"), located in Staten Island, New York, is a not-for-profit education corporation chartered by the Board of Regents of the State of New York, for and on behalf of the State Education Department. In August 2019, the School was granted a provisional charter for a term up to and including June 2024. The 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 School ensures that students gain the skills and confidence to meet their full academic potential and the School's innovative and rigorous student-centered environment develops students to be confident, creative, life-long learners. The School completed the 2020-2021 fiscal year with an average enrollment of approximately 150 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

The School has been notified by the Internal Revenue Service that it is exempt from Federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Accounting
The financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

b. Basis of Presentation
Net assets are classified based upon the existence or absence of donor-imposed restrictions as follows:

- *Net Assets Without Donor Restrictions* – represents those resources for which there are no restrictions by donors as to their use.

- *Net Assets With Donor Restrictions* – represents those resources, the uses of which have been restricted by donors to specific purposes or the passage of time and/or must remain intact, in perpetuity. The release from restrictions results from the satisfaction of the restricted purposes specified by the donor. The School did not have any net assets with donor restrictions on June 30, 2021.

c. Revenue Recognition
The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") No. 2018-08 ("Topic 605") for recording contributions. Contributions are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature.

Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under Topic 605. Revenue from these transactions is recognized when performance related outcomes are achieved and other conditions under the agreements are met.

The School records grants as revenue in the period they become unconditional. Unconditional promises to give that are expected to be collected within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using an interest-free discount rate, when deemed material. Conditional promises to give are recognized when the conditions on which they depend are substantially met.

Contributions and grants that are due within one year are recorded at net realizable value. Long-term pledges are recorded at fair value, using risk-adjusted present value techniques. Pledges are reviewed for collectability. Based on knowledge of specific funders and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2021. Write-offs will be made directly to operations in the period the receivable is deemed to be uncollected.

d. Cash and Cash Equivalents

The School considers all liquid investments purchased with a maturity of three months or less to be cash and cash equivalents. Restricted cash has been classified separately.

The School follows ASU 2016-18, *Statement of Cash Flows (Topic 230): Restricted Cash.* This requires that restricted cash and cash equivalents be included as components of total cash and cash equivalents as presented on the statement of cash flows.

e. Concentration of Credit

Financial instruments which potentially subject the School to concentration of credit risk consist of checking accounts, which have been placed with a financial institution that management deems to be creditworthy. From time-to-time, cash balances may be in excess of insurance levels. At year-end, there was a significant uninsured balance; however, the School has not experienced any losses due to bank failure.

f. Capitalization Policy

Computer hardware and furniture and equipment are capitalized at cost or at the fair value at the date of gift, if donated. The School capitalizes fixed assets in excess of $1,000 that have a useful life of more than one year. Depreciation was computed using the straight-line method over the estimated useful life of each asset, which generally is between 3 and 7 years.

g. Donated Services

Donated services are recognized in circumstances where those services create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided in-kind.

Board members and other individuals volunteer their time and perform a variety of tasks that assist the School. These services do not meet the criteria outlined above and have not been recorded in the financial statements.

h. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Salaries were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Payroll taxes and benefits
- Professional development
- Supplies and materials
- Office expenses
- Insurance
- IT and communications
- Non-capitalized equipment and furnishings
- Depreciation

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

i. Use of Estimates

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 revenues and expenses during the reporting period. Actual results could differ from those estimates.

j. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

k. Accounting for Uncertainty in Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019, the School's initial filing, and later are subject to examination by applicable taxing authorities.

l. Summarized Comparative Financial Information
The financial statements include certain prior year summarized comparative information in total but not by net asset class. 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 School's financial statements for the period from inception through June 30, 2020 from which the summarized information was derived.

m. New Accounting Pronouncement
FASB issued ASU No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets,* which becomes effective for the June 30, 2022 year with early adoption permitted. This ASU focuses on improving transparency in the reporting of contributed nonfinancial assets and requires a separate line-item presentation on the statement of activities and additional disclosures.

The School is in the process of evaluating the impact this standard will have on future financial statements.

Note 3 - Government Grants (Advance)/Receivable – Per Pupil Funding

Activity related to the contract with the NYCDOE can be summarized as follows:

	6/30/21	6/30/20
Beginning receivable	$11,133	$0
Funding based on allowable FTEs	3,969,129	2,146,814
Advances received	(4,093,085)	(2,135,681)
Written off	(6,285)	0
Ending (advance payable)/receivable	($119,108)	$11,133

Note 4 - Restricted Cash

An escrow account has been established to meet the requirement of the Board of Regents of the State of New York. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 5 - Fixed Assets

Fixed assets consist of the following:

	6/30/21	6/30/20
Furniture and fixtures	$301,138	$181,822
Less: accumulated depreciation	(97,000)	(33,312)
Total fixed assets, net	$204,138	$148,510

Note 6 - Paycheck Protection Program Loan

During the year ended June 30, 2020, the School obtained a loan from the Small Business Administration ("SBA") through the Paycheck Protection Program. Terms of the loan indicated that if certain conditions are met, which include maintaining average work forces during periods subsequent to receipt of the loan funds that are not less than pre-determined historical periods, that the loan, or a portion thereof, will be forgiven.

The School accounts for the PPP loan in accordance with Topic 605 as a conditional contribution. During the year ended June 30, 2021, the School met all conditions for forgiveness, and recognized the loan as revenue. In addition, the School was notified that full forgiveness was approved by the SBA.

Note 7 - Significant Concentrations

The School and New York City Department of Education ("NYCDOE") signed an agreement, which permits the school to operate the charter. Approximately 94% and 64% of the School's total public support and revenue was received from NYCDOE during 2021 and 2020, respectively. If NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 8 - Donated Space

The School is located in a NYCDOE facility and utilizes approximately 10,000 square feet at no charge. The School was unable to determine a value for this service.

Note 9 – Defined Contribution Plan

The School maintains 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 School matches employee contributions to the plan on a discretionary basis and these contributions are immediately vested in full. The amount of estimated matching payments of $27,000 and $15,000 have been included in payroll taxes and employee benefits in the accompanying financial statements for the periods ended June 30, 2021 and 2020, respectively

Note 10 - Availability and Liquidity

The School's financial assets available to meet cash needs for general expenditures within one year are $2,345,320, which consist of cash and cash equivalents of $2,307,106 and grants receivable due within one year of $38,214 at June 30, 2021. There are no external or internal limits imposed on these balances. As part of its liquidity management, the School operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 11 - Subsequent Events

Management has evaluated the impact of all subsequent events through October 4, 2021, which is the date that the financial statements were available to be issued. No events have occurred subsequent to the statement of financial position date, through our evaluation date, that would require adjustment to or disclosure in the financial statements.

Note 12 - Other Matters

On January 30, 2020, the World Health Organization declared the coronavirus outbreak a "Public Health Emergency of International Concern" and on March 10, 2020, declared it to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an impact on the economies and financial markets of many countries, including the geographical area in which the School operates. As of the date of the financial statements, many of the travel restrictions and stay at home orders have been lifted, however, supply chains remain impacted. Management continues to monitor the outbreak, however, as of the date of these financial statements, the potential impact cannot be quantified.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

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*

Independent Auditor's Report

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited, in accordance with the 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 (the "School"), which comprise the statement of financial position as of June 30, 2021, and the related statements of activities, 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 4, 2021.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit 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 the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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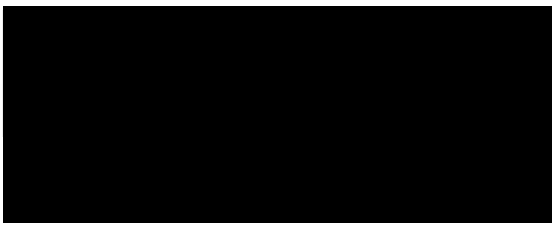
Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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.



October 4, 2021

BRIDGE PREPARATORY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2021

Current Year:

None

Prior Year:

None – There were no findings in the prior year.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Communication with Those Charged with Governance

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited the financial statements of Bridge Preparatory Charter School (the "School") for the year ended June 30, 2021 and have issued our report thereon dated October 4, 2021. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Generally Accepted Auditing Standards

As stated in our engagement letter dated June 30, 2021, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

Planned Scope of Audit

We performed our audit according to the plan previously communicated to you in our engagement letter.

Significant Accounting Policies

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. No new accounting policies were adopted during the period under audit and the application of existing policies was not changed during the year.

Last year, the School received a loan from SBA in the amount of $136,000 through the Payroll Protection Program ("PPP"). As the covered period of the funds occurred and all conditions had been met during fiscal 2021, this was recognized as revenue during this year.

We noted no other transactions entered into by the School during the period that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

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Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's 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 significantly from those expected.

The most sensitive estimates used in preparing the financial statements were as follows:

- The allocation of expenses into program, management and fundraising categories and to determine use of government grant funds
- Estimate for collectability of receivables
- Fixed asset depreciation methods and useful lives

We evaluated the key factors and assumptions used to develop the above estimate in determining that it was reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

Significant Audit Adjustments

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. There were no adjustments of this kind.

There are no known adjustments posed to management that have not been recorded.

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 that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of the audit.

Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Issues Discussed Prior to Retention of Independent Auditors

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

Difficulties Encountered in Performing the Audit
There were no significant difficulties encountered in performing the audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter.

Industry Updates

We would like to update you on important matters in the not-for-profit sector, including new accounting standards, priorities at the IRS and the Office of Management and Budget. To summarize:

Auditing Updates

The impact of COVID-19 has been felt all throughout the world. The World Health Organization declared a novel coronavirus (COVID-19) outbreak a Public Health Emergency of International Concern. Many donors, suppliers, vendors, customers have been adversely impacted by quarantines, facility closures and travel and logistic restrictions connected with the outbreak.

Those organizations that have been able to provide programming remotely are a step ahead of those who are struggling to adapt to the on-line world. Various stimulus programs, most notably, Paycheck Protection Program Funds, PPP, have been made available to charitable organizations in need. Rules governing how to convert these loans into non-payable grants has been everchanging. One thing is for certain is that the financial statements will look different.

As a result, the way we perform audits has changed. Audits have moved into a remote environment. One thing that has not changed, however is that entities need to maintain systems of internal control and auditors will be gaining an understanding so they can assess the risk of material misstatements and design their tests. In that sense, in some ways the audit will be the same (objectives have not changed), but the steps needed to get there will be different. There will be a stronger review of the impact that COVID-19 has on the ability of an entity to remain a going concern. Wide fluctuations in stock markets and other securities brought about angst from the public and high volatility of prices. Reviewing these areas takes on an increased emphasis during the current year's audit.

On a more technical note, SAS No. 134 through 140 are deferred for one year and are now applicable for periods ending on or after December 15, 2021.

Accounting Updates

Proposed Accounting Standards Update - Gifts in Kind
On February 10, The Financial Accounting Standards Board ("FASB") issued a proposed Accounting Standards Update ("ASU"), Not-for-Profit Entities (Topic 958): Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets. The ASU is intended to improve transparency and consistency of the Gifts-in-Kind ("GIK") reporting. The new standard will require the following changes in the presentation of the Gifts-in-Kind:

- Separate line item presentation on Statement of Activities.
- Desegregation of the amount contributed in the footnotes.

- Disclose whether nonfinancial GIKs were sold or utilized and description of the program/activities in which those assets were used.
- Disclose NFP's policy (if any) for monetizing rather than utilizing contributed nonfinancial assets.
- Disclose a description of any donor restrictions associated with the contributed nonfinancial assets.
- Disclose how fair value was arrived at, provide a description of the valuation techniques and inputs used to arrive at a fair value measure for GIKs.

The final standard is expected in fall 2020 and will be effective for NFPs for annual reporting periods beginning after June 15, 2021, and interim periods within fiscal years beginning after June 15, 2022, with early adoption permitted.

Accounting Standards Update 2020-05

On June 3, 2020 the FASB issued ASU 2020-05 that provides for a one-year deferral for the following:

- Revenue recognition (Topic 606)
- Effective CY 2020, FY 2021(non-public)
- Leases (Topic 842)
- Effective CY 2022 and FY 2023 (non-public)

FASB New Accounting Standard – Accounting Standards Update No. 2014-09

The FASB issued ASU No. 2014-09*, Revenue from Contracts with Customers*. Entities with a calendar 2019 year-end and all other entities thereafter can elect to adopt this standard. A one-year deferral to years beginning after December 15, 2019 (ASU No. 2020-05) has been granted.

This standard eliminates the majority of industry specific regulations and focuses more on a principles-based model for exchange transactions. Many nonprofits currently have transactions of this type, such as tuition, membership dues, licenses and royalties. It is important to note that contributions are not subject to this standard.

The five-step revenue model highlights the identification of performance obligations of the contract, determining the price and allocating that price to the performance obligation so that revenue is recognized as each performance obligation is satisfied. For nonprofit organizations that do not have public debt, this standard is applicable for calendar 2019 entities or those with a fiscal year that ends during 2020.

FASB New Accounting Standard – Accounting Standards Update No. 2018-08

FASB issued ASU No. 2018-08, *Clarifying the Scope and the Accounting Guidance for Contributions Received and Contributions Made*. The ASU provides guidance on whether a receipt from a third-party resource provider falls under the contributions standard or whether it is an exchange transaction.

When a resource provider does not receive commensurate value, they are required to follow the contribution guidance. This standard, for the first time, provides information about how to make this evaluation. The ASU also provides a framework for determining whether a contribution is conditional or unconditional and for distinguishing a donor-imposed condition from a donor-imposed restriction. This is important because it impacts when revenue will be recognized.

Specifically, the ASU explains how a not-for-profit entity determines whether a resource provider is participating in an exchange transaction. Basically, the not-for-profit should evaluate whether the resource provider is receiving value in return for the resources transferred based on the following criteria:

- A resource provider (including a private foundation, a government agency, or other) is not synonymous with the general public. The indirect benefit received by the public as a result of the assets transferred is not equivalent to commensurate value received by the resource provider.
- Execution of a resource provider's mission or the positive sentiment from acting as a donor would not constitute commensurate value received by a resource provider for purposes of determining whether a transfer of assets is a contribution or an exchange.

This evaluation will have the biggest impact on government grants for those entities that have such transactions. Under this new guidance, most government grants will likely be evaluated as a contribution rather than an exchange transaction. However, the revenue recognition may not change in many cases as the contribution is likely to be considered conditional, which has the same recognition principles as does an exchange transaction.

The factors to determine whether a contribution is conditional is based on whether the agreement includes a barrier that must be overcome **and** either a right of return of assets transferred or a right of release of a promisor's obligation to transfer assets. A probability assessment about whether the recipient is likely to meet a stipulation is not a factor when determining whether the agreement contains a barrier. In addition, a contribution containing stipulations that are not clearly unconditional shall be presumed to be conditional.

The ASU modifies the simultaneous release option, currently in GAAP, which allows a not-for-profit organization to recognize a restricted contribution directly in net assets without donor restrictions if the restriction is met in the same period that the revenue is recognized. This option may now be elected for all restricted contributions that were initially classified as conditional without having to elect it for all other restricted contributions and investment returns.

A not-for-profit entity that has not issued, or is not a conduit bond obligor for, securities that are traded, listed, or quoted on an exchange or an over-the-counter market would apply the new standard to annual reporting periods beginning after December 15, 2018 (a calendar year organization will apply for their December 31, 2019 financial statements and a fiscal year entity will apply during their fiscal year that ends in 2020).

Early adoption is permitted.

The ASU should be applied on a modified prospective basis where there is no cumulative effect adjustment to opening net assets and no restatement of prior period results.

FASB New Accounting Standard – Accounting Standards Update No. 2016-02

On February 25, 2016, the FASB issued an ASU No. 2016-02, *Leases*. Under this standard, all leases, including operating leases, with terms of more than twelve months will be required to be reflected as assets and liabilities on the statement of financial position. The asset will be for the rights to use the property, equipment or space and the liability will be for the total obligations created by that lease.

For most not-for-profit entities, this ASU will be effective for periods beginning after December 15, 2019, which for practical purposes will be years ending December 31, 2020 and fiscal year entities that end in 2021. During the time before implementation is required, it is important for you to determine how this change will impact your organization. Important financial ratios and measures will change, and that is especially relevant to organizations that have loans with debt covenants.

Accounting Standards Update No. 2019-10 issued

The Financial Accounting Standards Board (FASB) issued Accounting Standards Update (ASU) No. 2019-10 that delays the effective dates for the following new standards:

- Leases (ASU No. 2016-02)
- Credit losses (ASU No. 2016-13)
- Hedging (ASU No. 2017-12)

The ASU extends the effective dates of the three standards as they relate to not-for-profit entities as follows:

- **Leases**: The effective date for not-for-profit bond obligors (direct and conduit) would remain unchanged at years beginning after December 15, 2018. The effective date for all other not-for-profit entities would be years beginning after December 15, 2020, an additional extension of one year.
- **Credit losses**: The new effective date for all not-for-profit entities would be years beginning after December 15, 2022, an additional extension of two years.
- **Hedging**: The new effective date for all not-for-profit entities would be years beginning after December 15, 2020, an additional extension of one year.

Early-adoption options for the standards will remain unchanged.

IRS Updates

Repeal of UBIT on Transportation Fringe Benefits.

On December 20, 2019, the Taxpayer Certainty and Disaster Tax Relief Act of 2019 was signed into law. Included in the bill was a repeal of Section 512(a)(7) of the Tax Cuts and Jobs Act, which had imposed unrelated business income taxes on nonprofit organizations that provided certain transportation fringe benefits. Organizations will no longer be required to pay taxes in connection with such benefits. Additionally, the repeal was retroactive meaning organizations can obtain refunds for any amounts paid. The IRS has indicated that refunds are to be claimed by filing an amended 990-T.

Private Foundations – Change in Excise Tax Rates

Another change impacting the non-profit sector as a result of this bill, beginning in calendar year 2020, private foundations will now be imposed a flat tax rate of 1.39% on net investment income. This replaces the previous system which subjected private foundations to either a 1% or 2% excise tax, depending on the organization's level of qualified charitable contributions.

IRS Reform

On July 1, 2019, the Taxpayer First Act was signed into law, which provided for a comprehensive reform of the IRS. In broad terms the bill provides for an independent appeal process for taxpayers and aims to update information technology at the IRS. Specifically related to the non-profit sector, the legislation requires all tax-exempt organizations to electronically file form 990. Prior to the law, only non-profits with assets greater than $10 million and those that file more than 250 returns were required to file electronically. The e-file requirement will go into effect for tax years ended July 31, 2020 and later.

NYS Updates to Solicitation Disclosure

On December 21, 2018, Governor Cuomo signed NYS Assembly Bill A2688B, which relates to solicitation used by or on behalf of any charitable organization. The bill, which was effective as of March 21, 2019, requires that any solicitation shall include a statement that upon request, a person may obtain from the organization or from the charity's registry on the attorney general's website, a copy of the last financial report filed by the organization with the attorney general. Additionally, all solicitations used by or on behalf of the organization must identify the website and telephone number of the NYS Office of the Attorney General where an individual can receive information on charitable organizations.

Government Auditing Updates

Changes to 2020 Compliance Supplement

On August 17, 2020, the Office of Management and Budget (OMB) released the final 2020 OMB *Compliance Supplement* (the Supplement). An addendum is expected later in fall 2020 that addresses specific matters pertaining to COVID-19. The 2020 Supplement supersedes the 2019 Supplement and is effective for audits of fiscal years beginning after June 30, 2019, e.g., years ending on June 30, 2020 and December 31, 2020.

Some of the more significant changes are as follows:

- Part 3.1 was removed. As you may recall this was related to federal awards made prior to December 26, 2014.
- Part 2, Matrix of Compliance Requirements has changes, which are highlighted in yellow, with corrections highlighted in blue.
- Updates were made to the clusters in Part 5 (Although the addendum will include new COVID-19 programs and changes to existing programs due to COVID-19 funding, the addendum will not add new clusters of programs nor will it revise existing clusters.)
- Provides information on COVID-19 in Appendix VII.
- Minor changes to Part 7, Guidance for Auditing Programs Not Included in This Compliance Supplement.

A few things that had been discussed as possible changing but were left consistent with past years is as follows:

- Maintains the six-requirement mandate
- No changes to Part 6, Internal Control

Changes to Uniform Guidance
In August 2020, OMB issued revisions to the Uniform Guidance ("UG") (2 CFR Part 200).

Changes to the procurement standards

- Procurement types have been grouped into three categories:
  - Informal (micro-purchase, small purchase)
  - Formal (sealed bids, proposals)
  - Non-competitive (sole source)

The UG has been aligned with recently enacted federal laws to raise:

- The micro-purchase threshold has increased from $3,500 to $10,000
- The simplified acquisition threshold has increased from $150,000 to $250,000

Nonfederal entities are authorized to request a micro-purchase threshold higher than the $10,000 based on certain conditions.

Expansion of the de minimis indirect cost rate (200.414)
Previously to claim the de minimis indirect cost rate, an entity could not have previously had a federal indirect rate. With the change, if the entity does not have a current federal indirect cost rate, then they are eligible for the de minimis rate.

Timing of the single audit quality project
The date for the requirement for a government wide single audit quality project that must be performed once every six years has been changed to years beginning with audits submitted in 2021. The UG originally provided for the study of single audit quality to begin with audits submitted in 2018.

Independence Issues
Schall & Ashenfarb, CPA's, LLC is not aware of any relationships that our firm, or any employees thereof, has with the School or any of its board trustees that, in our professional judgment may impair our independence.

This information is intended solely for the use of the Board of Trustees and management of Bridge Preparatory Charter School and should not be used for any other purpose.

Schall & Ashenfarb
Certified Public Accountants, LLC

October 4, 2021

EXHIBIT 1

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

June 30, 2021

Mr. Timothy Castanza
Founder & Executive Director
And Those Charged with Governance
Bridge Preparatory Charter School
Staten Island, New York

Via e mail

Dear Mr. Castanza:

We are pleased to confirm our understanding of the services we are to provide for Bridge Preparatory Charter School for the year ended June 30, 2021.

We will audit the statement of financial position of Bridge Preparatory Charter School as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended and the notes to the financial statements.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements is other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement and may withdraw.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of 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 on compliance and (2) the report is also an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also include

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a statement that the report is intended solely for the information and use of the audit committee, management, and specific legislative or regulatory bodies and is not intended to be and should not be used by anyone other than these specified parties. If during our audit we become aware that the entity is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.

Management Responsibilities

Management is responsible for (1) designing, implementing, establishing, and maintaining internal controls, including monitoring ongoing activities and for helping to ensure that appropriate goals and objectives are met; (2) following laws and regulations; and (3) ensuring that management is reliable and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contract, and grant agreements. **Management is responsible** for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. Generally accepted accounting principles, and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements. **A partner will present the results of our audit to your audit committee or your board of directors (in person or by teleconference).**

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. **Management is also responsible** for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the organization from whom we determine it necessary to obtain audit evidence.

Management's responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

Management is responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the organization involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. **Those responsibilities include** informing us of your knowledge of any allegations of fraud or suspected fraud affecting the Organization received in communications from employees, former employees, grantors, regulators, or others. In addition, **management is responsible** for identifying and ensuring that applicable laws, regulations, contracts, agreements, and grants are complied with, and for taking timely and appropriate steps to remedy fraud, noncompliance with provisions of laws, regulations, contracts or grant agreements, or abuse that we report.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. **Management is also responsible** for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or

other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. **Management is also responsible for providing a written statement on the entity's letter head that describes** management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

If you use a financial consultant to review your books, prepare journal entries or prepare financial statements we will request certain representation from them as well. **Because of the importance of management's representations to an effective audit, failure of management or their financial consultants to provide representations to us in the form of a representation letter will cause our auditors opinion to be a "disclaimer" for a scope limitation.**

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute, assurance and because **we will not perform a detailed examination of all transactions**, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors' is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will also request written representations from the attorneys as part of the engagement, if attorneys have been consulted on any matters that may impact the financial statements. Those attorneys may send you bill for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from management about the financial statements and related matters, compliance with laws, resolutions, contracts, and grant agreements, and other responsibilities required by generally accepted auditing standards.

Audit Procedures—Internal Control

Our audit will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under professional standards and *Government Auditing Standards.*

Audit Procedures—Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

Other Services

We are always available to meet with you and other executives at various times throughout the year to discuss current business, operational, accounting, and auditing matters affecting your Organization. Whenever you feel such meetings are desirable, please let us know. We are also prepared to provide services to assist you in any of these areas. We will also be pleased, at your request, to attend your board of directors' meetings. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities, or that might otherwise impair our independence.

You agree to assume all management responsibilities relating to the tax services, financial statements, related notes, and any other non-audit services we provide. You will be required to acknowledge in the management representation letter the tax services provided and our assistance with the preparation of the financial statements and related notes and that you have evaluated the adequacy of our services and have reviewed and approved the results of the services, the financial statements, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to assume all management responsibilities for the tax services, financial statement preparation services, and any other non-audit services we provide; you agree to oversee the non-audit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of the services; and accept responsibility for them.

See sections below about preparation of financial statements and annual tax returns.

Assistance in Preparing Financial Statements

As noted above, we will also assist in preparing the financial statements of the Organization in conformity with U.S. generally accepted accounting principles based on information provided by you. We will not perform management functions or make management decisions on behalf of your Organization. However, we will provide advice and recommendations to assist management of the Organization in performing its functions and fulfilling its responsibilities.

Taxes

As part of our engagement, we will also prepare the federal information return (Form 990) in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. In order to prepare complete and accurate returns, we will require you to provide certain information about board governance policies, which may also include, but not be limited to, providing salary amounts for employees greater than $100,000, contractors for professional services in excess of the same amount, names, addresses, and dollar amounts of large contributors in excess of certain calculated amounts and other matters that are not generally covered during the audit. If the information is not provided to us timely, you will not hold us responsible for any penalties incurred for incomplete information.

We will send you a draft of the form 990 for your review. We expect that you will get back to us within a reasonable time frame with any questions, or edits. Once we answer your questions and receive any edits that may be required, we will ask you to send back IRS form 8879, which gives us the authority to file your federal taxes electronically. Unfortunately, due to the time it takes to create draft documents in an encrypted file that we can send to you, **we will only provide one draft of the taxes**, and will incorporate all edits into the final document. If additional drafts are requested, **you will incur a charge of $250 for each additional draft.** If we do not receive edits back from you or the authorization to file the taxes by receiving the signed form 8879, or you prefer not to file electronically, we will send you hard copies to file. We will also send you electronic copies only for your records unless we receive a specific request for hard copies.

Audit Administration and Other

We understand that your employees and/or consultants will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing and they will be uploaded by you to our secure portal. Certain financial institutions may charge us for this, and the cost will be passed on to you. We will send a template in Word format for use with confirmation requests.

David Ashenfarb is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign it. Please contact us to discuss a date that we can begin the audit and outline a plan for delivery of draft and final documents to you. Our audit engagement ends on delivery of financial reports; however, we are still available for routine conversations without charge until either party has officially terminated the relationship. Any follow-up services that might be required will be considered a new engagement.

We will provide copies of our reports to you; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing

privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Schall & Ashenfarb, CPAs, LLC and constitutes confidential information. However, pursuant to authority given by law or regulation, we may be requested to make certain audit documentation available to your funding source or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of Schall & Ashenfarb's personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the Government Regulator. The Regulator may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Government Regulator. If we are aware that a federal awarding agency or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

E-mail Communication

In connection with this engagement, we may communicate with you or others via e-mail. As e-mails can be intercepted, disclosed, used, and/or otherwise communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed, we cannot ensure that e-mails from us will be properly delivered and read only by the addressee. Therefore, we disclaim and waive any liability for interception or unintentional disclosure of e-mail transmissions, or for the unauthorized use or failed delivery of e-mails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage arising from the use of e-mail, including any punitive, consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure of confidential information.

Posting of Audit Report and Financial Statements on Your Web Site

You agree that, if you plan to post an electronic version of the financial statements and audit report on your Web site, you will ensure that there are no differences in content between the electronic version of the financial statements and audit report on your Web site and the signed version of the financial statements and audit reports provided to management by us. You also agree to indemnify us from any and all claims that may arise from any differences between the electronic and signed copies.

Fee and Deliverables of Documents

Our fee will be $13,500. Additional fees will be for out-of-pocket costs for confirmations and additional drafts of tax filings or financial statements as referred to above. A payment is required upon the signing of this letter in the amount of $5,000. After the initial retainer has been billed, we will send progress billings based upon an estimate of the work completed to date.

At the completion of field work we will provide you with a comprehensive audit presentation that includes an executive summary, required communication with those charged with governance, the

financial statements with related footnotes, a management letter, or other recommendations, if applicable, and industry updates. As this will be the document we expect to review with those charged with governance, we will review with management to determine if there is additional information you wish to provide and make edits if necessary. Any additional drafts, thereafter, will incur a cost of $250 per draft.

At the completion of the audit, we will provide electronic versions of the audited financial statements, management letter (if applicable) and communications with those charged with governance. **The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. You will be responsible for all fees for time spent to date of when you are notified of the unexpected circumstance.** Invoices that are unpaid 30 days past the invoice date are deemed delinquent and we reserve the right to charge interest at 1% per month (not to exceed the maximum amount permitted by law.) In the event any collection action is required to collect unpaid balances due to us, you agree to reimburse us for all our costs of collection, including without limitation attorney's fees.

If we terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket expenditures through the date of termination.

We understand that the School may receive CSP funding, and the grantor may require a separate "agreed upon procedures report". The terms of this engagement do not include additional services required to prepare a separate agreed upon procedures report. A separate agreement outlining the scope of work and related fees is being presented simultaneous to this agreement.

Independence

Professional and certain regulatory standards require us to be independent, in both fact and appearance, with respect to your Organization in the performance of our services. Any discussions that you have with personnel of our Firm regarding employment could pose a threat to our independence. Therefore, we request that you inform us prior to any such discussions so that we can implement appropriate safeguards to maintain our independence.

For us to remain independent, professional standards require us to maintain certain respective roles and relationships with you with respect to the non-attest services described above. Prior to performing such services in conjunction with our audit, management must acknowledge its acceptance of certain responsibilities.

We will not perform management functions or make management decisions on behalf of your Organization. However, we will provide advice and recommendations to assist management of the Organization in performing its functions and fulfilling its responsibilities.

We, in our professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as making management decisions or performing management functions. The Organization must make all decisions related to our recommendations. By signing this Agreement, you acknowledge your acceptance of these responsibilities.

Government Auditing Standards require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and letters of comment received during the period of the contract. Our 2020 peer review report accompanies this letter.

We have attached a brief questionnaire that will help us plan the timing of the engagement to ensure you receive documents in your desired time frame. Please take a moment to fill that out.

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy, and return it to us along with the questionnaire referred to above.

RESPONSE:

This letter correctly sets forth the understanding of Bridge Preparatory Charter School for the year ended June 30, 2021.

[redacted]

Executive Director

Title

July 1, 2021

Date

EXHIBIT 1

LUTZ, SELIG & ZERONDA, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS

Report on the Firm's System of Quality Control

January 29, 2020

To the Members of Schall & Ashenfarb Certified Public Accountants, LLC
and the Peer Review Committee of the Pennsylvania Institute of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Schall & Ashenfarb Certified Public Accountants, LLC, (the firm) in effect for the year ended August 31, 2019. Our peer review was conducted in accordance with Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including a compliance audit under the Single Audit Act.

Opinion

In our opinion the system of quality control for the accounting and auditing practice of Schall & Ashenfarb Certified Public Accountants, LLC in effect for the year ended August 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass; pass with deficiency (ies) or fail, Schall & Ashenfarb Certified Public Accountants, LLC has received a rating of pass.

[redacted]

EXHIBIT 2

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

October 4, 2021

Schall & Ashenfarb, CPA's, LLC

307 Fifth Avenue, 15 Floor

New York, NY 10016

This representation letter is provided in connection with your audit of the financial statements of the Bridge Preparatory Charter School which comprise the statements of financial position as of June 30, 2021, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of October 4, 2021, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 30, 2021, including our responsibility for the preparation and fair presentation of the financial statements, in accordance with US GAAP.

2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP.

3. We acknowledge our responsibility for the design, implementation, and maintenance of

   are free from material misstatement, whether due to fraud or error.

4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable. This specifically includes the methodology for the statement of functional expenses.

6. There have been no related party relationships or transactions that are required to be accounted for or disclosed in accordance with the requirements of U.S. GAAP.

7. All events subsequent to the date of the financial statements and for which U.S. GAAP requires adjustment or disclosure have been adjusted or disclosed.

8. There were no uncorrected misstatements that are material, both individually and in the aggregate, to the financial statements as a whole

9. There were no known actual or possible litigation, claims, and assessments required to be accounted for and disclosed in accordance with U.S. GAAP.

10. Material concentrations have been appropriately disclosed in accordance with U.S. GAAP.

11. There were no guarantees, either written or oral, under which the organization is contingently liable, that are required to be recorded or disclosed in accordance with U.S. GAAP.

Non Attest Services

In regard to the non-attest services provided by you, we have:

1. Assumed all management responsibilities.

2. Designated an individual with suitable skill, knowledge, or experience to oversee the services.

3. Evaluated the adequacy and results of the services performed.

4. Accepted responsibility for the results of the services.

As part of your audit, you prepared the draft financial statements and related notes. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and responsibility for those financial statements and related notes.

Information Provided

1. We have provided you with:

    a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.
    b) Additional information that you have requested from us for the purpose of the audit.

c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.

2. Any documents that we provided electronically were exact copies of the underlying physical document.

3. All material transactions have been recorded in the accounting records and are reflected in the financial statements.

4. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

5. We have no knowledge of any fraud or suspected fraud that affects the organization and involves:
   a) Management,
   b) Employees who have significant roles in internal control, or
   c) Others where the fraud could have a material effect on the financial statements.

6. We have no knowledge of any allegations of fraud or suspected fraud affecting the organization's financial statements communicated by employees, former employees, grantors, regulators, or others.

7. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

8. We are not aware of any pending or threatening litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP, and we have not consulted a lawyer concerning litigation, claims, or assessments.

9. We have disclosed to you the identity of the organization's related parties and all the related party relationships and transactions of which we are aware.

10. The organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

11. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws,

    and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

EXHIBIT 2

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

12. We have evaluated subsequent events through the report date including events related to the coronavirus disease 2019 (COVID-19) pandemic. We have concluded that there are no adjustments needed to the financial statements. The estimated potential future impact cannot be determined.

13. We have no plans or intentions to discontinue the operations of any program or discontinue any significant services or activities.

14. Bridge Preparatory Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you and appropriately reported. All required filings with tax authorities are up-to-date.

15. There have been no instances that have occurred, or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance

16. There have been no instances that have occurred, or are likely to have occurred, of noncompliance with provision of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

17. There have been no instances that have occurred, or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.

18. Bridge Preparatory Charter School received a Paycheck Protection Program loan (PPP loan) which was forgiven in full during the year ended June 30, 2021.

[redacted]

Timothy Castanza

Executive Director

715 Ocean Terrace-Building E—Staten Island, New York 10301
718.274.3437

EXHIBIT 2

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

[redacted]

Josh Moreau

Financial Consultant

715 Ocean Terrace-Building E—Staten Island, New York 10301
718.274.3437

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Observations and Recommendations

To Management of
Bridge Preparatory Charter School (the "School")

As a result of the audit for the year ended June 30, 2021, we want to provide you with an update on a recommendation we made in the prior year to help strengthen internal controls:

Debit Card Usage
In the prior year, we noted there were purchases made using a debit card. These purchases are instantly transferred out of the School's bank account and the person charging the expense is essentially simultaneously authorizing the payments at the same time they are disbursed. We recommended that credit cards be used rather than debit cards as it restricts the timing of the disbursement until after it has had a chance to be reviewed by another within the School.

Management has linked the debit card to a separate checking account, which enables the accounting team to control the funds available for debit card purchases at any given time. We recommended to establish a policy for how much should be held in this checking account.

Follow-up as of June 31, 2021: The School continued to use the debit card during the year, and we continue to make our recommendation.

This report is intended solely for the information and use of the audit and finance committee, the board of directors and management and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.

[redacted]

October 4, 2021

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New York, New York 10016
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BRIDGE PREPARATORY CHARTER SCHOOL

Entry 4c- Additional Financial Documents

1- **Uploaded:** The Management Letter was included as part of the Audited Financial Statement submission.
2- **N/A:** A Federal Single Audit was not required because the school did not expend funds of more than the $750,000 Threshold
3- **N/A:** The school does not have a CSP Agreed-Upon procedure report for this school year
4- **Uploaded**
5- **N/A-** The school did not have any corrective action Plan as a result of the findings in the Audit and Management Letter

SIGNATURE BANK
565 Fifth Avenue, 12th Floor
New York, NY 10017

Statement Period
From July 01, 2021
To July 31, 2021

PRIVATE CLIENT GROUP 181
565 FIFTH AVENUE
NEW YORK, NY 10017

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

IMPORTANT MESSAGE ABOUT IDENTITY THEFT! SIGNATURE BANK WILL NEVER ASK YOU TO PROVIDE PERSONAL OR BUSINESS ACCOUNT INFORMATION THROUGH E-MAIL. IF YOU RECEIVE ANY E-MAIL OR OTHER INQUIRY THAT APPEARS TO COME FROM SIGNATURE, DO NOT RESPOND TO IT OR CLICK ON ANY LINKS INCLUDED IN THE E-MAIL. INSTEAD, CALL US TOLL-FREE AT 1-866-SIGLINE OR CONTACT YOUR ACCOUNT OFFICER. FOR MORE INFORMATION ON IDENTITY THEFT, VISIT OUR WEBSITE AT WWW.SIGNATURENY.COM. CLICK ON "ABOUT US", "PRIVACY & SECURITY", "IDENTITY THEFT" FOR MORE INFORMATION ON SAFEGUARDING YOUR IDENTITY AND PERSONAL INFORMATION.

Signature Relationship Summary		Opening Bal.	Closing Bal.
BANK DEPOSIT ACCOUNTS			
[redacted]	MONOGRAM INSURED MMA	40,242.50	60,255.29
	RELATIONSHIP TOTAL		60,255.29

SIGNATURE BANK

Statement Period
From July 01, 2021
To July 31, 2021

PRIVATE CLIENT GROUP 181
565 FIFTH AVENUE
NEW YORK, NY 10017

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

MONOGRAM INSURED MMA [redacted]

Summary

Previous Balance as of July 01, 2021		40,242.50
2 Credits		20,012.79
Ending Balance as of July 31, 2021		60,255.29

Deposits and Other Credits

Jul 01	ONLINE TRANSFER CREDIT	20,000.00
	ONLINE XFR FROM: [redacted]	
Jul 30	Interest Paid	12.79

Daily Balances

Jun 30	40,242.50	Jul 30	60,255.29
Jul 01	60,242.50		

Interest Summary

Year-To-Date Interest	62.64		
Interest Paid This Period	12.79	Annual Percentage Yield Earned	0.25 %
Avg. Balance this Period	60,242.50	Days in Period	31

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

BRIDGE PREPARATORY CHARTER SCHOOL

Audited Financial Statements In Accordance With Government Auditing Standards

June 30, 2022

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BRIDGE PREPARATORY CHARTER SCHOOL

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SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Independent Auditors' Report

To the Board of Trustees of
Bridge Preparatory Charter School

Report on the Audit of the Financial Statements

Opinion

We have audited the accompanying financial statements of Bridge Preparatory Charter School (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, 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 the School as of June 30, 2022, and the changes in 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 Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the 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 the School's ability to continue as a going concern within one year after the date that the financial statements are available to be issued.

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Auditors' 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 auditors' 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 and *Government Auditing Standards* 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, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users on the basis of these financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, 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 the 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 the 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 the School's 2021 financial statements, and we expressed an unmodified audit opinion on those audited financial statements in our report dated October 4, 2021. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2021, 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 6, 2022, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 the effectiveness of the School's 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 the School's internal control over financial reporting and compliance.

October 6, 2022

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF FINANCIAL POSITION
AT JUNE 30, 2022
(With comparative totals at June 30, 2021)

	6/30/22	6/30/21
Assets		
Cash and cash equivalents	$4,063,147	$2,307,106
Government grant receivable - per pupil funding (Note 3)	76,612	0
Government grants receivable - other	135,598	38,214
Prepaid expenses and other assets	0	80,387
Restricted cash (Note 4)	75,420	60,243
Fixed assets, net (Note 5)	157,171	204,138
Total assets	$4,507,948	$2,690,088
Liabilities and Net Assets		
Liabilities:		
Accounts payable and accrued expenses	$356,978	$280,229
Government grant advance - per pupil funding (Note 3)	0	119,108
Total liabilities	356,978	399,337
Net assets - without donor restrictions	4,150,970	2,290,751
Total liabilities and net assets	$4,507,948	$2,690,088

The attached notes and auditors' report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	6/30/22	6/30/21*
Without donor restrictions:		
Public support and revenue:		
Public school district revenue: (Note 3)		
Resident student enrollment	$3,263,390	$2,386,204
Students with special education services	2,062,822	1,582,925
Subtotal public school district revenue	5,326,212	3,969,129
Government grant - Paycheck Protection Program (Note 6)	0	136,000
Other government grants	298,023	105,831
Contributions	32,347	5,000
In-kind contribution (Note 2g)	450,000	450,000
Other income	13,801	3,352
Total public support and revenue	6,120,383	4,669,312
Expenses:		
Program services:		
Regular education	1,311,223	959,279
Special education	2,186,818	1,678,686
Total program services	3,498,041	2,637,965
Supporting services - management and general	762,123	470,276
Total expenses	4,260,164	3,108,241
Change in net assets	1,860,219	1,561,071
Net assets - beginning of year	2,290,751	729,680
Net assets - end of year	$4,150,970	$2,290,751

* Restated - See Note 2g

The attached notes and auditors' report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF FUNCTIONAL EXPENSES
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	Program Services			Supporting Services		
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses 6/30/22	Total Expenses 6/30/21*
Salaries	$797,632	$1,274,946	$2,072,578	$347,353	$2,419,931	$1,679,686
Payroll taxes and benefits	159,614	255,129	414,743	69,509	484,252	347,844
Total personnel costs	957,246	1,530,075	2,487,321	416,862	2,904,183	2,027,530
Professional fees			0	193,597	193,597	144,642
Professional development	65,637	105,317	170,954	28,049	199,003	167,873
Student and staff recruitment	458	732	1,190	7,490	8,680	24,633
Curriculum and classroom expenses	34,662	145,345	180,007		180,007	93,254
Supplies and materials	4,086	6,531	10,617	1,779	12,396	42,330
Office expenses	42,084	67,267	109,351	18,326	127,677	22,582
Insurance	14,963	23,917	38,880	6,516	45,396	28,039
IT and communications	8,094	12,937	21,031	3,524	24,555	27,319
In-kind occupancy and facility costs (Note 2g)	148,324	237,083	385,407	64,593	450,000	450,000
Non-capitalized equipment and furnishings	248	395	643	108	751	6,257
Other expenses	1,836	3,537	5,373	6,653	12,026	3,809
Bad debt			0		0	6,285
Depreciation	33,585	53,682	87,267	14,626	101,893	63,688
Total other than personnel costs	353,977	656,743	1,010,720	345,261	1,355,981	1,080,711
Total expenses	$1,311,223	$2,186,818	$3,498,041	$762,123	$4,260,164	$3,108,241

* Restated - See Note 2g

The attached notes and auditors' report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
STATEMENT OF CASH FLOWS
FOR THE YEAR ENDED JUNE 30, 2022
(With comparative totals for the year ended June 30, 2021)

	6/30/22	6/30/21
Cash flows from operating activities:		
Change in net assets	$1,860,219	$1,561,071
Adjustments to reconcile change in net assets		
to net cash provided by operating activities:		
Depreciation	101,893	63,688
Changes in assets and liabilities:		
Government grant receivable/advance - per pupil funding	(195,720)	130,241
Government grants receivable - other	(97,384)	210,836
Prepaid expense and other assets	80,387	(80,387)
Accounts payable and accrued expenses	76,749	8,142
Paycheck Protection Program loan	0	(136,000)
Total adjustments	(34,075)	196,520
Net cash provided by operating activities	1,826,144	1,757,591
Cash flows from investing activities:		
Purchases of furniture and fixtures	(54,926)	(119,316)
Net cash used for investing activities	(54,926)	(119,316)
Net increase in cash, cash equivalents and restricted cash	1,771,218	1,638,275
Cash, cash equivalents and restricted cash - beginning of year	2,367,349	729,074
Cash, cash equivalents and restricted cash - end of year	$4,138,567	$2,367,349
Cash, cash equivalents and restricted cash:		
Cash and cash equivalents	$4,063,147	$2,307,106
Restricted cash	75,420	60,243
	$4,138,567	$2,367,349

No taxes or interest were paid.

The attached notes and auditors' report are an integral part of these financial statements.

BRIDGE PREPARATORY CHARTER SCHOOL
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2022

Note 1 - Organization and Nature of Activities

Bridge Preparatory Charter School (the "School"), located in Staten Island, New York, is a not-for-profit education corporation chartered by the Board of Regents of the State of New York, for and on behalf of the State Education Department. In August 2019, the School was granted a provisional charter for a term up to and including June 2024. The 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 School ensures that students gain the skills and confidence to meet their full academic potential and the School's innovative and rigorous student-centered environment develops students to be confident, creative, life-long learners. The School completed the 2021-2022 fiscal year with an average enrollment of approximately 190 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

The School has the following programs:

- Regular Education – Instruction provided to all students.
- Special Education – Instruction that is specially designed to meet the unique needs of students with disabilities.

The School has been notified by the Internal Revenue Service that it is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation.

Note 2 - Significant Accounting Policies

a. Basis of Accounting
The financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

b. Basis of Presentation
The School reports information regarding their financial position and activities according to the following classes of net assets:

- *Net Assets Without Donor Restrictions* – represents those resources for which there are no restrictions by donors as to their use.

- *Net Assets With Donor Restrictions* – represents those resources, the uses of which have been restricted by donors for a specific purpose or the passage of time. There were no net assets with donor restrictions at June 30, 2022 or June 30, 2021.

c. Revenue Recognition

The School follows the requirements of the Financial Accounting Standards Board's ("FASB") Accounting Standards Codification ("ASC") 968-605 for recording contributions, which are recognized at the earlier of when cash is received or at the time a pledge becomes unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor-imposed restriction.

When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

Contributions may be subject to conditions which are defined as both a barrier to entitlement and a right of return or release from obligations and are recognized as income once conditions have been substantially met. Conditional pledges that have not been recognized amounted to $220,000 at June 30, 2022. The pledges are conditional upon achieving certain performance goals and incurring qualifying expenditures.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions, and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved, or qualifying expenditures are incurred, as well as other conditions under the agreements are met.

Contributions and grants expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discounted rate. Pledges are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2022 or June 30, 2021. Write-offs will be made directly to operations in the period the receivable is deemed to be uncollectable. Conditional contributions are recognized as income when the conditions have been substantially met.

d. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents for purposes of the accompanying statement of cash flows. Cash maintained in escrow per requirements of the NYCDOE are treated as restricted cash.

e. Concentration of Credit Risk

Financial instruments which potentially subject the School to a concentration of credit risk consist of checking and money market accounts which have been placed with financial institutions that management deems to be creditworthy. From time-to-time, cash balances may be in excess of insurance levels. At year-end, there was a significant uninsured balance; however, the School has not experienced any losses due to bank failure.

f. Capitalization Policy

Computer hardware and furniture and equipment are capitalized at cost or at the fair value at the date of gift, if donated. The School capitalizes fixed assets in excess of $1,000 that have a useful life of more than one year. Depreciation was computed using the straight-line method over the estimated useful life of each asset, which generally is between 3 and 7 years.

g. Contributed Space

The School's operations are located in a facility provided by the NYCDOE at no charge. The School utilizes approximately 10,000 square feet and recognizes in-kind contribution revenue and a corresponding expense in an amount approximating the estimated fair value at the time of the donation. Fair value is estimated using the average price per square foot of rental listings in the School's service area. The total amount recognized for donated facilities is approximately $450,000 for both years ended June 30, 2022 and June 30, 2021.

In-kind contributions on the statement of activities and in-kind occupancy and facility costs on the statement of functional expenses for the year ended June 30, 2021 were restated to reflect this amount.

h. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Salaries were allocated using time and effort as the basis. The following costs were allocated using the salary allocation as the basis:

- Payroll taxes and benefits
- Professional development
- Supplies and materials
- Office expenses
- Insurance
- IT and communications
- In-kind occupancy and facility costs
- Non-capitalized equipment and furnishings
- Depreciation

Certain program expenses have been allocated between Regular Education and Special Education based on student FTE rates. All other expenses have been charged directly to the applicable program or supporting services.

i. Advertising Costs

The cost of advertising is expensed as incurred.

j. Use of Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

k. Contingencies
Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified.

l. Accounting for Uncertainty of Income Taxes
The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019 and later are subject to examination by applicable taxing authorities.

m. Comparative Financial Information
The financial statements include certain prior year summarized comparative information in total but not by net asset class. 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 School's financial statements for the year-ended June 30, 2021 from which the summarized information was derived.

Note 3 - Government Grants Receivable/(Advance) – Per Pupil Funding

Activity related to the contract with the NYCDOE can be summarized as follows:

	6/30/22	6/30/21
Beginning (advance payable)/receivable	($119,108)	$11,133
Funding based on allowable FTEs	5,326,212	3,969,129
Advances received	(5,130,492)	(4,093,085)
Written off	0	(6,285)
Ending receivable/(advance payable)	$76,612	($119,108)

Note 4 - Restricted Cash

An escrow account has been established to meet the requirement of the NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 5 - Fixed Assets

Fixed assets consist of the following:

	6/30/22	6/30/21
Furniture and fixtures	$356,064	$301,138
Less: accumulated depreciation	(198,893)	(97,000)
Total fixed assets, net	$157,171	$204,138

Note 6 - Paycheck Protection Program Loan

During the year ended June 30, 2020, the School obtained a loan from the Small Business Administration through the Paycheck Protection Program. Terms of the loan indicated that if certain conditions were met, which included maintaining average work forces during periods subsequent to receipt of the loan funds that were not less than pre-determined historical periods, that the loan, or a portion thereof, would be forgiven. The conditions for forgiveness on this loan were met during the year ended June 30, 2021, and the full amount was forgiven and recognized as revenue during fiscal year 2021.

Note 7 - Significant Concentrations

The School and the NYCDOE signed an agreement, which permits the school to operate the charter. Approximately 88% and 86% of the School's total public support and revenue was received from the NYCDOE in 2022 and 2021. If the NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 8 – Defined Contribution Plan

The School maintains 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 School matches employee contributions to the plan on a discretionary basis and these contributions are immediately vested in full. The amount of estimated matching payments of $42,000 and $27,000 have been included in payroll taxes and employee benefits in the accompanying financial statements for the periods ended June 30, 2022 and 2021, respectively.

Note 9 - Availability and Liquidity

The School's financial assets available to meet cash needs for general expenditures within one year are $4,275,357, which consist of cash and cash equivalents of $4,063,147 and government grants receivable due within one year of $212,210 at June 30, 2022. There are no external or internal limits imposed on these balances. As part of its liquidity management, the School operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 10 - Subsequent Events

Subsequent events have been evaluated through October 6, 2022, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

Note 11 - Other Matters

On January 30, 2020, the World Health Organization declared the coronavirus outbreak a "Public Health Emergency of International Concern" and on March 10, 2020, declared it to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, quarantines in certain areas, and forced closures for certain types of public places and businesses. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an impact on the economies and financial markets of many countries, including the geographical area in which the School operates. As of the date of these financial statements, many of the travel restrictions and stay at home orders have been lifted; however, supply chains remain impacted. Management continues to monitor the outbreak; however, as of the date of these financial statements, the potential impact cannot be quantified.

SCHALL & ASHENFARB Certified Public Accountants, LLC
IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

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*

INDEPENDENT AUDITORS' REPORT

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited, in accordance with the 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 (the "School"), which comprise the statement of financial position as of June 30, 2022, and the related statements of activities, 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 6, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) as a basis for designing audit 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 the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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 was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

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Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the 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.

October 6, 2022

BRIDGE PREPARATORY CHARTER SCHOOL
SCHEDULE OF FINDINGS AND RESPONSES
JUNE 30, 2022

Current Year:

None

Prior Year:

None – There were no findings in the prior year.

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

Observations and Recommendations

To Management of
Bridge Preparatory Charter School (the "School")

As a result of the audit for the year ended June 30, 2022, we want to provide you with an update on a recommendation we made during prior audits:

Debit Card Usage
During past audits, we noted there were purchases made using a debit card. These purchases are instantly transferred out of the School's bank account and the person charging the expense is essentially simultaneously authorizing the payments at the same time they are disbursed. We recommended that credit cards be used rather than debit cards as it restricts the timing of the disbursement until after it has had a chance to be reviewed by another within the School.

Follow-up as of June 30, 2022: *Management informed us that they were able to switch to a credit card after year-end. We will revisit this issue during next year's audit.*

This report is intended solely for the information and use of the audit and finance committee, the board of directors and management and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.

[redacted]

October 6, 2022

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Communication with Those Charged with Governance

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited the financial statements of Bridge Preparatory Charter School (the "School") for the year ended June 30, 2022 and have issued our report thereon dated October 6, 2022. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Generally Accepted Auditing Standards

As stated in our engagement letter dated June 21, 2022, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

Planned Scope of Audit

We performed our audit according to the plan previously communicated to you in our engagement letter.

Significant Accounting Policies

Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. No new accounting policies were adopted during the period under audit and the application of existing policies was not changed during the year.

The School's operations are located in a facility provided by NYC DOE at no charge. The fair value of the in-kind rent received related to this space was valued at $400,000 for both years ended June 30, 2022 and June 30, 2021. This value was not determined in past years, so in-kind contributions on the statement of activities and in-kind occupancy and facility costs on the statement of functional expenses for the year ended June 30, 2021 were restated to reflect this amount.

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We noted no other transactions entered into by the School during the period that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting Estimates

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's 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 significantly from those expected.

The most sensitive estimates used in preparing the financial statements were as follows:

- The allocation of expenses into program, management and fundraising categories and to determine use of government grant funds
- Estimate for collectability of receivables
- Fair value of in-kind contribution
- Fixed asset depreciation methods and useful lives

We evaluated the key factors and assumptions used to develop the above estimate in determining that it was reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

Significant Audit Adjustments

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. There were no adjustments of this kind.

There are no known adjustments posed to management that have not been recorded.

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 that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of the audit.

Consultations with Other Independent Accountants

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Issues Discussed Prior to Retention of Independent Auditors
We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

Difficulties Encountered in Performing the Audit
There were no significant difficulties encountered in performing the audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter.

Industry Updates
We would like to update you on important matters in the not-for-profit sector, including new accounting standards, priorities at the IRS and the Office of Management and Budget.

To summarize:

Accounting and Auditing Updates

FASB New Accounting Standard – Accounting Standards Update No. 2020-07

In September 2020, the Financial Accounting Standards Board (FASB) issued ASU No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets,* which becomes effective for the June 30, 2022, year with early adoption permitted. The ASU is intended to improve transparency and consistency of the Gifts-in-Kind (GIK) reporting. The new standard will require the following changes in the presentation of the Gifts-in-Kind:

- Separate line-item presentation on Statement of Activities.
- The footnotes will disclose:
    - Desegregation of the amount contributed.
    - Whether nonfinancial GIKs were sold or utilized and description of the program/activities in which those assets were used.
    - NFP's policy (if any) for monetizing rather than utilizing contributed nonfinancial assets.
    - A description of any donor restrictions associated with the contributed nonfinancial assets.
    - How fair value was arrived at, provide a description of the valuation techniques and inputs used to arrive at a fair value measure for GIKs.

FASB New Accounting Standard – Accounting Standards Update No. 2016-02

On February 25, 2016, the FASB issued an ASU No. 2016-02, *Leases*. Under this standard, all leases, including operating leases, with terms of more than twelve months will be required to be reflected as assets and liabilities on the statement of financial position. The asset will be for the rights to use the property, equipment or space and the liability will be for the present value of the total obligations created by that lease.

ASU No. 2020-05 delayed the required adoption date of this new standard (ASU No. 2016-02 and related ASUs) until fiscal years beginning on or after December 15, 2021, which for practical purposes will be years ending December 31, 2022, or June 30, 2023. During the time before implementation is required, it is important for you to determine how this change will impact your organization. Important financial ratios and measures will change, and that is especially relevant to organizations that have loans with debt covenants.

Auditing Standards Changes

During 2019 and 2020, the Auditing Standards Board (ASB) issued new Statements on Auditing Standards (SASs) Nos. 134-140. As amended by SAS No. 141, Amendment to the Effective Dates of SAS Nos. 134–140, the new standards are effective for audits of financial statements for fiscal years ending on or after December 15, 2021 (calendar year-end 2021 and fiscal year-end 2022 financial statements).

These standards impact several aspects of an audit. Some of the most significant changes are:

- ***SAS 134***
    - Addresses changes to the auditor's report. The auditor's report will start with the opinion followed by basis of opinion. Users of the audited financial statements will benefit from added visibility of the opinion as it will be at the front of the report. In addition, the new report has enhanced descriptions of the responsibilities of management and auditors.

    - Introduces Key Audit Matters (KAM) reporting. The presentation of KAM is not required, however, NFPs may engage their auditors to perform additional procedures and report on KAM. KAM might include areas of higher risk of material misstatement, areas of the financial statements that involve significant judgment or significant events or transactions occurring during the current year audit.

- ***SAS 135***
    - Enhances audit quality by heightening the auditor's focus on related party transactions and significant unusual transactions. Communications to those charged with governance will include required significant unusual transactions and related party communication.

- ***SAS 137***
    - Addresses auditor's responsibilities relating to an NFPs annual report providing for performance, documentation, and reporting requirements. The auditor's main responsibility under this standard is to consider whether a material inconsistency exists between the information reported in an annual report and the audited financial statements and to remain alert for indications that a material misstatement of fact exists.

IRS Updates

CHAR500

The new threshold for submitting financial statements with the annual filing (CHAR500) is effective starting with fiscal years **beginning** on or after July 1, 2021, as follows:

- Organizations with total revenues greater than $1 million will be required to submit audited financial statements with the CHAR500 filing.
- Organizations with total revenues between $250,000 and $1 million will be required to submit a review report with the CHAR500 filing.

Schedule B No Longer Required with CHAR 500

The New York Attorney General's Charities Bureau has suspended its collection of IRS Form 990 Schedule B while it reviews any amendments that may be necessary to its policies, procedures, and forms in order to comply with the U.S. Supreme Court's decision in Americans for Prosperity Foundation v. Bonta (594 U.S. __, 2021). Annual filings will no longer require disclosure information that identifies donors. Any notices that charities have received regarding a deficiency due to missing or incomplete Schedule Bs are no longer operative as to such deficiency, and annual filings will no longer be considered deficient in such regard.

2020 Form 990-T

The Form 990-T has been revised for tax year 2020 to allow for e-filing in calendar year 2021 (reporting on tax year 2020), as required by the Taxpayer First Act. Revisions are also being made to improve its utility for reporting unrelated business taxable income consistent with the 'silo' rules of Section 512(a)(6) as put in place by the Tax Cuts and Jobs Act. The 2020 Form 990-T separates the tax computation (which will be on Form 990-T) from reporting of separate unrelated trades or businesses, which will be on as many Schedules A (Form 990-T) as the organization needs.

Additionally, the Treasury Department and the IRS issued final regulations under IRC Section 512(a)(6), which requires an exempt organization subject to the unrelated business income tax that has more than one unrelated trade or business to calculate unrelated business taxable income, separately with respect to each such trade or business. The final regulations provide guidance on how an exempt organization subject to the UBIT determines if it has more than one unrelated trade or business, and if so, how it calculates UBIT.

Tax Exempt & Government Entities FY 2021 Program Letter

The IRS TE/GE Entities Division released its program letter which details the main priorities of the division for the upcoming fiscal year. One of the key issues within the division continues to be the review of worker classification to ensure organizations are not reducing their tax burden by incorrectly treating workers as independent contractors instead of employees. Worker misclassification results in employers underreporting and underpaying Federal Insurance Contributions Act (FICA) and Federal Income taxes and may also result in incorrect exclusion from employer retirement plans.

Consolidated Appropriations Act: Charitable Giving Impact

Signed into law on December 27, 2020, the legislation extended through 2021, several areas of the CARES Act that relate to charitable giving including: the increased deduction limitation related to certain types of donations of food inventory, above-the-line charitable contribution deductions for non-itemizers and the increased deduction limitations for cash contributions.

Government Auditing Updates

2021 Compliance Supplement

In August 2021, the Office of Management and Budget (OMB) released the *2021 OMB Compliance Supplement.* This Supplement is effective for audits of fiscal years beginning after June 30, 2020, e.g., fiscal years ending on June 30, 2021, and later.

Some of the most significant highlights are:

- ***Overview***
  - The Compliance Supplement is the primary document for the programs that are subject to the Uniform Guidance (UG).
  - OMB will be releasing two Addenda to the 2021 Supplement later in 2021, primarily to address new programs established by the American Rescue Plan.
  - A 6-month audit submission extension has been provided by OMB to all entities for fiscal years through June 30, 2021.
    - Entities with a fiscal year-end of December 31, 2020 - the single audits were due on September 30, 2021 and are now extended to March 31, 2022.
    - Entities with a fiscal year-end of June 30, 2021 - the single audits were due on March 31, 2022 and are now extended to September 30, 2022.

- ***Part 2, Matrix of Compliance Requirements***
  - Changes to the compliance requirements are identified in bold and yellow highlighting.

- ***Part 3, Compliance Requirements***
  - Updated to reflect the August 2020 revisions to the Uniform Guidance.
  - Incorporates into the Reporting section a new reporting requirement relating to recipient reporting under the Federal Funding Accountability and Transparency Act (FFATA), along with guidance on when auditors must test FFATA.
  - Clarifies key requirements for the Provider Relief Fund program, including the amount and timing of expenditures and lost revenues to be reported on the SEFA and what the auditor is required to test.

- ***Part 4, Agency Program Requirements***
  - There are several program additions and deletions as well as many programs with significant changes.

- Identifies several programs as higher-risk programs, including the Education Stabilization Fund, the Coronavirus Relief Fund and the Provider Relief Fund and Medicaid Cluster.
- Identified new American Rescue Plan (ARP) programs as high risk.

- ***Part 5, Clusters***
  - The Student Financial Assistance cluster has numerous compliance requirement changes.
  - Note that Appendix VII states that there will be no other clusters formed by the ARP nor will any ARP numbers be added to existing clusters.

- ***Appendix V***
  - Provides an overview of the changes made from the 2020 Supplement.

- ***Appendix VII***
  - Provides additional guidance on COVID-19 funding.
  - Provides an indication of the programs that may be included in the Addenda.

Reminder of the Changes to Uniform Guidance

In August 2020, OMB issued revisions to the Uniform Guidance (2 CFR Part 200).

Changes to the procurement standards:

- Procurement types have been grouped into three categories:
  - Informal (micro-purchase, small purchase)
  - Formal (sealed bids, proposals)
  - Non-competitive (sole source)

The UG has been aligned with recently enacted federal laws to raise:

- The micro-purchase threshold has increased from $3,500 to $10,000.
- The simplified acquisition threshold has increased from $150,000 to $250,000.

Nonfederal entities are authorized to request a micro-purchase threshold higher than the $10,000 based on certain conditions.

Expansion of the de minimis indirect cost rate (200.414)
Previously, to claim the de minimis indirect cost rate, an entity could not have previously had a federal indirect rate in their entire life history. With the change, if the entity does not have a **current** federal indirect cost rate, then they are now eligible for the de minimis rate.

Shuttered Venue Operators Grant

Shuttered Venue Operators Grant (SVOG) is subject to Single Audit under UG. Under the terms of the SVOG, recipients are not required to repay the funding so long as funds are used for eligible expenses. Not-for-profit entities should account for government grants in accordance with the contributions model in the FASB Accounting Standards Codification (ASC) subsection 958-605, *Not-for-Profit Entities – Revenue Recognition.* Because entitlement to the payments is conditioned upon having incurred eligible expenses (a barrier) and because noncompliance with the terms of the grant is grounds for recoupment by the SBA (right of return), the payments are considered conditional contributions under ASC 958-605. Thus, contribution revenue would be recognized only to the extent that eligible expenses have been incurred.

The Organization will need to evaluate their individual facts and circumstances to determine the extent to which conditions have been substantially met at a given reporting date.

Legislative/Regulatory Updates

Accounting considerations for Paycheck Protection Program

The Paycheck Protection Program (PPP) was established by the Coronavirus Aid, Relief, and Economic Security (CARES) Act to provide funds for businesses to keep their workers on the payroll. The funds were provided in the form of low-interest loans that are guaranteed by the Small Business Administration (SBA). Terms of the loan indicate that if certain conditions are met, which include maintaining average work forces during periods subsequent to receipt of the loan funds that are greater than pre-determined historical periods, that the loan, or a portion thereof, would be forgiven. Portions that are not forgiven will be payable over a five-year period, with a ten-month deferral of payments and interest will accrue at 1%.

Given the unique nature of these loans, questions have arisen as to how a borrower should account for the loan in accordance with US Generally Accepted Accounting Principles (GAAP). There are two existing models that a NFP entity may choose from.

The loan can be accounted for as a financial liability in accordance with ASC 470, Debt, and interest, if material, should be accrued. Following the guidance in ASC 470, a borrower would recognize the entire loan amount as a liability. A loan is removed as a liability at the time payment is made or the loan gets forgiven.

Many NFP's view this loan as a grant that is expected to be forgiven. NFP's can account for the PPP loan in accordance with ASC 958-605 as a conditional contribution, whereby revenue is not recognized until the conditions are substantially met or explicitly waived. Under this model, the proceeds from a PPP loan would initially be recognized as a refundable advance, a liability, until the conditions for forgiveness are substantially met. The borrower needs to identify what the conditions are, which include satisfying the requirement to maintain levels of workforce and incur allowable expenses, and in some cases the submission of the application or forgiveness. Under this recognition model, NFPs should carefully track costs that are eligible for forgiveness, and understand that costs funded by other grants, contracts and contributions may not be allowable for forgiveness under the concept of double dipping. Therefore, NFPs should keep internal records of which costs are being applied to PPP forgiveness, government grants and private grants (preferably in the accounting system) to reduce the risk that the same costs are not charged to other funding sources.

Employee Retention Tax Credit (ERTC):

- ***General overview***:
  - Available to all employers, but there are certain tests that need to be met and different calculations for the credit based on FTE in 2019.
  - There are also two different versions of the credit for each year it is offered – 2020 and 2021.

- ***Eligibility*** – To qualify for ERTC. employers must experience **either of the following:**
  - Employer must experience gross receipts reductions of ≥50% of the comparable quarter in 2019 and gross receipts reductions of ≥20% of the comparable quarter in 2020.
  - Full or partial suspension of business by the government due to COVID-19.

- ***Gross receipts defined:***
  - Solely for purposes of determining eligibility for the Employee Retention Credit, gross receipts for a tax-exempt employer include gross receipts from all operations, not only from activities that constitute unrelated trades or businesses. For example, gross receipts for this purpose include amounts received by the organization from total sales (net of returns and allowances) and all amounts received for services, whether or not those sales or services are substantially related to the organization's exercise or performance of the exempt purpose or function constituting the basis for its exemption. Gross receipts also include the organization's investment income, including from dividends, rents, and royalties, as well as the gross amount received as contributions, gifts, grants, and similar amounts, and the gross amount received as dues or assessments from members or affiliated organizations.

  - PPP loan forgiveness is not considered part of gross income.

- ***Suspension:***
  - What are not considered suspensions?
    - Ability to resume similar activity by telecommuting
    - A reduction of demand for products or services
    - Voluntary suspensions

  - Partial suspension is defined as closure of the workplace that causes the employer to suspend business operations for certain purposes, but not others:
    - Every case is unique
    - Examples of partial suspension: A physical therapy facility is shut down due to government order. Prior to the shutdown, none of the employees provided services via telework and all services were rendered at the workplace. Due to the shutdown, the facility moved to an online format to serve clients remotely, but employees are unable to access specific equipment or tools and not all clients can be served remotely. Due to these factors, this is considered a partial suspension since access to the equipment is essential to the employer's operations and the business operations could not continue in a comparable manner.

- ***Credit calculation:***
  - 2020 version: 50% of qualifying wages up to $10k per employee for the period of 03/13/20 to 12/31/20.
  - 2021 version: 70% of qualifying wages up to $10k per employee per quarter.

- ***How do you receive the credit?***
  - Claim the credit on Form 941 or 941-X (if amending a previously filed return for the credit).
  - Request an advance of the credit by filing Form 7200, but there is administrative work needed in reconciling the advance against the credit.

- ***Interaction with PPP***:
  - Initially, PPP and ERTC were mutually exclusive when introduced by the CARES Act.
  - With the enactment of the Consolidated Appropriation Act (CAA), the initial restrictions for PPP and ERTC were removed, so employers could qualify for both programs.
  - There is no double benefit on the same eligible expenses, so it becomes an optimization effort

<u>COVID-19 EIDL</u>

US Small Business Administration (SBA) offers working capital low-interest fixed rate loan to help overcome the effects of the pandemic. The loan is intended to help with making regular payments for operating expenses, including payroll, rent/mortgage, utilities, and other ordinary business expenses, and to pay business debt. The loan should be repaid over 30-year period with the interest at 2.75%. Payments are deferred for the first 2 years (during which interest will accrue), and payments of principal and interest are made over the remaining 28 years. To apply visit www.sba.gov.

<u>Independence Issues</u>
Schall & Ashenfarb, CPA's, LLC is not aware of any relationships that our firm, or any employees thereof, has with the School or any of its board trustees that, in our professional judgment may impair our independence.

This information is intended solely for the use of the Board of Trustees and management of Bridge Preparatory Charter School and should not be used for any other purpose.

October 6, 2022

EXHIBIT 1

SCHALL & ASHENFARB Certified Public Accountants, LLC

IRA L. SCHALL, CPA
DAVID C. ASHENFARB, CPA
MICHAEL L. SCHALL, CPA

June 21, 2022

Mr. Timothy Castanza
Founder & Executive Director
And Those Charged with Governance
Bridge Preparatory Charter School
Staten Island, New York

Via e mail

Dear Mr. Castanza:

We are pleased to confirm our understanding of the services we are to provide for Bridge Preparatory Charter School for the year ended June 30, 2022.

We will audit the statement of financial position of Bridge Preparatory Charter School as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended and the notes to the financial statements.

Audit Objectives

The objective of our audit is the expression of an opinion about whether your financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit will be conducted in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, and will include tests of your accounting records and other procedures we consider necessary to enable us to express such an opinion. If our opinion on the financial statements is other than unmodified, we will discuss the reasons with management in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed an opinion, we may decline to express an opinion or to issue a report as a result of this engagement and may withdraw.

We will also provide a report (which does not include an opinion) on internal control related to the financial statements and compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and compliance will include a paragraph that states that (1) the purpose of the report is solely to describe the scope of 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 on compliance and (2) the report is also an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The paragraph will also include

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other studies related to the objectives discussed in the Audit Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or other engagements or studies. **Management is also responsible for providing a written statement on the entity's letter head that describes** management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

If you use a financial consultant to review your books, prepare journal entries or prepare financial statements we will request certain representation from them as well. **Because of the importance of management's representations to an effective audit, failure of management or their financial consultants to provide representations to us in the form of a representation letter will cause our auditors opinion to be a "disclaimer" for a scope limitation.**

Audit Procedures—General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. Because the determination of abuse is subjective, *Government Auditing Standards* do not expect auditors to provide reasonable assurance of detecting abuse.

Because an audit is designed to provide reasonable, but not absolute, assurance and because **we will not perform a detailed examination of all transactions**, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform you of any material errors and any fraudulent financial reporting or misappropriation of assets that come to our attention. We will also inform you of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors' is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected funding sources, creditors, and financial institutions. We will also request written representations from the attorneys as part of the engagement, if attorneys have been consulted on any matters that may impact the financial statements. Those attorneys may send you bill for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from management about the financial statements and related matters, compliance with laws, resolutions, contracts, and grant agreements, and other responsibilities required by generally accepted auditing standards.

Assistance in Preparing Financial Statements

As noted above, we will also assist in preparing the financial statements of the Organization in conformity with U.S. generally accepted accounting principles based on information provided by you. We will not perform management functions or make management decisions on behalf of your Organization. However, we will provide advice and recommendations to assist management of the Organization in performing its functions and fulfilling its responsibilities.

Taxes

As part of our engagement, we will also prepare the federal information return (Form 990) in accordance with applicable professional standards, including the Statements on Standards for Tax Services issued by the American Institute of Certified Public Accountants. In order to prepare complete and accurate returns, we will require you to provide certain information about board governance policies, which may also include, but not be limited to, providing salary amounts for employees greater than $100,000, contractors for professional services in excess of the same amount, names, addresses, and dollar amounts of large contributors in excess of certain calculated amounts and other matters that are not generally covered during the audit. If the information is not provided to us timely, you will not hold us responsible for any penalties incurred for incomplete information.

We will send you a draft of the form 990 for your review. We expect that you will get back to us within a reasonable time frame with any questions, or edits. Once we answer your questions and receive any edits that may be required, we will ask you to send back IRS form 8879, which gives us the authority to file your federal taxes electronically. Unfortunately, due to the time it takes to create draft documents in an encrypted file that we can send to you, **we will only provide one draft of the taxes**, and will incorporate all edits into the final document. If additional drafts are requested, **you will incur a charge of $250 for each additional draft.** If we do not receive edits back from you or the authorization to file the taxes by receiving the signed form 8879, or you prefer not to file electronically, we will send you hard copies to file. We will also send you electronic copies only for your records unless we receive a specific request for hard copies.

Audit Administration and Other

We understand that your employees and/or consultants will prepare all cash, accounts receivable, and other confirmations we request and will locate any documents selected by us for testing and they will be uploaded by you to our secure portal. Certain financial institutions may charge us for this, and the cost will be included in the flat rate charges built into your fee. We will send a template in Word format for use with confirmation requests.

David Ashenfarb is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign it. Please contact us to discuss a date that we can begin the audit and outline a plan for delivery of draft and final documents to you.

Our audit engagement ends on delivery of financial reports; however, we are still available for routine conversations without charge until either party has officially terminated the relationship. Any follow-up services that might be required will be considered a new engagement.

We will provide copies of our reports to you; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing

In addition, Management is responsible for the information included in the annual report and agrees: 1) to provide written acknowledgment regarding which document or documents comprise the annual report and the entity's planned manner and timing of the issuance of such documents prior to the start of the audit 2) to provide the final version of all documents comprising the annual report, including other information, prior to the date of the auditor's report so that required audit procedures can be completed prior to the issuance of the auditor's report. If obtaining the final version of these documents is not possible prior to the date of the auditor's report, that the documents will be provided as soon as practicable, and the Organization will be prohibited from issuing the annual report prior to providing them to the auditor. 3) to provide a reconciliation between amounts within the other information and the financial statements.

Posting of Audit Report and Financial Statements on Your Web Site

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document. You agree that, if you plan to post an electronic version of the financial statements and audit report on your Web site, you will ensure that there are no differences in content between the electronic version of the financial statements and audit report on your Web site and the signed version of the financial statements and audit reports provided to management by us. You also agree to indemnify us from any and all claims that may arise from any differences between the electronic and signed copies.

We will provide copies of our reports to the Organization; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

Fee and Deliverables of Documents

Our fee will be $16,650 ($16,500 plus a flat rate of **$150** for confirmations processed during the audit. *No additional fees will be billed for confirmation processing).* Additional fees will be for out-of-pocket costs for confirmations and additional drafts of tax filings or financial statements as referred to above. A payment is required upon the signing of this letter in the amount of $5,000. After the initial retainer has been billed, we will send progress billings based upon an estimate of the work completed to date.

At the completion of field work we will provide you with a comprehensive audit presentation that includes an executive summary, required communication with those charged with governance, the financial statements with related footnotes, a management letter, or other recommendations, if applicable, and industry updates. As this will be the document we expect to review with those charged with governance, we will review with management to determine if there is additional information you wish to provide and make edits if necessary. Any additional drafts, thereafter, will incur a cost of $250 per draft.

At the completion of the audit, we will provide electronic versions of the audited financial statements, management letter (if applicable) and communications with those charged with governance. **The fee estimate is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur**

We appreciate the opportunity to be of service to you and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy, and return it to us along with the questionnaire referred to above.

Very truly yours,

[redacted]

RESPONSE:

This letter correctly sets forth the understanding of Bridge Preparatory Charter School for the year ended June 30, 2022.

[redacted]

Executive Director

Title

07/05/2022

Date

EXHIBIT 1

LUTZ, SELIG & ZERONDA, L.L.P.
CERTIFIED PUBLIC ACCOUNTANTS AND CONSULTANTS

Report on the Firm's System of Quality Control

January 29, 2020

To the Members of Schall & Ashenfarb Certified Public Accountants, LLC
and the Peer Review Committee of the Pennsylvania Institute of CPAs

We have reviewed the system of quality control for the accounting and auditing practice of Schall & Ashenfarb Certified Public Accountants, LLC, (the firm) in effect for the year ended August 31, 2019. Our peer review was conducted in accordance with Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm's Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm's compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including a compliance audit under the Single Audit Act.

Opinion

In our opinion the system of quality control for the accounting and auditing practice of Schall & Ashenfarb Certified Public Accountants, LLC in effect for the year ended August 31, 2019, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of pass; pass with deficiency (ies) or fail, Schall & Ashenfarb Certified Public Accountants, LLC has received a rating of pass.

[redacted]

EXHIBIT 2

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

October 6, 2022

Schall & Ashenfarb, CPA's, LLC

307 Fifth Avenue, 15th Floor

New York, NY 10016

This representation letter is provided in connection with your audit of the financial statements of the Bridge Preparatory Charter School which comprise the statements of financial position as of June 30, 2022, and the related statements of activities, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, for the purpose of expressing an opinion as to whether the financial statements are presented fairly, in all material respects, in accordance with accounting principles generally accepted in the United States (U.S. GAAP).

Certain representations in this letter are described as being limited to matters that are material. Items are considered material, regardless of size, if they involve an omission or misstatement of accounting information that, in light of surrounding circumstances, makes it probable that the judgment of a reasonable person relying on the information would be changed or influenced by the omission or misstatement. An omission or misstatement that is monetarily small in amount could be considered material as a result of qualitative factors.

We confirm, to the best of our knowledge and belief, as of October 6, 2022, the following representations made to you during your audit.

Financial Statements

1. We have fulfilled our responsibilities, as set out in the terms of the audit engagement letter dated June 21, 2022, including our responsibility for the preparation and fair presentation of the financial statements, in accordance with US GAAP.

2. The financial statements referred to above are fairly presented in conformity with U.S. GAAP.

3. We acknowledge our responsibility 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.

4. We acknowledge our responsibility for the design, implementation, and maintenance of internal control to prevent and detect fraud.

5. Significant assumptions we used in making accounting estimates, including those measured at fair value, are reasonable. This specifically includes the methodology for the statement of functional expenses.

6. There have been no related party relationships or transactions that are required to be accounted for or disclosed in accordance with the requirements of U.S. GAAP.

7. There are no events subsequent to the date of the financial statements which require adjustment to or disclosure in the financial statements to be in accordance with the requirements of U.S. GAAP.

8. There were no uncorrected misstatements that are material, both individually and in the aggregate, to the financial statements as a whole

9. There were no known actual or possible litigation, claims, and assessments required to be accounted for and disclosed in accordance with U.S. GAAP.

10. There was one material concentration, related to New York City Department of Education funding, which has been appropriately disclosed in accordance with U.S. GAAP.

11. There were no guarantees, either written or oral, under which the organization is contingently liable, that are required to be recorded or disclosed in accordance with U.S. GAAP.

Non Attest Services

In regard to the non-attest services provided by you, we have:

1. Assumed all management responsibilities.
2. Designated an individual with suitable skill, knowledge, or experience to oversee the services.
3. Evaluated the adequacy and results of the services performed.
4. Accepted responsibility for the results of the services.

As part of your audit, you prepared the draft financial statements and related notes. We have designated an individual with suitable skill, knowledge, or experience to oversee your services and have assumed all management responsibilities. We have reviewed, approved, and accepted responsibility for those financial statements and related notes.

Information Provided

1. We have provided you with:
   a) Access to all information, of which we are aware, that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, and other matters.

b) Additional information that you have requested from us for the purpose of the audit.
c) Unrestricted access to persons within the entity from whom you determined it necessary to obtain audit evidence.
d) Minutes of the meetings of the governing board or summaries of actions of recent meetings for which minutes have not yet been prepared.

2. Any documents that we provided electronically were exact copies of the underlying physical document.

3. All material transactions have been recorded in the accounting records and are reflected in the financial statements.

4. We have disclosed to you the results of our assessment of the risk that the financial statements may be materially misstated as a result of fraud.

5. We have no knowledge of any fraud or suspected fraud that affects the organization and involves:
   a) Management,
   b) Employees who have significant roles in internal control, or
   c) Others where the fraud could have a material effect on the financial statements.

6. We have no knowledge of any allegations of fraud or suspected fraud affecting the organization's financial statements communicated by employees, former employees, grantors, regulators, or others.

7. We have no knowledge of any instances of noncompliance or suspected noncompliance with laws and regulations whose effects should be considered when preparing financial statements.

8. We are not aware of any pending or threatening litigation, claims, or assessments or unasserted claims or assessments that are required to be accrued or disclosed in the financial statements in accordance with U.S. GAAP.

9. We have disclosed to you the identity of the organization's related parties and all the related party relationships and transactions of which we are aware.

10. The organization has satisfactory title to all owned assets, and there are no liens or encumbrances on such assets nor has any asset been pledged as collateral.

11. We are responsible for compliance with the laws, regulations, and provisions of contracts and grant agreements applicable to us; and we have identified and disclosed to you all laws, regulations and provisions of contracts and grant agreements that we believe have a direct and material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

EXHIBIT 2

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

12. Bridge Preparatory Charter School is an exempt organization under Section 501(c)(3) of the Internal Revenue Code. Any activities of which we are aware that would jeopardize the organization's tax-exempt status, and all activities subject to tax on unrelated business income or excise or other tax, have been disclosed to you and appropriately reported. All required filings with tax authorities are up-to-date.

13. There have been no instances that have occurred, or are likely to have occurred, of fraud and noncompliance with provisions of laws and regulations that we believe have a material effect on the financial statements or other financial data significant to the audit objectives, and any other instances that warrant the attention of those charged with governance

14. There have been no instances that have occurred, or are likely to have occurred, of noncompliance with provision of contracts and grant agreements that we believe have a material effect on the determination of financial statement amounts or other financial data significant to the audit objectives.

15. There have been no instances that have occurred, or are likely to have occurred, of abuse that could be quantitatively or qualitatively material to the financial statements or other financial data significant to the audit objectives.

16. We have evaluated subsequent events through the report date including events related to the coronavirus disease 2019 (COVID-19) pandemic. We have concluded that there are no adjustments needed to the financial statements. The estimated potential future impact cannot be determined.

17. We have no plans or intentions to discontinue the operations of any program or discontinue any significant services or activities.

18. Management doesn't intend to prepare and issue the other information included in the annual report as defined by AU-C 720. The standard defines other information as a document, or combination of documents, typically prepared on an annual basis by management or those charged with governance in accordance with law, regulation, or custom, the purpose of which is to provide owners (or similar stakeholders) with information on the entity's operations and the entity's financial results and financial position as set out in the financial statements.

Timothy Castanza

Executive Director

715 Ocean Terrace-Building E—Staten Island, New York 10301
718.274.3437

EXHIBIT 2

BRIDGE PREP CHARTER SCHOOL

"Connecting Students to Literacy"

Timothy Castanza, Executive Director

[redacted]

Fahron Ebanks

Director of Operations

[redacted]

Josh Moreau

Financial Consultant

715 Ocean Terrace-Building E—Staten Island, New York 10301
718.274.3437

Bridge Preparatory Charter School

Audited Financial Statements

In Accordance with *Government Auditing Standards*

June 30, 2023

Bridge Preparatory Charter School

Audited Financial Statements

June 30, 2023

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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 accompanying financial statements of Bridge Preparatory Charter School (the "School"), which comprise the statement of financial position as of June 30, 2023, and the related statement of activities, 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 the School as of June 30, 2023, and the changes in 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 the 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 the School's ability to continue as a going concern within one year after the date that the financial statements are issued or available to be issued.

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 and *Government Auditing Standards* 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 and *Government Auditing Standards*, 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 the 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 the 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

The financial statements of the School as of and for the year ended June 30, 2022, were audited by other auditors whose report dated October 6, 2022, expressed an unmodified opinion on those statements. In our opinion, the summarized comparative information presented herein as of and for the year ended June 30, 2022, is consistent, in all material respects with the audited financial statement from which it was derived.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 12, 2023 on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 the effectiveness of the School's 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 the School's internal control over financial reporting and compliance.

[redacted]

Bridge Preparatory Charter School

Statement of Financial Position

At June 30, 2023
(With comparative totals at June 30, 2022)

	6/30/23	6/30/22
ASSETS		
Cash and cash equivalents	$ 4,913,408	$ 4,063,147
Investments	1,254,682	-
Government grant receivable - per pupil funding	-	76,612
Government grants receivable - other	311,291	135,598
Fixed assets, net	291,751	157,171
Restricted cash	102,620	75,420
TOTAL ASSETS	**$ 6,873,752**	**$ 4,507,948**
LIABILITIES AND NET ASSETS		
LIABILITIES		
Accounts payable and accrued expenses	$ 514,849	$ 356,978
Government grant advance - per pupil funding	4,571	-
Total liabilities	519,420	356,978
NET ASSETS		
Net assets without donor restrictions	6,354,332	4,150,970
TOTAL LIABILITIES AND NET ASSETS	**$ 6,873,752**	**$ 4,507,948**

The attached notes and auditor's report are an integral part of these financial statements

Bridge Preparatory Charter School

Statement of Activities

For the year ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	Total 6/30/23	Total 6/30/22
PUBLIC SUPPORT AND REVENUE:		
Without donor restrictions:		
Public support and revenue:		
Public support district revenue:		
Resident student enrollment	$ 4,232,496	$ 3,263,390
Students with special education services	2,594,770	2,062,822
Subtotal public school district revenue	6,827,266	5,326,212
Other government grants	428,713	298,023
Contributions	116,234	32,347
Donated use of facilities	450,000	450,000
Other income	80,058	13,801
Total public support and revenue	**7,902,271**	**6,120,383**
Program services		
Regular education	1,744,818	1,311,223
Special education	3,147,771	2,186,818
Total program services	4,892,589	3,498,041
Supporting services - management and general	806,320	762,123
Total expenses	5,698,909	4,260,164
Change in net assets	**2,203,362**	**1,860,219**
NET ASSETS, *beginning of year*	4,150,970	2,290,751
NET ASSETS, *end of year*	**$ 6,354,332**	**$ 4,150,970**

The attached notes and auditor's report are an integral part of these financial statements

Bridge Preparatory Charter School

Statement of Functional Expenses

For the year ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	Program Services			Supporting Services		
	Regular Education	Special Education	Total Program Services	Management and General	Total Expenses 6/30/23	Total Expenses 6/30/22
Salaries	$ 1,081,754	$ 1,868,566	$ 2,950,320	$ 394,749	$ 3,345,069	$ 2,419,931
Payroll taxes and employee benefits	211,135	364,703	575,838	77,046	652,884	484,252
Total personnel costs	1,292,889	2,233,269	3,526,158	471,795	3,997,953	2,904,183
Professional fees	-	-	-	237,266	237,266	193,597
Professional development	88,379	178,527	266,906	-	266,906	199,003
Student and staff recruitment	4,617	9,203	13,820	155	13,975	8,680
Curriculum and classroom expenses	92,029	265,500	357,529	-	357,529	180,007
Supplies and materials	11,290	19,502	30,792	4,120	34,912	12,396
Office expenses	31,034	53,604	84,638	11,324	95,962	127,677
Insurance	13,007	22,468	35,475	4,746	40,221	45,396
IT and communications	10,692	18,469	29,161	3,903	33,064	24,555
Donated use of facilities	145,524	251,371	396,895	53,105	450,000	450,000
Non-capitalized equipment and furnishings	512	884	1,396	187	1,583	751
Other expenses	20,774	36,121	56,895	7,286	64,181	12,026
Depreciation	34,071	58,853	92,924	12,433	105,357	101,893
Total other than personnel costs	451,929	914,502	1,366,431	334,525	1,700,956	1,355,981
Total expenses	**$ 1,744,818**	**$ 3,147,771**	**$ 4,892,589**	**$ 806,320**	**$ 5,698,909**	**$ 4,260,164**

The attached notes and auditor's report are an integral part of these financial statements

Bridge Preparatory Charter School

Statement of Cash Flows

For the year ended June 30, 2023
(With comparative totals for the year ended June 30, 2022)

	6/30/23	6/30/22
CASH FLOWS FROM OPERATING ACTIVITIES		
Change in net assets:	$ 2,203,362	$ 1,860,219
Adjustments to reconcile change in net assets to net cash provided by operating activities		
Depreciation	105,357	101,893
Changes in assets and liabilities		
Government grant receivable/advance - per pupil funding	81,183	(195,720)
Government grant receivable - other	(175,693)	(97,384)
Prepaid expense and other assets	-	80,387
Accounts payable and accrued expenses	157,871	76,749
Total adjustments	168,718	(34,075)
Net cash provided by operating activities	**2,372,080**	**1,826,144**
CASH FLOWS FROM INVESTING ACTIVITIES		
Purchases of investments (including reinvestment of interest)	(1,254,682)	-
Purchases of furniture and fixtures	(239,937)	(54,926)
Net cash used for investing activities	**(1,494,619)**	**(54,926)**
Net increase in cash, cash equivalents and restricted cash	**877,461**	**1,771,218**
Cash, cash equivalents and restricted cash, *beginning of year*	4,138,567	2,367,349
Cash, cash equivalents and restricted cash, *end of year*	**$ 5,016,028**	**$ 4,138,567**
CASH, CASH EQUIVALENTS AND RESTRICTED CASH:		
Cash and cash equivalents	$ 4,913,408	$ 4,063,147
Restricted cash	102,620	75,420
Total cash, cash equivalents and restricted cash	**$ 5,016,028**	**$ 4,138,567**

The attached notes and auditor's report are an integral part of these financial statements

Bridge Preparatory Charter School

Notes to Financial Statements

June 30, 2023

Note 1 - Organization and Nature of Activities

Bridge Preparatory Charter School (the "School"), located in Staten Island, New York, is a not-for-profit education corporation chartered by the Board of Regents of the State of New York, for and on behalf of the State Education Department. In August 2019, the School was granted a provisional charter for a term up to and including June 2024. The 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 School ensures that students gain the skills and confidence to meet their full academic potential and the School's innovative and rigorous student-centered environment develops students to be confident, creative, life-long learners. The School completed the 2022-2023 fiscal year with an average enrollment of approximately 240 students. The School is a publicly funded, privately managed school, which is independent of the New York City Department of Education ("NYCDOE").

The School has the following programs:

- Regular Education – Instruction provided to all students.
- Special Education – Instruction that is specially designed to meet the unique needs of students with disabilities.

The School has been notified by the Internal Revenue Service that it is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code. Accordingly, no provision for income taxes has been reflected in the accompanying financial statements. They have not been designated as a private foundation. The School's main source of revenue is public school district revenue and government grants.

Note 2 - Summary of Significant Accounting Policies

a. Basis of Accounting

The accompanying financial statements have been prepared using the accrual basis of accounting, which is the process of recognizing revenue and expenses when earned or incurred rather than received or paid.

b. Recently Adopted Accounting Standards

Effective July 1, 2022, the School adopted the Financial Accounting Standards Board's ("FASB") Accounting Standards Update ("ASU") No. 2016-02, *Leases,* which requires lessees to recognize leases on the statement of financial position and disclose key information about leasing arrangements. The School made an accounting policy election available under the ASU to not recognize the right of use assets and lease liabilities with a term of 12 months or less. At June 30 2023, the School did not hold any long-term leases that were material to the financial statements.

Note 2 - Summary of Significant Accounting Policies - Continued

c. Basis of Presentation

The School reports information regarding their financial position and activities according to the following classes of net assets:

Net Assets Without Donor Restrictions - represents those resources for which there are no restrictions by donors as to their use.

Net Assets With Donor Restrictions - represents those resources, the uses of which have been restricted by donors for a specific purpose or the passage of time. There were no net assets with donor restrictions at June 30, 2023 or June 30, 2022.

d. Revenue Recognition

The School follows the requirements of FASB's Accounting Standards Codification ("ASC") 968-605 for recording contributions, which are recognized at the time they become unconditional in nature. Contributions are recorded in the net asset classes referred to above depending on the existence and/or nature of any donor- imposed restriction. When a restriction expires, that is, when a stipulated time restriction ends, or purpose restriction is accomplished, net assets with donor restrictions are reclassified to net assets without donor restrictions. If donor restricted contributions are satisfied in the same period they were received, they are classified as without donor restrictions.

Contributions may be subject to conditions which are defined as both a barrier to entitlement and a right of return or release from obligations and are recognized as income once conditions have been substantially met. Conditional grants that have not been recognized amounted to $54,000 and $220,000 as of June 30, 2023 and June 30, 2022, respectively. The grants are conditional upon achieving certain performance goals and incurring qualifying expenditures.

The School's public-school district revenue and other government grants are primarily conditional, non-exchange transactions and fall under FASB ASC 958-605. Revenue from these transactions is recognized based on rates established by the School's funding sources and when performance related outcomes are achieved, or qualifying expenditures are incurred as well as other conditions under the agreements are met.

Contributions and grants expected to be received within one year are recorded at net realizable value. Long-term pledges are recorded at fair value using a risk adjusted discounted rate. As of June 30, 2023 and June 30, 2022, all unconditional promises to give are due within one year. Pledges are reviewed for collectability. Based on knowledge of specific donors and factoring in historical experience, no allowance for doubtful accounts exists as of June 30, 2023 or June 30, 2022.

Note 2 - Summary of Significant Accounting Policies - Continued

e. Cash and Cash Equivalents

Checking and money market accounts with local banks and highly liquid debt instruments purchased with a maturity of three months or less are considered to be cash and cash equivalents for purposes of the accompanying statement of cash flows. Cash maintained in escrow per requirements of the NYCDOE are treated as restricted cash.

f. Concentration of Credit Risk

Financial instruments which potentially subject the School to a concentration of credit risk consist of checking, savings money market accounts, and investment securities which have been placed with financial institutions that management deems to be creditworthy. From time-to-time, cash balances may be in excess of insurance levels. At year end and at various times throughout the year, balances were in excess of insured amounts. The School has not suffered any losses due to bank failure.

g. Fair Value Measurement

Fair value refers to the price that would be received to sell an asset in an orderly transaction between market participants at the measurement date. Accounting standards have established a fair value hierarchy giving the highest priority to quoted market prices in active markets and the lowest priority to unobservable data. The fair value hierarchy is categorized into three levels based on the inputs as follows:

Level 1 - Valuations based on unadjusted quoted prices in active markets for identical assets or liabilities that the School has the ability to access.

Level 2 - Valuations based on quoted prices in markets that are not active or for which all significant inputs are not observable, either directly or indirectly.

Level 3 - Valuations based on inputs that are unobservable and significance to the overall fair value measurement.

h. Investments

Investments have been recorded at fair value. Interest earned on investments is included in other income on the statement of activities.

i. Fixed Assets

Fixed assets that the School retains title to that exceed a dollar threshold of $1,000, and which benefit future periods are capitalized at cost or at the fair value at the date of gift, if donated. Depreciation was computed using the straight-line method over the estimated useful life of each asset, which generally is between 3 and 7 years.

Note 2 - Summary of Significant Accounting Policies - Continued

j. In-kind Contributions

Donated goods and services that create or enhance non-financial assets or require specialized skills, are provided by individuals possessing those skills, and would typically need to be purchased if not provided in-kind, are recognized at fair value.

The School's operations are located in a facility provided by the NYCDOE at no charge. The School utilizes approximately 10,000 square feet and recognizes donated use of space and a corresponding expense in an amount approximating the estimated fair value at the time of the donation. Fair value is estimated using the average price per square foot of rental listings in the School's service area. The total amount recognized for donated facilities is approximately $450,000 for both years ended June 30, 2023 and June 30, 2022.

Allocations for the donated facility are as follows:

	6/30/23	6/30/22
Program Services:		
Regular Education	$ 145,524	$ 148,324
Special Education	251,371	237,083
Management and General	53,105	64,593
Total	$ 450,000	$ 450,000

Board members and other individuals volunteer their time and perform a variety of services that assists the School. These services do not meet the criteria of in-kind services and have not been recorded in the financial statements.

k. Functional Allocation of Expenses

The costs of providing various programs and other activities have been summarized on a functional basis in the financial statements. Accordingly, certain costs have been allocated among the programs and supporting services benefited. Management and general expenses include those expenses that are not directly identifiable with any other specific function but provide for the overall support and direction of the School.

Note 2 - Summary of Significant Accounting Policies – Continued

k. Functional Allocation of Expenses - Continued

The method of allocation for expenses is as follows:

Expense	Method of Allocation
Salaries	Time and effort
Payroll taxes and employee benefits	Salary allocation
Professional fees	Time and effort
Professional development	Student FTE
Student and staff recruitment	Salary allocation, Student FTE
Curriculum and classroom expenses	Student FTE
Supplies and materials	Salary allocation
Office expense	Salary allocation
Insurance	Salary allocation
IT and communications	Salary allocation
Donated use of facilities	Salary allocation
Non-capitalized equipment and furnishings	Salary allocation
Other expenses	Salary allocation, Student FTE

All other expenses have been charged directly to the applicable program or supporting services.

l. Advertising Costs

The cost of advertising is expensed as incurred.

m. Use of Estimates

The preparation of financial statements in accordance with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

n. Contingencies

Government contracts are subject to audit by the grantor. Management does not believe that any audits, if they were to occur, would result in material disallowed costs, and has not established any reserves. Any disallowed costs would be recorded in the period notified, if it is probable that a liability has been incurred.

In the normal course of business, the School is involved in proceedings, lawsuits, and other claims. These matters are subject to many uncertainties, and outcomes are not predictable with a high degree of assurance. Consequently, the ultimate aggregate amount of monetary liability or financial impact with respect to these matters as of June 30, 2023 cannot be ascertained. Management believes that the final outcome of these matters will not have a material impact on the financial statements of the School.

Note 2 - Summary of Significant Accounting Policies – Continued

o. Accounting for Uncertainty of Income Taxes

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2020 and later are subject to examination by applicable taxing authorities.

p. Comparative Financial Information

The financial statements include certain prior year summarized comparative information in total but not by net asset class. 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 School's financial statements for the year-ended June 30, 2022 from which the summarized information was derived.

Note 3 - Investments

Investments consist of one certificate of deposit with a seven-month maturity and is considered to be level 2 as described in Note 2g. The certificate of deposit is valued at the original cost-plus accrued interest, which approximates fair value.

Investment income consists entirely of interest income in the amount of $4,682 for the year ended June 30, 2023.

Note 4 - Government Grants (Advance)/Receivable – Per Pupil Funding

Activity related to the contract with the NYCDOE can be summarized as follows:

	6/30/23	6/30/22
Beginning grants receivable/(advance payable)	$ 76,612	$ (119,108)
Funding based on allowable FTE's	6,827,266	5,326,212
Advances received	(6,908,449)	(5,130,492)
Ending (advance payable)/grants receivable	$ (4,571)	$ 76,612

Note 5 - Fixed Assets

Fixed assets consist of the following:

	6/30/23	6/30/22
Furniture and fixtures	$ 596,001	$ 356,064
Less accumulated depreciation	(304,250)	(198,893)
Total fixed assets, net	$ 291,751	$ 157,171

Note 6 - Restricted Cash

An escrow account has been established to meet the requirement of the NYCDOE. The purpose of this account is to ensure sufficient funds are available for an orderly dissolution or transition process in the event of termination of the charter or school closure.

Note 7 - Significant Concentrations

The School and the NYCDOE signed an agreement, which permits the school to operate the charter. Approximately 88% and 89% of the School's total public support and revenue was received from the NYCDOE in fiscal years 2023 and 2022, respectively. If the NYCDOE were to discontinue funding, it would have a severe economic impact on the School's ability to operate.

Note 8 - Defined Contribution Plan

The School maintains 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 School matches employee contributions to the plan on a discretionary basis and these contributions are immediately vested in full. The amount of estimated matching payments of $63,000 and $42,000 have been included in payroll taxes and employee benefits in the accompanying financial statements for the years ended June 30, 2023 and 2022, respectively.

Note 9 - Availability and Liquidity

The School's financial assets available to meet cash needs for general expenditures within one year are $6,479,381, which consist of cash and cash equivalents of $4,913,408, investments of $1,254,682 and government grants receivable of $311,291 at June 30, 2023. There are no external or internal limits imposed on these balances. As part of its liquidity management, the School operates its programs within a board approved budget and relies on grants and contributions to fund its operations and program activities.

Note 10 - Subsequent Events

Subsequent events have been evaluated through October 12, 2023, the date the financial statements were available to be issued. There were no material events that have occurred that require adjustment to or disclosure to the financial statements.

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*

Independent Auditor's Report

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited, in accordance with the 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 (the "School"), which comprise the statement of financial position as of June 30, 2023, and the related statements of activities, 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 12, 2023.

Report on Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting ("internal control") as a basis for designing audit 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 the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the 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.

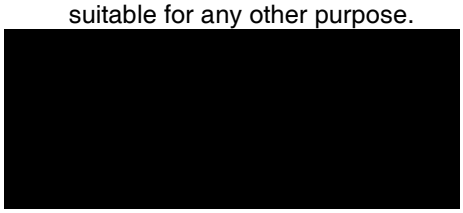
Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not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

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free of 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.



Bridge Preparatory Charter School

Schedule of Findings and Questioned Costs

June 30, 2023

Current Year:

None

Prior Year:

None

Communication with Those Charged with Governance

To the Board of Trustees of
Bridge Preparatory Charter School

We have audited the financial statements of Bridge Preparatory Charter School (the "School") for the year ended June 30, 2023 and have issued our report thereon dated October 12, 2023. Professional standards require that we provide you with the following information related to our audit.

Our Responsibility under Generally Accepted Auditing Standards
As stated in our engagement letter dated May 8, 2023, our responsibility, as described by professional standards, is to plan and perform our audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement and are fairly presented in accordance with generally accepted accounting principles. Because of the concept of reasonable assurance and because we did not perform a detailed examination of all transactions, there is a risk that material errors, fraud, or other illegal acts may exist and not be detected by us. Our audit of the financial statements does not relieve you or management of your responsibilities.

Planned Scope of Audit
We performed our audit according to the plan previously communicated to you in our engagement letter.

Significant Accounting Policies
Management has the responsibility for selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. No new accounting policies were adopted during the period under audit and the application of existing policies was not changed during the year.

The School's operations are located in a facility provided by NYC DOE at no charge. The fair value of the in-kind rent received related to this space was valued at $450,000 for both years ended June 30, 2023 and June 30, 2022.

We noted no other transactions entered into by the School during the period that were both significant and unusual, and of which, under professional standards, we are required to inform you, or transactions for which there is a lack of authoritative guidance or consensus.

Accounting Estimates
Accounting estimates are an integral part of the financial statements prepared by management and are based on management's 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 significantly from those expected.

The most sensitive estimates used in preparing the financial statements were as follows:

- The allocation of expenses into program, management and fundraising categories and to determine use of government grant funds
- Estimate for collectability of receivables
- Fair value of in-kind contribution
- Fixed asset depreciation methods and useful lives

We evaluated the key factors and assumptions used to develop the above estimate in determining that it was reasonable in relation to the financial statements taken as a whole. The disclosures in the financial statements are neutral, consistent and clear.

Significant Audit Adjustments
Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management. For purposes of this letter, professional standards define a significant audit adjustment as a proposed correction of the financial statements that, in our judgment, may not have been detected except through our auditing procedures. There were no adjustments of this kind.

There are no known adjustments posed to management that have not been recorded.

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 that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of the audit.

Consultations with Other Independent Accountants
In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

Issues Discussed Prior to Retention of Independent Auditors
We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management prior to retention as the auditors. There were no specific matters of this nature discussed prior to our retention.

Difficulties Encountered in Performing the Audit
There were no significant difficulties encountered in performing the audit.

Management Representations
We have requested certain representations from management that are included in the management representation letter.

Industry Updates

We would like to update you on important matters in the not-for-profit sector, including new accounting standards, priorities at the IRS and the Office of Management and Budget.

To summarize:

Accounting and Auditing Updates – Developments

The Financial Accounting Standards Board (FASB) issued a proposed Accounting Standards Update (ASU), *Intangibles—Goodwill and Other—Crypto Assets (Subtopic 350-60): Accounting for and Disclosure of Crypto Assets,* which is intended to improve the accounting for and disclosure of crypto assets. Many organizations have been accounting for crypto assets as indefinite-lived intangible assets. This proposed ASU would require an entity to measure crypto assets at fair value with changes in fair value recognized in net income or change in net assets. It would also require disclosure about significant crypto asset holdings and restrictions and changes in those holdings.

Many nonprofit organizations hold crypto assets, whether received as a contribution or as an investment of resources. The proposed ASU would apply to all entities holding crypto assets that meet several criteria, including:

- Meet the definition of "intangible asset" in the Accounting Standards Codification
- Do not provide the asset holder with enforceable rights to, or claims on, underlying goods, services, or other assets
- Are fungible
- Are not created or issued by the reporting entity or its related parties

Accounting and Auditing Updates - Recent Standards

In March 2023, the Financial Accounting Standards Board (FASB) issued Accounting Standards Update 2023-01, *Leases (Topic 842): Common Control Arrangements* under Topic 842, Leases.

Topic 842 requires that entities determine whether a related party arrangement between entities under common control (hereinafter referred to as a common control arrangement) is a lease. If the arrangement is determined to be a lease, an entity must classify and account for the lease on the same basis as an arrangement with an unrelated party (on the basis of legally enforceable terms and conditions). This ASU provides private companies and not-for-profit entities that are not conduit bond obligors with a practical expedient to use the written terms and conditions of a common control arrangement to determine if a lease exists. An entity applying the practical expedient is not required to determine whether those written terms and conditions are legally enforceable.

The practical expedient may be applied on an arrangement-by-arrangement basis. If no written terms and conditions exist, an entity cannot apply the practical expedient and would continue to use the legally enforceable terms and conditions to apply Topic 842.

The ASU requires that leasehold improvements associated with leases between entities under common control be:

- Amortized by the lessee over the economic life of the leasehold improvements (regardless of the lease term) so long as the lessee controls the use of the underlying asset through a lease
- Accounted for as a transfer between entities under common control through an adjustment to net assets if and when the lessee no longer controls the use of the underlying asset

The ASU is effective for years beginning after December 15, 2023. Early adoption is permitted.
Implementation of Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments

When FASB Accounting Standards Update (ASU) 2016-13, *Financial Instruments—Credit Losses (Topic 326): Measurement of Credit Losses on Financial Instruments*, was first released, it was aimed particularly at financial institutions. However, this new current expected credit loss (CECL) standard will impact some not-for-profit entities (NFPs). This standard is effective for fiscal years beginning after December 15, 2022, i.e., calendar years ending in 2023 and fiscal years ending in 2024.

Under current U.S. GAAP, credit losses follow loss contingency guidance and are only booked when they are probable. With the issuance of ASU 2016-13, the requirement for credit losses to be probable was removed. Instead, organizations will now measure expected credit losses based on a number of factors, such as historical information, current conditions, and reasonable and supportable forecasts. This new methodology will create a CECL allowance on assets, calculated by noting historical loss and adjusting for current conditions and reasonable and supportable forecasts. For periods beyond which forecasts can be made, the NFP should revert to historical loss information.

ASU 2016-13 applies to loan and debt instruments not measured at fair value through net income, financial guarantees and loan commitments, certain lease receivables, and trade receivables from contracts recognized under the revenue recognition standard (ASC Topic 606). Contributions receivable and government grant receivable if they are following the contribution model for revenue recognition are not included in the scope of the standard. This standard will be applicable for revenue and the related receivables recognized in accordance with Topic 606.

Steps to take to assess the impact of this standard:

1. Evaluate the applicability - review your organization's revenue streams and balance sheets for any trade receivables recognized under Topic 606 and any loan or debt instruments that are not valued at fair value.
2. CECL standard does not require any specific methodology. Consider various options and establish a method for determining the CECL allowance related to those receivables. For example, organizations could use discounted cash flows or methods that utilize an aging schedule. The method an organization uses to estimate the CECL allowance will likely vary based on the type of asset, the organization's ability to predict the timing of cash flows, and the information available.
3. Consider pooling similar assets before performing the analysis and document how the assets are similar in nature.
4. Document the source of the data and how the data is accumulated to determine the CECL allowance. This information will be subject to audit and will also be used in the financial statement disclosures for the credit loss allowance.
5. Establish a CECL policy documenting processes, assumptions, methodology.

Implementation of Lease Standard

Financial Accounting Standards Board (FASB) Accounting Standards Update (ASU) ASU No. 2016-02 Leases and related ASUs became effective for entities with the years ending December 31, 2022, and later. Under this standard, all leases, including operating leases, with terms of more than twelve months are required to be reflected as assets and liabilities on the statement of financial position. The asset will be for the rights to use the property, equipment or space and the liability will be for the present value of the total obligations created by that lease.

Steps to take when implementing the new lease standard:

1. Review all contracts and determine if they meet the elements of a lease.
2. Prepare a list of all leases including copy machine and storage space.
3. Review capitalization policy
4. Determine technology needs and tools to use for calculations. Depending on how many leases you have, it might be worth investing into a lease tracking software.
5. Create a tracking system for leases that will maintain major terms and conditions, calculations, and journal entries that need be recorded every year.

Donated use of property or equipment and use of property for only de minimis payments are not subject to this standard.

In- kinds Donations of Goods and Services

In September 2020, FASB issued ASU No. 2020-07, *Presentation and Disclosures by Not-for-Profit Entities for Contributed Nonfinancial Assets,* which became effective for the fiscal year ended June 30, 2022. The standard is intended to improve transparency of the information that is critical to various stakeholders including donors. It requires enhanced disclosures about the valuation of those contributions and their use in programs and other activities, including any donor-imposed restrictions on such use.

Best practices for In-kind donations:

1. Establish a gift acceptance policy to determine what your organization will and will not accept as some donations may require too many internal resources to manage or may not align with your organization's mission. Track your in-kind donations through the year by type noting restrictions and quantity (hours of services donated, square footage of space, number of items, etc.)
2. Develop criteria for valuation for each commonly received category of in-kind donations. For example, fair value of in-kind occupancy could be estimated using the average price per square foot of rental listings in the organization's service area. Donated legal services are valued at the standard hourly rates charged for those services.
3. Ensure proper supporting documentation in place to verify the fair value and whether there are any donor restrictions.
4. Develop a formal policy to stipulate when in-kind donations are used for organizational purposes and when they are to be monetized contributed nonfinancial assets that are monetized instead of utilized.

Do You Issue an Annual Report?

If your organization issues an annual report, there might be additional procedures that your auditors would be required to perform with respect to information reported within the annual report.

Statement on Auditing Standards (SAS) No. 137, The Auditor's Responsibilities Relating to Other Information Included in Annual Reports addresses auditor's responsibilities relating to an NFPs annual report providing for performance, documentation, and reporting requirements. The auditor's main responsibility under this standard is to consider whether a material inconsistency exists between the information reported in an annual report and the audited financial statements and to remain alert for indications that a material misstatement of fact exists.

What constitutes an Annual Report?

Under SAS No. 137, an annual report is defined as "a document, or combination of documents, typically prepared on an annual basis by management or those charged with governance in accordance with law, regulation, or custom, the purpose of which is to provide owners (or similar stakeholders) with information on the entity's operations and the entity's financial results and financial position as set out in the financial statements.

An annual report contains, accompanies, or incorporates by reference **the financial statements and the auditor's report** thereon and usually includes information about the entity's developments, its future outlook and risks and uncertainties, a statement by the entity's governing body, and reports covering governance matters. Annual reports include annual reports of governments and organizations for charitable or philanthropic purposes that are available to the public."

What to expect?

Management is responsible for the information included in the annal report to agree and be consistent with the financial statements. Your organization will be required to provide an annual report along with the reconciliation to the financial statements to the auditors to review in a timely manner **prior to issuance of the annual** report. If you issue an annual report, communicate with your audit team regarding the planned timing and issuance early to allow sufficient time for the audit procedures to be performed before your publishing team produces the final report.

Tax and IRS Updates

NYS CHAR 500

The Charities Bureau of the New York State Attorney General's Office has begun to reject CHAR500 filings when the audited or reviewed financial statements submitted along with the CHAR500 are prepared on the cash basis of accounting. Both New York State law and the instructions to the CHAR500 require the financial statements to be prepared in accordance with GAAP, which includes the accrual basis of accounting.

NYS CHAR 500 – Requirement for Electronic Filing

As of September 19, 2022, all annual filings with the New York Attorney General's Charities Bureau must be submitted electronically. The online filing, which uses electronic signatures and online payment processes, is intended to minimize the Charities Bureau's review time, reduce errors and incomplete submissions, and reduce the time for filings to get posted to the online registry. The online filing can be initiated at:

www.charitiesnys.com/annual_filing.htmp

Redacted Schedule B Required with CHAR 500

Initially, in order to comply with the U.S. Supreme Court's decision in Americans for Prosperity Foundation v. Bonta (594 U.S. 2021), the New York Attorney General's Charities Bureau suspended its collection of IRS Form 990 Schedule B while it reviewed its policies, procedures, and forms related to disclosure information that identified donors. The Charities Bureau then amended its regulations and now require that registrants other than private foundations that file Schedule B with the IRS to provide a redacted Schedule B that omits the names and street addresses of donors listed on Schedule B.

The Internal Revenue Service published a new Exempt Organizations Technical Guide, "TG 3-3: Exempt Purpose, Charitable IRC 501(c)(3)". This Technical Guide discusses tax law issues related to charitable purposes of organizations exempt under Section 501(c)(3) of the Internal Revenue Code.

IRS Developments

- Received $80 billion in funding under the Inflation Reduction Act
- Several million unprocessed returns and letters resulting from facility shutdowns early in the pandemic
- Delays remain of 6-9 months or more
- Reorganization of IRS under Taxpayer First Act with the newly created Compliance Division

Other IRS updates

- IRS treats Cryptocurrency as property
- Contributions of cryptocurrency to a NFP must follow rules for any other type of property
    - Donor must obtain an appraisal from a qualified appraiser
    - Difficult to find one for cryptocurrency

Employee Retention Tax Credit (ERTC):

- ***General overview***:
    - Available to all employers, but there are certain tests that need to be met and different calculations for the credit based on FTE in 2019.
    - There are also two different versions of the credit for each year it is offered – 2020 and 2021.

- ***Eligibility*** – To qualify for ERTC. employers must experience **either of the following:**
    - Employer must experience gross receipts reductions of ≥50% of the comparable quarter in 2019 and gross receipts reductions of ≥20% of the comparable quarter in 2019/2020.
    - Full or partial suspension of business by the government due to COVID-19.
- ***Gross receipts defined:***
    - Solely for purposes of determining eligibility for the Employee Retention Credit, gross receipts for a tax-exempt employer include gross receipts from all operations, not only from activities that constitute unrelated trades or businesses. For example, gross receipts for this purpose include amounts received by the organization from total sales (net of returns and allowances) and all amounts received for services, whether or not those sales or services are substantially related to the organization's exercise or performance of the exempt purpose or function constituting the basis for its exemption. Gross receipts also include the organization's investment income, including from dividends, rents, and royalties, as well as the gross amount received as contributions, gifts, grants, and similar amounts, and the gross amount received as dues or assessments from members or affiliated organizations.

    - PPP loan forgiveness is not considered part of gross income.

- ***Suspension:***
    - What are not considered suspensions?
        - Ability to resume similar activity by telecommuting
        - A reduction of demand for products or services
        - Voluntary suspensions

    - Partial suspension is defined as closure of the workplace that causes the employer to suspend business operations for certain purposes, but not others:
        - Every case is unique
        - Examples of partial suspension: A physical therapy facility is shut down due to government order. Prior to the shutdown, none of the employees provided services via telework and all services were rendered at the workplace. Due to the shutdown, the facility moved to an online format to serve clients remotely, but employees are unable to access specific equipment or tools and not all clients can be served remotely. Due to these factors, this is considered a partial suspension since access to the equipment is essential to the employer's operations and the business operations could not continue in a comparable manner.

- ***Credit calculation:***
  - 2020 version: 50% of qualifying wages up to $10k per employee for the period of 03/13/20 to 12/31/20.
  - 2021 version: 70% of qualifying wages up to $10k per employee per quarter.
  - ERC applicable for wages paid through September 30, 2021.

- ***How do you receive the credit?***
  - Claim the credit on Form 941 or 941-X (if amending a previously filed return for the credit).
  - Request an advance of the credit by filing Form 7200, but there is administrative work needed in reconciling the advance against the credit.

- ***Interaction with PPP***:
  - Initially, PPP and ERTC were mutually exclusive when introduced by the CARES Act.
  - With the enactment of the Consolidated Appropriation Act (CAA), the initial restrictions for PPP and ERTC were removed, so employers could qualify for both programs.
  - There is no double benefit on the same eligible expenses, so it becomes an optimization effort.

What is the deadline to file for ERTC?

- The ERTC filling window closes only once for each year of the ERTC: for all quarters in 2020, the deadline to apply for the ERTC is April 15, 2024, and for all quarters in 2021, the deadline is April 15, 2025.
- There is still time to amend previously filed Form 941 and still qualify for retroactive ERC claims. Employment tax returns for the year are deemed to be filed on April 15, so the three-year statute of limitations would apply to the earliest affected returns.

Government Auditing Updates

2023 Compliance Supplement

In May 2023, the Office of Management and Budget (OMB) released the *2023 OMB Compliance Supplement.* This Supplement is effective for audits of fiscal years beginning after June 30, 2022, e.g., fiscal years ending on June 30, 2023, through May 31, 2024.

Some of the most significant highlights are:

- ***Overview***
  - The Compliance Supplement is the primary document for the programs that are subject to the Uniform Guidance (UG).
  - Access the Supplement on
    - https://www.whitehouse.gov/omb/office-federal-financialmanagement/

- ***Part 2, Matrix of Compliance Requirements***
  - Changes to the compliance requirements are identified in bold and yellow highlighting.
  - New programs are identified as “NEW.”
  - Decoupled programs (formerly in a cluster) highlighted in yellow.
  - The six-requirement mandate and its rules continue in effect (only if the program is included in the Supplement). The matrix identifies which six compliance requirements are subject to audit for a particular program.

- ***Part 3, Compliance Requirements***
  - Includes the generic program objectives and audit procedures pertaining to the twelve types of compliance requirements.
  - Procurement changes – Build America Buy America Act ("BABAA") establishes a domestic content procurement preference for all federal financial assistance obligated for infrastructure projects after May 14, 2022
    - Non-federal entities are informed of a requirement to comply with BABAA by federal agencies through award terms and conditions.
    - In some cases, waivers may have been provided.
    - Auditees are responsible for supporting whether waivers in place.
    - New audit procedure to test a sample of procurement agreements for infrastructure subject to BABAA to determine whether the non-federal entity included domestic preference provisions in the agreements or obtained a waiver.
  - Cash Management changes
    - Revisions made to clarify the auditor's responsibility when testing cash management under the reimbursement method.
    - Previous Supplements asked the auditor to ascertain if the entity "paid" for the costs in reimbursement requests prior to the date of the reimbursement period.
    - The audit objective and related procedure have been revised to ask the auditor to ascertain if the sample of expenditures in cash drawdowns tested were incurred prior to the date of the reimbursement request.
  - Performance and special reporting provisions added in 2021 were retained in CY:
    - Testing is only required for key line items that are quantifiable and capable of evaluations against objective criteria.
    - If no key line items are identified, auditor only needs to test that performance/special reports were submitted timely.
    - If key line items are included that are not quantifiable or have no objective criteria, auditors are not required to test.
    - Auditors are required to test key line items and timely submission.
- ***Part 4, Agency Program Requirements***
  - There are several program additions and deletions as well as many programs with significant changes.
  - Identifies several programs as higher-risk programs, including the Education Stabilization Fund, the Provider Relief Fund and Medicaid Cluster.
  - If a program has a higher risk designation and it is a type A program, it will most likely need to be audited as a major.
  - If a program has a higher risk designation and it is a type B program, it should go through the standard risk assessment process and might not be selected as major.
- ***Appendix V***
  - Provides an overview of the changes made from the 2022 Supplement.

- ***Appendix VII***
  - Provides the definition of COVID-19 funding.
  - Provides guidance on how COVID-19 related awards should be reported on SEFA and SF-SAC
  - Federal Audit Clearinghouse (FAC) Transition from Census to GSA:
    - The FAC will transition from the U.S. Census Bureau (Census) to the U.S. General Services Administration (GSA) on October 1, 2023.
    - At that time, all submissions will need to be made through new FAC hosted by GSA.
    - Any draft not fully submitted to the Census FAC by October 1, 2023, may need to be completely re-started at the new GSA FAC.

Amendments to New York Not-for-Profit Corporation Law (N-PCL)

In November 2022, amendments were passed to the New York Not-for-Profit Corporation Law (N-PCL) that impact board governance by providing enhanced modernization. Under one of the amendments, members or directors are now permitted to take action by vote without a meeting, so long as it obtains consent of all of the members entitled to vote. Such consent may be written or electronic. Additionally, board directors who are elected to fill a vacancy of an unexpired term may hold office until either the end of the term of the director they are replacing or until the next annual meeting. Finally, directors who must leave a board meeting as a result of conflict of interest shall still be counted as present for determining if a quorum has been satisfied.

Secure Act 2.0 – Impact on Nonprofit Organizations

Passed at the end of 2022, the SECURE Act 2.0 includes many provisions that impact 403(b) and 401(k) plans. Among the many provisions are the following:

- 403(b) plans are now permitted to participate in pooled employer plans ("PEPS"). MEPs provide an opportunity for small nonprofit organizations to group together with the intent of making the plans more easily attainable and viable as well as to reducing administrative burdens on the organization.
- Part-time employees with two consecutive years of over 500 hours must be eligible to participate in company-sponsored plans
- A new student-loan matching program is created to treat student loan payments as plan contributions for purposes of matching contributions
- New startup plans will be required to have a mandatory automatic enrollment of 3% with annual increases of 1% up to at least 10% (maximum 15%)

Independence Issues

Sax, LLP is not aware of any relationships that our firm, or any employees thereof, has with the School or any of its board trustees that, in our professional judgment may impair our independence.

This information is intended solely for the use of the Board of Trustees and management of Bridge Preparatory Charter School and should not be used for any other purpose.

[redacted]

Observations and Recommendations

To Management of
Bridge Preparatory Charter School (the "School")

As a result of the audit for the year ended June 30, 2023, we want to provide you with an update on a recommendation we made during prior audits:

Debit Card Usage
During past audits, we noted there were purchases made using a debit card. These purchases are instantly transferred out of the School's bank account and the person charging the expense is essentially simultaneously authorizing the payments at the same time they are disbursed. We recommended that credit cards be used rather than debit cards as it restricts the timing of the disbursement until after it has had a chance to be reviewed by another within the School.

Follow-up as of June 30, 2023: *Management informed us that they switched to a credit card after prior year's year-end. We noted the credit card usage and that there is no longer debit cards that can be used.*

This report is intended solely for the information and use of the audit and finance committee, the board of directors and management and others within the organization and is not intended to be and should not be used by anyone other than these specified parties.

[redacted]

CLIENT BRIDGEPR

SCHALL & ASHENFARB CPAS LLC
307 FIFTH AVE 15TH FL
NEW YORK, NY 10016
(212) 268-2800

April 21, 2022

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

FEDERAL ID: [redacted]

Dear Client:

Your Federal Return of Organization Exempt from Income Tax, with Submission ID [redacted], was acknowledged as accepted by the Internal Revenue Service on April 21, 2022. No tax is payable with the filing of this return. If you have questions about the return, please call the IRS Tax Help number, 1-800-829-4933.

Please be sure to call if you have any questions.

Sincerely,

[redacted]

CLIENT BRIDGEPR

SAX LLP

April 19, 2023

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

FEDERAL ID: [redacted]

Dear Timothy:

Your Federal Return of Organization Exempt from Income Tax, with Submission ID [redacted] was acknowledged as accepted by the Internal Revenue Service on April 19, 2023. No tax is payable with the filing of this return. If you have questions about the return, please call the IRS Tax Help number, 1-800-829-4933.

Please be sure to call if you have any questions.

Sincerely,

[redacted]

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

A For the 2020 calendar year, or tax year beginning 7/01 , 2020, and ending 6/30 , 20 2021

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C
Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY 10301

D Employer identification number

E Telephone number
718-274-3437

G Gross receipts $ 4,219,312.

F Name and address of principal officer: Timothy Castanza
Same As C Above

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◄ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ► http://bridgeprepcharter.org

H(c) Group exemption number ►

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ► **L** Year of formation: 2019 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

2 Check this box ► ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	8
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	8
5	Total number of individuals employed in calendar year 2020 (Part V, line 2a)	5	36
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	3,157,682.	4,215,960.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,369.	3,352.
12	Total revenue — add lines 8 through 11 (must equal Part VIII, column (A), line 12)	3,161,051.	4,219,312.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	1,647,586.	2,027,530.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	783,785.	630,711.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,431,371.	2,658,241.
19	Revenue less expenses. Subtract line 18 from line 12	729,680.	1,561,071.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	1,137,767.	2,690,088.
21	Total liabilities (Part X, line 26)	408,087.	399,337.
22	Net assets or fund balances. Subtract line 21 from line 20	729,680.	2,290,751.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ Timothy Castanza — Executive Dir.
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
Michael Schall	Michael Schall	4/21/2022		P02024184

Firm's name ► SCHALL & ASHENFARB CPAS LLC
Firm's address ► 307 FIFTH AVE 15TH FL
NEW YORK, NY 10016
Firm's EIN ► 13-4036703
Phone no. (212) 268-2800

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Form **8868**
(Rev. January 2020)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file).* You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
Bridge Preparatory Charter School

Taxpayer identification number (TIN)
[redacted]

Number, street, and room or suite number. If a P.O. box, see instructions.
715 Ocean Terrace

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Staten Island, NY 10301

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ► Timothy Castanza

  Telephone No. ► 718-274-3437 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 22, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 20, and ending 6/30, 20 21.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 2,234,604. including grants of $) (Revenue $)

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 2,234,604.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* See instructions?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f	X	
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	**22**		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	**23**		X
24 a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	**24a**		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	**24b**		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	**24c**		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	**24d**		
25 a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	**25a**		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	**25b**		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	**26**		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	**27**		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	**28a**		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	**28b**		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If Yes,' complete Schedule L, Part IV*	**28c**		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	**29**		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	**30**		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	**31**		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	**32**		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	**33**		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	**34**		X
35 a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	**35a**		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	**35b**		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	**36**		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	**37**		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	**38**	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	**1 a**	9		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	**1 b**	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?			**1 c** X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 36			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If 'Yes,' enter the name of the foreign country ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	**16**		X

Part VI **Governance, Management, and Disclosure** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI. ☒

Section A. Governing Body and Management

			Yes	No
1a Enter the number of voting members of the governing body at the end of the tax year. If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	**1a**	8		
b Enter the number of voting members included on line 1a, above, who are independent.	**1b**	8		
2 Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	**2**			X
3 Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	**3**			X
4 Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	**4**			X
5 Did the organization become aware during the year of a significant diversion of the organization's assets?	**5**			X
6 Did the organization have members or stockholders?	**6**			X
7a Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	**7a**			X
b Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	**7b**			X
8 Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:				
a The governing body?	**8a**			X
b Each committee with authority to act on behalf of the governing body?	**8b**			X
9 Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O*	**9**			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

		Yes	No
10a Did the organization have local chapters, branches, or affiliates?	**10a**		X
b If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	**10b**		
11a Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	**11a**	X	
b Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a Did the organization have a written conflict of interest policy? *If 'No,' go to line 13*	**12a**	X	
b Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	**12b**	X	
c Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe in Schedule O how this was done* See Schedule O	**12c**	X	
13 Did the organization have a written whistleblower policy?	**13**	X	
14 Did the organization have a written document retention and destruction policy?	**14**	X	
15 Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a The organization's CEO, Executive Director, or top management official. See Schedule O	**15a**	X	
b Other officers or key employees of the organization	**15b**	X	
If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	**16a**		X
b If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	**16b**		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► NY

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Timothy Castanza 715 Ocean Terrace Staten Island NY 10301 718-274-3437

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Timothy Castanza	40									
Executive Dir.	0			X				121,981.	0.	10,415.
(2) Rose Kerr	5									
Board Chair	0	X		X				0.	0.	0.
(3) Laurel Wedinger-Gyimesi	5									
Vice Chair	0	X		X				0.	0.	0.
(4) George Winn	5									
Treasurer	0	X		X				0.	0.	0.
(5) Laura Timoney	5									
Secretary	0	X		X				0.	0.	0.
(6) Frank Santarpia	5									
Sgt at Arms	0	X		X				0.	0.	0.
(7) Azalia Volpe	5									
Board Trustee	0	X						0.	0.	0.
(8) Amy Margolis	5									
Board Trustee	0	X						0.	0.	0.
(9) Maria Casale	5									
Board Trustee	0	X						0.	0.	0.
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII **Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees** *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Subtotal ►								121,981.	0.	10,415.
c Total from continuation sheets to Part VII, Section A ►								0.	0.	0.
d Total (add lines 1b and 1c) ►								121,981.	0.	10,415.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 1

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII . . . . . ☐

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	4,210,960.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	5,000.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		4,215,960.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a Other Income	900099	3,352.			3,352.
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d		3,352.			
	12 **Total revenue.** See instructions		4,219,312.	0.	0.	3,352.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	130,643.	117,103.	13,540.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	1,559,458.	1,397,833.	161,625.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	27,000.	24,202.	2,798.	
9 Other employee benefits	156,055.	139,881.	16,174.	
10 Payroll taxes	154,374.	138,374.	16,000.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	144,642.		144,642.	
12 Advertising and promotion				
13 Office expenses	22,582.	20,242.	2,340.	
14 Information technology	27,319.	24,488.	2,831.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	63,688.	57,087.	6,601.	
23 Insurance	28,039.	25,133.	2,906.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Professional Development	167,873.	150,524.	17,349.	
b Curriculum and classroom Exp.	93,254.	93,254.		
c Supplies and materials	42,330.	37,943.	4,387.	
d Recruitment	24,633.	1,007.	23,626.	
e All other expenses	16,351.	7,533.	8,818.	
25 **Total functional expenses.** Add lines 1 through 24e	2,658,241.	2,234,604.	423,637.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing	729,074.	1	2,367,349.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	260,183.	3	38,214.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges		9	80,387.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 301,138.			
	b	Less: accumulated depreciation — 10b: 97,000.	148,510.	10c	204,138.
	11	Investments — publicly traded securities		11	
	12	Investments — other securities. See Part IV, line 11		12	
	13	Investments — program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	1,137,767.	16	2,690,088.
Liabilities	17	Accounts payable and accrued expenses	272,087.	17	280,229.
	18	Grants payable		18	
	19	Deferred revenue		19	119,108.
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties	136,000.	24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	408,087.	26	399,337.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► [X] and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	729,680.	27	2,290,751.
	28	Net assets with donor restrictions		28	
		Organizations that do not follow FASB ASC 958, check here ► ☐ and complete lines 29 through 33.			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	729,680.	32	2,290,751.
	33	Total liabilities and net assets/fund balances	1,137,767.	33	2,690,088.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,219,312.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,658,241.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,561,071.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	729,680.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,290,751.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

[redacted]

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** . . . . . ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2020 (line 6, column (f), divided by line 11, column (f)) . . . . . 14 %

15 Public support percentage from 2019 Schedule A, Part II, line 14 . . . . . 15 %

16a **33-1/3% support test—2020.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ► ☐

b **33-1/3% support test—2019.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization . . . . . ► ☐

17a **10%-facts-and-circumstances test—2020.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization . . . . . ► ☐

b **10%-facts-and-circumstances test—2019.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization . . . . . ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions . . . ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2020 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2019 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2020** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2019** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2020.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2019.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI.***	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.).*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?	**11a**	
b	A family member of a person described in line 11a above?	**11b**	
c	A 35% controlled entity of a person described in line 11a or 11b above? *If 'Yes' to line 11a, 11b, or 11c, provide detail in* ***Part VI.***	**11c**	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	**1**	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**	
3	By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	**3**	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

a ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*

c ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a governmental entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer lines 2a and 2b below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**	
b	Did the activities described in line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If 'Yes,' explain in* ***Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**	
3	Parent of Supported Organizations. ***Answer lines 3a and 3b below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If 'Yes' or 'No,' provide details in* ***Part VI.***	**3a**	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	**3b**	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors *(explain in detail in **Part VI**)*:			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by 0.035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1		
2	Enter 0.85 of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D – Distributions		**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	1	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4 Amounts paid to acquire exempt-use assets	4	
5 Qualified set-aside amounts (prior IRS approval required – *provide details in* ***Part VI***)	5	
6 Other distributions (describe in **Part VI**). See instructions.	6	
7 **Total annual distributions.** Add lines 1 through 6.	7	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9 Distributable amount for 2020 from Section C, line 6	9	
10 Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)	**(i) Excess Distributions**	**(ii) Underdistributions Pre-2020**	**(iii) Distributable Amount for 2020**
1 Distributable amount for 2020 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2020 (reasonable cause required – *explain in* ***Part VI***). See instructions.			
3 Excess distributions carryover, if any, to 2020			
a From 2015			
b From 2016			
c From 2017			
d From 2018			
e From 2019			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2020 distributable amount			
i Carryover from 2015 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2020 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2020 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2020, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* ***Part VI***. See instructions.			
6 Remaining underdistributions for 2020. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* ***Part VI***. See instructions.			
7 **Excess distributions carryover to 2021.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2016			
b Excess from 2017			
c Excess from 2018			
d Excess from 2019			
e Excess from 2020			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990, 990-EZ, or 990-PF)
Department of the Treasury
Internal Revenue Service

Schedule of Contributors

► **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2020

Name of the organization
Bridge Preparatory Charter School

Employer identification number
[redacted]

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (**1**) $5,000; or (**2**) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering 'N/A' in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year . ►$ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization: Bridge Preparatory Charter School

Employer identification number: [redacted]

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	New York State Education Department 89 Washington Avenue Albany, NY 12234	$ 105,831.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	NYC Department of Education 52 Chambers Street New York, NY 10007	$ 3,969,129.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
3	US Small Business Administration 409 3rd St, SW. Washington, DC 20416	$ 136,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
4	Bernard/Miller Scholarship Trust Fd 9602 M L King Hwy Lanham, MD 20706	$ 5,000.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: Bridge Preparatory Charter School

Employer identification number: [redacted]

Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization
Bridge Preparatory Charter School

Employer identification number
[redacted]

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) ► $ N/A
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	**Relationship of transferor to transferee**

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	**Relationship of transferor to transferee**

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	**Relationship of transferor to transferee**

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	**Relationship of transferor to transferee**

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

[redacted]

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ► _____ %
- b Permanent endowment ► _____ %
- c Term endowment ► _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		257,206.	92,052.	165,154.
e Other		43,932.	4,948.	38,984.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				204,138.

Part VII Investments – Other Securities. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	

Part X Other Liabilities.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII. [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	4,219,312.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines **2a** through **2d**		2e	
3	Subtract line **2e** from line **1**		3	4,219,312.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines **4a** and **4b**		4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*		5	4,219,312.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	2,658,241.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines **2a** through **2d**		2e	
3	Subtract line **2e** from line **1**		3	2,658,241.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines **4a** and **4b**		4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*		5	2,658,241.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019, the School's initial filing, and later are subject to examination by applicable taxing authorities.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

[redacted]

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
The school has a nondiscriminatory policy that is publicized in recruitment literature, as well as print and electronic media. A copy of the policy is made available upon request.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives government grants.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► Attach to Form 990 or 990-EZ.
► Go to *www.irs.gov/Form990* for the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

[redacted]

Form 990, Part III, Line 1 - Organization Mission

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

Form 990, Part VI, Line 11b - Form 990 Review Process

The Form 990 and related schedules are e-mailed to the board of trustees and management for approval before filing with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The School has a board approved conflicts of interest policy. Each trustee must fill out an annual declaration stating they had no conflicts or identifying the nature of their interest party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Comparable data is used when determining the compensation of officers and key employees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are avaliable upon request.

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

A For the 2021 calendar year, or tax year beginning 7/01 , 2021, and ending 6/30 , 20 2022

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C
Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY 10301

D Employer identification number [redacted]

E Telephone number
718-274-3437

G Gross receipts $ 5,670,383.

F Name and address of principal officer: Timothy Castanza
Same As C Above

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions.

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◄ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ► http://bridgeprepcharter.org

H(c) Group exemption number ►

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ► **L** Year of formation: 2019 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

2 Check this box ► ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	9
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	9
5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	31
6	Total number of volunteers (estimate if necessary)	6	9
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	4,215,960.	5,656,582.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,352.	13,801.
12	Total revenue — add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,219,312.	5,670,383.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,027,530.	2,904,183.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	630,711.	905,981.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,658,241.	3,810,164.
19	Revenue less expenses. Subtract line 18 from line 12	1,561,071.	1,860,219.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	2,690,088.	4,507,948.
21	Total liabilities (Part X, line 26)	399,337.	356,978.
22	Net assets or fund balances. Subtract line 21 from line 20	2,290,751.	4,150,970.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ _____ Signature of officer — Date

▶ Timothy Castanza — Type or print name and title — Executive Dir.

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
Michael Schall	Michael Schall	4/19/2023		P02024184

Firm's name ► SAX LLP
Firm's address ► 389 INTERPACE PARKWAY; STE 3
PARISPPANY, NJ 07054
Firm's EIN ► 81-2950760
Phone no. (212) 268-2804

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for a Tax Exempt Entity

For calendar year 2021, or fiscal year beginning 7/01 , 2021, and ending 6/30 , 20 2022

► **Do not send to the IRS. Keep for your records.**
► **Go to *www.irs.gov/Form8879TE* for the latest information.**

OMB No. 1545-0047

2021

Name of filer

Bridge Preparatory Charter School

EIN or SSN

83-1323754

Name and title of officer or person subject to tax

Timothy Castanza Executive Dir.

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	**Form 990** check here ►	X	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b 5,670,383.
2a	**Form 990-EZ** check here ►		**b Total revenue,** if any (Form 990-EZ, line 9)	2b
3a	**Form 1120-POL** check here ►		**b Total tax** (Form 1120-POL, line 22)	3b
4a	**Form 990-PF** check here ►		**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b
5a	**Form 8868** check here ►		**b Balance due** (Form 8868, line 3c)	5b
6a	**Form 990-T** check here ►		**b Total tax** (Form 990-T, Part III, line 4)	6b
7a	**Form 4720** check here ►		**b Total tax** (Form 4720, Part III, line 1)	7b
8a	**Form 5227** check here ►		**b FMV of assets at end of tax year** (Form 5227, Item D)	8b
9a	**Form 5330** check here ►		**b Tax due** (Form 5330, Part II, line 19)	9b
10a	**Form 8038-CP** check here ►		**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize SAX LLP to enter my PIN 28947 as my signature

ERO firm name

Enter five numbers, but do not enter all zeros

on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ►

Date ► 04/19/23

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

20907277777

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall

Date ►

ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Form **8868**
(Rev. January 2022)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
Bridge Preparatory Charter School

Taxpayer identification number (TIN)

Number, street, and room or suite number. If a P.O. box, see instructions.
715 Ocean Terrace

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Staten Island, NY 10301

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

- The books are in the care of ► Timothy Castanza

  Telephone No. ► 718-274-3437 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 23, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 21, and ending 6/30, 20 22.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 3,112,634. including grants of $) (Revenue $)

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 3,112,634.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f	X	
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23		X
24 a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25 a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35 a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1 a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1 a	9		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1 b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1 c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 31			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file*. See instructions.			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If 'Yes,' enter the name of the foreign country ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	13a		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953? If 'Yes,' complete Form 6069.	17		

Part VI **Governance, Management, and Disclosure.** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year. If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	1a 9		
b	Enter the number of voting members included on line 1a, above, who are independent.	1b 9		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6	Did the organization have members or stockholders?	6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body?	8a		X
b	Each committee with authority to act on behalf of the governing body?	8b		X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O*	9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe on Schedule O how this was done* See Schedule O	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official. See Schedule O	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If 'Yes' to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Timothy Castanza 715 Ocean Terrace Staten Island NY 10301 718-274-3437

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Timothy Castanza	40									
Executive Dir.	0			X				124,150.	0.	10,600.
(2) Fahron Ebanks	40									
Operation Dir	0			X				104,002.	0.	8,880.
(3) Rose Kerr	5									
Chair	0	X		X				0.	0.	0.
(4) Laurel Wedinger-Gyimesi	5									
Vice Chair	0	X		X				0.	0.	0.
(5) George Winn	5									
Treasurer	0	X		X				0.	0.	0.
(6) Laura Timoney	5									
Secretary	0	X		X				0.	0.	0.
(7) Frank Santarpia	5									
Sgt at Arms	0	X		X				0.	0.	0.
(8) Azalia Volpe	5									
Board Trustee	0	X						0.	0.	0.
(9) Geena Kuriakose	5									
Board Trustee	0	X						0.	0.	0.
(10) Maria Casale	5									
Board Trustee	0	X						0.	0.	0.
(11) Mark Harmon Vaught	5									
Board Trustee	0	X						0.	0.	0.
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Subtotal								228,152.	0.	19,480.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								228,152.	0.	19,480.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 2

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	5,624,235.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	32,347.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		5,656,582.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a Other Income	900099	13,801.			13,801.
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d		13,801.			
	12 **Total revenue.** See instructions		5,670,383.	0.	0.	13,801.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	337,632.	242,452.	95,180.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	2,191,779.	1,924,279.	267,500.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	42,128.	36,081.	6,047.	
9 Other employee benefits	113,517.	96,835.	16,682.	
10 Payroll taxes	219,127.	187,674.	31,453.	
11 Fees for services (nonemployees):				
a Management				
b Legal	11,041.		11,041.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)	182,556.		182,556.	
12 Advertising and promotion				
13 Office expenses	127,677.	109,351.	18,326.	
14 Information technology	24,555.	21,031.	3,524.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	101,893.	87,267.	14,626.	
23 Insurance	45,396.	38,880.	6,516.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a Professional Development	199,003.	170,954.	28,049.	
b Curriculum and classroom Exp.	180,007.	180,007.		
c Supplies and materials	12,396.	10,617.	1,779.	
d Other expenses	12,026.	5,373.	6,653.	
e All other expenses	9,431.	1,833.	7,598.	
25 **Total functional expenses.** Add lines 1 through 24e	3,810,164.	3,112,634.	697,530.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing	2,367,349.	1	4,138,567.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	38,214.	3	212,210.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	80,387.	9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 356,064.			
	b	Less: accumulated depreciation — 10b: 198,893.	204,138.	10c	157,171.
	11	Investments — publicly traded securities		11	
	12	Investments — other securities. See Part IV, line 11		12	
	13	Investments — program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	2,690,088.	16	4,507,948.
Liabilities	17	Accounts payable and accrued expenses	280,229.	17	356,978.
	18	Grants payable		18	
	19	Deferred revenue	119,108.	19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	399,337.	26	356,978.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► [X] and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	2,290,751.	27	4,150,970.
	28	Net assets with donor restrictions		28	
		Organizations that do not follow FASB ASC 958, check here ► ☐ and complete lines 29 through 33.			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	2,290,751.	32	4,150,970.
	33	Total liabilities and net assets/fund balances	2,690,088.	33	4,507,948.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,670,383.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,810,164.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,860,219.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	2,290,751.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	4,150,970.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2020 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2021.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2020.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2021.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2020.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2021** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2020** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2021.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2020.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If 'Yes,' complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI.***	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**	
b	A family member of a person described on line 11a above?	**11b**	
c	A 35% controlled entity of a person described on line 11a or 11b above? *If 'Yes' to line 11a, 11b, or 11c, provide detail in* ***Part VI.***	**11c**	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	**1**	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**	
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	**3**	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

- **a** ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a governmental entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer lines 2a and 2b below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**	
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If 'Yes,' explain in* ***Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**	
3	Parent of Supported Organizations. ***Answer lines 3a and 3b below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If 'Yes' or 'No,' provide details in* ***Part VI.***	**3a**	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	**3b**	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors *(explain in detail in **Part VI**)*:			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by 0.035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1		
2	Enter 0.85 of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D – Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required – *provide details in* ***Part VI***)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9	Distributable amount for 2021 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2021**	**(iii) Distributable Amount for 2021**
1	Distributable amount for 2021 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required – *explain in* ***Part VI***). See instructions.			
3	Excess distributions carryover, if any, to 2021			
a	From 2016			
b	From 2017			
c	From 2018			
d	From 2019			
e	From 2020			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2021 distributable amount			
i	Carryover from 2016 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2021 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2021 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* ***Part VI***. See instructions.			
6	Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* ***Part VI***. See instructions.			
7	**Excess distributions carryover to 2022.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2017			
b	Excess from 2018			
c	Excess from 2019			
d	Excess from 2020			
e	Excess from 2021			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B (Form 990)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

► **Attach to Form 990 or Form 990-PF.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2021

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	☒ 501(c)(3) (enter number) organization
	☐ 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	☐ 527 political organization
Form 990-PF	☐ 501(c)(3) exempt private foundation
	☐ 4947(a)(1) nonexempt charitable trust treated as a private foundation
	☐ 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**
Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

☒ For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

☐ For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (**1**) $5,000; or (**2**) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering 'N/A' in column (b) instead of the contributor name and address), II, and III.

☐ For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year. . . . . ► $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990).

Name of organization: Bridge Preparatory Charter School

Employer identification number:

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	New York State Education Department 89 Washington Avenue Albany, NY 12234	$ 298,023.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
2	NYC Department of Education 52 Chambers Street New York, NY 10007	$ 5,326,212.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: Bridge Preparatory Charter School

Employer identification number:

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization
Bridge Preparatory Charter School

Employer identification number

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) ► $ N/A
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift

Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1 c	
d Additions during the year	1 d	
e Distributions during the year	1 e	
f Ending balance	1 f	

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ► _____ %
- b Permanent endowment ► _____ %
- c Term endowment ► _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements				
d Equipment		296,827.	187,394.	109,433.
e Other		59,237.	11,499.	47,738.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				157,171.

Part VII Investments – Other Securities. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII. [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	6,120,383.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b	450,000.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	450,000.
3	Subtract line **2e** from line **1**			3	5,670,383.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	5,670,383.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	4,260,164.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	450,000.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	450,000.
3	Subtract line **2e** from line **1**			3	3,810,164.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	3,810,164.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019, the School's initial filing, and later are subject to examination by applicable taxing authorities.

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
The school has a nondiscriminatory policy that is publicized in recruitment literature, as well as print and electronic media. A copy of the policy is made available upon request.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II.	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives government grants.

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Form 990, Part III, Line 1 - Organization Mission

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

Form 990, Part VI, Line 11b - Form 990 Review Process

The Form 990 and related schedules are e-mailed to the board of trustees and management for approval before filing with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The School has a board approved conflicts of interest policy. Each trustee must fill out an annual declaration stating they had no conflicts or identifying the nature of their interest party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Comparable data is used when determining the compensation of officers and key employees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are avaliable upon request.

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

A For the 2020 calendar year, or tax year beginning 7/01 , 2020, and ending 6/30 , 20 2021

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C
Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY 10301

D Employer identification number

E Telephone number
718-274-3437

G Gross receipts $ 4,219,312.

F Name and address of principal officer: Timothy Castanza
Same As C Above

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◄ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ► http://bridgeprepcharter.org

H(c) Group exemption number ►

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ► **L** Year of formation: 2019 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

2 Check this box ► ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	8
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	8
5	Total number of individuals employed in calendar year 2020 (Part V, line 2a)	5	36
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	3,157,682.	4,215,960.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,369.	3,352.
12	Total revenue — add lines 8 through 11 (must equal Part VIII, column (A), line 12)	3,161,051.	4,219,312.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	1,647,586.	2,027,530.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	783,785.	630,711.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,431,371.	2,658,241.
19	Revenue less expenses. Subtract line 18 from line 12	729,680.	1,561,071.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	1,137,767.	2,690,088.
21	Total liabilities (Part X, line 26)	408,087.	399,337.
22	Net assets or fund balances. Subtract line 21 from line 20	729,680.	2,290,751.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ Timothy Castanza — Executive Dir.
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
Michael Schall	Michael Schall	4/21/2022		P02024184

Firm's name ► SCHALL & ASHENFARB CPAS LLC
Firm's address ► 307 FIFTH AVE 15TH FL
NEW YORK, NY 10016
Firm's EIN ► 13-4036703
Phone no. (212) 268-2800

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Form **8868**
(Rev. January 2020)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
Bridge Preparatory Charter School

Taxpayer identification number (TIN)

Number, street, and room or suite number. If a P.O. box, see instructions.
715 Ocean Terrace

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Staten Island, NY 10301

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ► Timothy Castanza

  Telephone No. ► 718-274-3437 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 22, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 20, and ending 6/30, 20 21.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 2,234,604. including grants of $) (Revenue $)

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 2,234,604.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* See instructions?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f	X	
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	9		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 36			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If 'Yes,' enter the name of the foreign country ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	**16**		X

Part VI **Governance, Management, and Disclosure** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a	8		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.			
b	Enter the number of voting members included on line 1a, above, who are independent 1b	8		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? 2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person? 3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? 4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets? 5			X
6	Did the organization have members or stockholders? 6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body? 8a			X
b	Each committee with authority to act on behalf of the governing body? 8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O* 9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates? 10a			X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11a		X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13* 12a		X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12b		X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe in Schedule O how this was done* See Schedule O 12c		X	
13	Did the organization have a written whistleblower policy? 13		X	
14	Did the organization have a written document retention and destruction policy? 14		X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official . . See Schedule O 15a		X	
b	Other officers or key employees of the organization 15b		X	
	If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16a			X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? 16b			

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► NY

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Timothy Castanza 715 Ocean Terrace Staten Island NY 10301 718-274-3437

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Timothy Castanza	40									
Executive Dir.	0			X				121,981.	0.	10,415.
(2) Rose Kerr	5									
Board Chair	0	X		X				0.	0.	0.
(3) Laurel Wedinger-Gyimesi	5									
Vice Chair	0	X		X				0.	0.	0.
(4) George Winn	5									
Treasurer	0	X		X				0.	0.	0.
(5) Laura Timoney	5									
Secretary	0	X		X				0.	0.	0.
(6) Frank Santarpia	5									
Sgt at Arms	0	X		X				0.	0.	0.
(7) Azalia Volpe	5									
Board Trustee	0	X						0.	0.	0.
(8) Amy Margolis	5									
Board Trustee	0	X						0.	0.	0.
(9) Maria Casale	5									
Board Trustee	0	X						0.	0.	0.
(10)										
(11)										
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Subtotal ►								121,981.	0.	10,415.
c Total from continuation sheets to Part VII, Section A ►								0.	0.	0.
d Total (add lines 1b and 1c) ►								121,981.	0.	10,415.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 1

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	4,210,960.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	5,000.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		4,215,960.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a Other Income	900099	3,352.			3,352.
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d		3,352.			
	12 **Total revenue.** See instructions		4,219,312.	0.	0.	3,352.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	130,643.	117,103.	13,540.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	1,559,458.	1,397,833.	161,625.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	27,000.	24,202.	2,798.	
9 Other employee benefits	156,055.	139,881.	16,174.	
10 Payroll taxes	154,374.	138,374.	16,000.	
11 Fees for services (nonemployees):				
a Management				
b Legal				
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	144,642.		144,642.	
12 Advertising and promotion				
13 Office expenses	22,582.	20,242.	2,340.	
14 Information technology	27,319.	24,488.	2,831.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	63,688.	57,087.	6,601.	
23 Insurance	28,039.	25,133.	2,906.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Professional Development	167,873.	150,524.	17,349.	
b Curriculum and classroom Exp.	93,254.	93,254.		
c Supplies and materials	42,330.	37,943.	4,387.	
d Recruitment	24,633.	1,007.	23,626.	
e All other expenses	16,351.	7,533.	8,818.	
25 **Total functional expenses.** Add lines 1 through 24e	2,658,241.	2,234,604.	423,637.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

				(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing		729,074.	1	2,367,349.
	2	Savings and temporary cash investments			2	
	3	Pledges and grants receivable, net		260,183.	3	38,214.
	4	Accounts receivable, net			4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)			6	
	7	Notes and loans receivable, net			7	
	8	Inventories for sale or use			8	
	9	Prepaid expenses and deferred charges			9	80,387.
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D	10a 301,138.			
	b	Less: accumulated depreciation	10b 97,000.	148,510.	10c	204,138.
	11	Investments — publicly traded securities			11	
	12	Investments — other securities. See Part IV, line 11			12	
	13	Investments — program-related. See Part IV, line 11			13	
	14	Intangible assets			14	
	15	Other assets. See Part IV, line 11			15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)		1,137,767.	16	2,690,088.
Liabilities	17	Accounts payable and accrued expenses		272,087.	17	280,229.
	18	Grants payable			18	
	19	Deferred revenue			19	119,108.
	20	Tax-exempt bond liabilities			20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D			21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons			22	
	23	Secured mortgages and notes payable to unrelated third parties			23	
	24	Unsecured notes and loans payable to unrelated third parties		136,000.	24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D			25	
	26	**Total liabilities.** Add lines 17 through 25		408,087.	26	399,337.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► [X] and complete lines 27, 28, 32, and 33.**				
	27	Net assets without donor restrictions		729,680.	27	2,290,751.
	28	Net assets with donor restrictions			28	
		Organizations that do not follow FASB ASC 958, check here ► ☐ and complete lines 29 through 33.				
	29	Capital stock or trust principal, or current funds			29	
	30	Paid-in or capital surplus, or land, building, or equipment fund			30	
	31	Retained earnings, endowment, accumulated income, or other funds			31	
	32	Total net assets or fund balances		729,680.	32	2,290,751.
	33	Total liabilities and net assets/fund balances		1,137,767.	33	2,690,088.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	4,219,312.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,658,241.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,561,071.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	729,680.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	2,290,751.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2020 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2019 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2020.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2019.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2020.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2019.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2016	(b) 2017	(c) 2018	(d) 2019	(e) 2020	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2020 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2019 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2020** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2019** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2020.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2019.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI.***	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.).*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in lines 11b and 11c below, the governing body of a supported organization?	**11a**	
b	A family member of a person described in line 11a above?	**11b**	
c	A 35% controlled entity of a person described in line 11a or 11b above? *If 'Yes' to line 11a, 11b, or 11c, provide detail in* ***Part VI.***	**11c**	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	**1**	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**	
3	By reason of the relationship described in line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	**3**	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

a ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*

b ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*

c ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a governmental entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer lines 2a and 2b below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**	
b	Did the activities described in line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If 'Yes,' explain in* ***Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**	
3	Parent of Supported Organizations. ***Answer lines 3a and 3b below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If 'Yes' or 'No,' provide details in* ***Part VI.***	**3a**	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	**3b**	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors *(explain in detail in **Part VI**)*:			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by 0.035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1		
2	Enter 0.85 of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D – Distributions

			Current Year
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required – *provide details in* ***Part VI***)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9	Distributable amount for 2020 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)	(i) Excess Distributions	(ii) Underdistributions Pre-2020	(iii) Distributable Amount for 2020
1 Distributable amount for 2020 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2020 (reasonable cause required – *explain in* ***Part VI***). See instructions.			
3 Excess distributions carryover, if any, to 2020			
a From 2015			
b From 2016			
c From 2017			
d From 2018			
e From 2019			
f Total of lines 3a through 3e			
g Applied to underdistributions of prior years			
h Applied to 2020 distributable amount			
i Carryover from 2015 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4 Distributions for 2020 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2020 distributable amount			
c Remainder. Subtract lines 4a and 4b from line 4.			
5 Remaining underdistributions for years prior to 2020, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* ***Part VI***. See instructions.			
6 Remaining underdistributions for 2020. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* ***Part VI***. See instructions.			
7 **Excess distributions carryover to 2021.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2016			
b Excess from 2017			
c Excess from 2018			
d Excess from 2019			
e Excess from 2020			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ► ____ %
- b Permanent endowment ► ____ %
- c Term endowment ► ____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		257,206.	92,052.	165,154.
e Other		43,932.	4,948.	38,984.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				204,138.

Part VII Investments – Other Securities. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII. [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements		1	4,219,312.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:			
a	Net unrealized gains (losses) on investments	2a		
b	Donated services and use of facilities	2b		
c	Recoveries of prior year grants	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines **2a** through **2d**		2e	
3	Subtract line **2e** from line **1**		3	4,219,312.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines **4a** and **4b**		4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*		5	4,219,312.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements		1	2,658,241.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:			
a	Donated services and use of facilities	2a		
b	Prior year adjustments	2b		
c	Other losses	2c		
d	Other (Describe in Part XIII.)	2d		
e	Add lines **2a** through **2d**		2e	
3	Subtract line **2e** from line **1**		3	2,658,241.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:			
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a		
b	Other (Describe in Part XIII.)	4b		
c	Add lines **4a** and **4b**		4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*		5	2,658,241.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019, the School's initial filing, and later are subject to examination by applicable taxing authorities.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
The school has a nondiscriminatory policy that is publicized in recruitment literature, as well as print and electronic media. A copy of the policy is made available upon request.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives government grants.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► Attach to Form 990 or 990-EZ.
► Go to *www.irs.gov/Form990* for the latest information.

OMB No. 1545-0047

2020

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Form 990, Part III, Line 1 - Organization Mission

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

Form 990, Part VI, Line 11b - Form 990 Review Process

The Form 990 and related schedules are e-mailed to the board of trustees and management for approval before filing with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The School has a board approved conflicts of interest policy. Each trustee must fill out an annual declaration stating they had no conflicts or identifying the nature of their interest party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Comparable data is used when determining the compensation of officers and key employees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are avaliable upon request.

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

A For the 2021 calendar year, or tax year beginning 7/01 , 2021, and ending 6/30 , 20 2022

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C
Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY 10301

D Employer identification number

E Telephone number
718-274-3437

G Gross receipts $ 5,670,383.

F Name and address of principal officer: Timothy Castanza
Same As C Above

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. See instructions.

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◄ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ► http://bridgeprepcharter.org

H(c) Group exemption number ►

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ► **L** Year of formation: 2019 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

2 Check this box ► ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	9
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	9
5	Total number of individuals employed in calendar year 2021 (Part V, line 2a)	5	31
6	Total number of volunteers (estimate if necessary)	6	9
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, Part I, line 11	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	4,215,960.	5,656,582.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)	3,352.	13,801.
12	Total revenue — add lines 8 through 11 (must equal Part VIII, column (A), line 12)	4,219,312.	5,670,383.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	2,027,530.	2,904,183.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	630,711.	905,981.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	2,658,241.	3,810,164.
19	Revenue less expenses. Subtract line 18 from line 12	1,561,071.	1,860,219.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	2,690,088.	4,507,948.
21	Total liabilities (Part X, line 26)	399,337.	356,978.
22	Net assets or fund balances. Subtract line 21 from line 20	2,290,751.	4,150,970.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ Timothy Castanza — Executive Dir.
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name: Michael Schall	Preparer's signature: Michael Schall	Date: 4/19/2023	Check ☐ if self-employed; PTIN: P02024184
Firm's name ► SAX LLP			Firm's EIN ► 81-2950760
Firm's address ► 389 INTERPACE PARKWAY; STE 3 PARISPPANY, NJ 07054			Phone no. (212) 268-2804

May the IRS discuss this return with the preparer shown above? See instructions ☒ Yes ☐ No

Form **8879-TE**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for a Tax Exempt Entity

For calendar year 2021, or fiscal year beginning 7/01 , 2021, and ending 6/30 , 20 2022

► **Do not send to the IRS. Keep for your records.**
► **Go to *www.irs.gov/Form8879TE* for the latest information.**

OMB No. 1545-0047

2021

Name of filer

Bridge Preparatory Charter School

EIN or SSN

83-1323754

Name and title of officer or person subject to tax

Timothy Castanza Executive Dir.

Part I Type of Return and Return Information

Check the box for the return for which you are using this Form 8879-TE and enter the applicable amount, if any, from the return. Form 8038-CP and Form 5330 filers may enter dollars and cents. For all other forms, enter whole dollars only. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a, 7a, 8a, 9a,** or **10a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b, 7b, 8b, 9b,** or **10b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a	**Form 990** check here ►	X	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	1b 5,670,383.
2a	**Form 990-EZ** check here ►		**b Total revenue,** if any (Form 990-EZ, line 9)	2b
3a	**Form 1120-POL** check here ►		**b Total tax** (Form 1120-POL, line 22)	3b
4a	**Form 990-PF** check here ►		**b Tax based on investment income** (Form 990-PF, Part V, line 5)	4b
5a	**Form 8868** check here ►		**b Balance due** (Form 8868, line 3c)	5b
6a	**Form 990-T** check here ►		**b Total tax** (Form 990-T, Part III, line 4)	6b
7a	**Form 4720** check here ►		**b Total tax** (Form 4720, Part III, line 1)	7b
8a	**Form 5227** check here ►		**b FMV of assets at end of tax year** (Form 5227, Item D)	8b
9a	**Form 5330** check here ►		**b Tax due** (Form 5330, Part II, line 19)	9b
10a	**Form 8038-CP** check here ►		**b Amount of credit payment requested** (Form 8038-CP, Part III, line 22)	10b

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above entity or [ ] I am a person subject to tax with respect to (name of entity) _____, (EIN) _____ and that I have examined a copy of the 2021 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize SAX LLP to enter my PIN 28947 as my signature

ERO firm name

Enter five numbers, but do not enter all zeros

on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax with respect to the entity, I will enter my PIN as my signature on the tax year 2021 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ► [signature] Date ► 04/19/23

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN.

20907277777

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2021 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall [signature] Date ►

ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Form **8868**
(Rev. January 2022)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
Bridge Preparatory Charter School

Taxpayer identification number (TIN)

Number, street, and room or suite number. If a P.O. box, see instructions.
715 Ocean Terrace

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Staten Island, NY 10301

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12
Form 990-T (corporation)	07		

- The books are in the care of ► Timothy Castanza

  Telephone No. ► 718-274-3437 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 23, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 21, and ending 6/30, 20 22.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-TE and Form 8879-TE for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 3,112,634. including grants of $) (Revenue $)

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 3,112,634.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors*? See instructions	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X, as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f	X	
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I.* See instructions	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5, about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23		X
24 a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25 a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see the Schedule L, Part IV, instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in line 28a or 28b? *If Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35 a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations on Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1 a	Enter the number reported in box 3 of Form 1096. Enter -0- if not applicable	1 a	9		
b	Enter the number of Forms W-2G included on line 1a. Enter -0- if not applicable	1 b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1 c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 31			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	2b	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file*. See instructions.			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	3a		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	3b		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	4a		X
b	If 'Yes,' enter the name of the foreign country ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	5a		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	5b		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	5c		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	6a		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	6b		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	7a		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	7b		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	7c		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	7e		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	7f		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	7g		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	7h		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	8		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	9a		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	9b		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources. (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	12a		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	13a		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	14a		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	14b		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see the instructions and file Form 4720, Schedule N.	15		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	16		X
17	**Section 501(c)(21) organizations.** Did the trust, any disqualified person, or mine operator engage in any activities that would result in the imposition of an excise tax under section 4951, 4952, or 4953? If 'Yes,' complete Form 6069.	17		

Part VI **Governance, Management, and Disclosure.** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year. If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.	1a 9		
b	Enter the number of voting members included on line 1a, above, who are independent.	1b 9		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee?	2		X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person?	3		X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed?	4		X
5	Did the organization become aware during the year of a significant diversion of the organization's assets?	5		X
6	Did the organization have members or stockholders?	6		X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body?	7a		X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body?	7b		X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body?	8a		X
b	Each committee with authority to act on behalf of the governing body?	8b		X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O*	9		X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates?	10a		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes?	10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form?	11a	X	
b	Describe on Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13*	12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts?	12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe on Schedule O how this was done* See Schedule O	12c	X	
13	Did the organization have a written whistleblower policy?	13	X	
14	Did the organization have a written document retention and destruction policy?	14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official. See Schedule O	15a	X	
b	Other officers or key employees of the organization	15b	X	
	If 'Yes' to line 15a or 15b, describe the process on Schedule O. See instructions.			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year?	16a		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements?	16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Timothy Castanza 715 Ocean Terrace Staten Island NY 10301 718-274-3437

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See the instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (box 5 of Form W-2, Form 1099-MISC, and/or box 1 of Form 1099-NEC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See the instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Timothy Castanza	40									
Executive Dir.	0			X				124,150.	0.	10,600.
(2) Fahron Ebanks	40									
Operation Dir	0			X				104,002.	0.	8,880.
(3) Rose Kerr	5									
Chair	0	X		X				0.	0.	0.
(4) Laurel Wedinger-Gyimesi	5									
Vice Chair	0	X		X				0.	0.	0.
(5) George Winn	5									
Treasurer	0	X		X				0.	0.	0.
(6) Laura Timoney	5									
Secretary	0	X		X				0.	0.	0.
(7) Frank Santarpia	5									
Sgt at Arms	0	X		X				0.	0.	0.
(8) Azalia Volpe	5									
Board Trustee	0	X						0.	0.	0.
(9) Geena Kuriakose	5									
Board Trustee	0	X						0.	0.	0.
(10) Maria Casale	5									
Board Trustee	0	X						0.	0.	0.
(11) Mark Harmon Vaught	5									
Board Trustee	0	X						0.	0.	0.
(12)										
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC/1099-NEC)	(E) Reportable compensation from related organizations (W-2/1099-MISC/1099-NEC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Subtotal								228,152.	0.	19,480.
c Total from continuation sheets to Part VII, Section A								0.	0.	0.
d Total (add lines 1b and 1c)								228,152.	0.	19,480.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 2

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants, and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	5,624,235.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	32,347.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		5,656,582.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a Other Income	900099	13,801.			13,801.
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d		13,801.			
	12 **Total revenue.** See instructions		5,670,383.	0.	0.	13,801.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	337,632.	242,452.	95,180.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	2,191,779.	1,924,279.	267,500.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	42,128.	36,081.	6,047.	
9 Other employee benefits	113,517.	96,835.	16,682.	
10 Payroll taxes	219,127.	187,674.	31,453.	
11 Fees for services (nonemployees):				
a Management				
b Legal	11,041.		11,041.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A), amount, list line 11g expenses on Schedule O.)	182,556.		182,556.	
12 Advertising and promotion				
13 Office expenses	127,677.	109,351.	18,326.	
14 Information technology	24,555.	21,031.	3,524.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	101,893.	87,267.	14,626.	
23 Insurance	45,396.	38,880.	6,516.	
24 Other expenses. Itemize expenses not covered above. (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A), amount, list line 24e expenses on Schedule O.)				
a Professional Development	199,003.	170,954.	28,049.	
b Curriculum and classroom Exp.	180,007.	180,007.		
c Supplies and materials	12,396.	10,617.	1,779.	
d Other expenses	12,026.	5,373.	6,653.	
e All other expenses	9,431.	1,833.	7,598.	
25 **Total functional expenses.** Add lines 1 through 24e	3,810,164.	3,112,634.	697,530.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing	2,367,349.	1	4,138,567.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	38,214.	3	212,210.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges	80,387.	9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 356,064.			
	b	Less: accumulated depreciation — 10b: 198,893.	204,138.	10c	157,171.
	11	Investments — publicly traded securities		11	
	12	Investments — other securities. See Part IV, line 11		12	
	13	Investments — program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	2,690,088.	16	4,507,948.
Liabilities	17	Accounts payable and accrued expenses	280,229.	17	356,978.
	18	Grants payable		18	
	19	Deferred revenue	119,108.	19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	399,337.	26	356,978.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► [X] and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions	2,290,751.	27	4,150,970.
	28	Net assets with donor restrictions		28	
		Organizations that do not follow FASB ASC 958, check here ► ☐ and complete lines 29 through 33.			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	2,290,751.	32	4,150,970.
	33	Total liabilities and net assets/fund balances	2,690,088.	33	4,507,948.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	5,670,383.
2	Total expenses (must equal Part IX, column (A), line 25)	2	3,810,164.
3	Revenue less expenses. Subtract line 2 from line 1	3	1,860,219.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	2,290,751.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	4,150,970.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain on Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Reason for Public Charity Status. (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions, subject to certain exceptions; and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box on lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2021 (line 6, column (f), divided by line 11, column (f)) 14 %

15 Public support percentage from 2020 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2021.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2020.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2021.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2020.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the facts-and-circumstances test, check this box and **stop here.** Explain in Part VI how the organization meets the facts-and-circumstances test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2017	(b) 2018	(c) 2019	(d) 2020	(e) 2021	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included on line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First 5 years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2021 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2020 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2021** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2020** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2021.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2020.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked box 12a, Part I, complete Sections A and B. If you checked box 12b, Part I, complete Sections A and C. If you checked box 12c, Part I, complete Sections A, D, and E. If you checked box 12d, Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer lines 3b and 3c below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked box 12a or 12b in Part I, answer lines 4b and 4c below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer lines 5b and 5c below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described on line 7? *If 'Yes,' complete Part I of Schedule L (Form 990).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons, as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI.***	9a		
b	Did one or more disqualified persons (as defined on line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9b		
c	Did a disqualified person (as defined on line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI.***	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer line 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described on lines 11b and 11c below, the governing body of a supported organization?	**11a**	
b	A family member of a person described on line 11a above?	**11b**	
c	A 35% controlled entity of a person described on line 11a or 11b above? *If 'Yes' to line 11a, 11b, or 11c, provide detail in* ***Part VI.***	**11c**	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the governing body, members of the governing body, officers acting in their official capacity, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's officers, directors, or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove officers, directors, or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	**1**	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**	
3	By reason of the relationship described on line 2, above, did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	**3**	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

- **a** ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a governmental entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer lines 2a and 2b below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**	
b	Did the activities described on line 2a, above, constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? *If 'Yes,' explain in* ***Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**	
3	Parent of Supported Organizations. ***Answer lines 3a and 3b below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *If 'Yes' or 'No,' provide details in* ***Part VI.***	**3a**	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	**3b**	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors *(explain in detail in **Part VI**)*:			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 0.015 of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by 0.035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, column A)	1		
2	Enter 0.85 of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V **Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations** *(continued)*

Section D – Distributions			**Current Year**
1	Amounts paid to supported organizations to accomplish exempt purposes	1	
2	Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	2	
3	Administrative expenses paid to accomplish exempt purposes of supported organizations	3	
4	Amounts paid to acquire exempt-use assets	4	
5	Qualified set-aside amounts (prior IRS approval required – *provide details in* ***Part VI***)	5	
6	Other distributions (describe in **Part VI**). See instructions.	6	
7	**Total annual distributions.** Add lines 1 through 6.	7	
8	Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	8	
9	Distributable amount for 2021 from Section C, line 6	9	
10	Line 8 amount divided by line 9 amount	10	

Section E – Distribution Allocations (see instructions)		**(i) Excess Distributions**	**(ii) Underdistributions Pre-2021**	**(iii) Distributable Amount for 2021**
1	Distributable amount for 2021 from Section C, line 6			
2	Underdistributions, if any, for years prior to 2021 (reasonable cause required – *explain in* ***Part VI***). See instructions.			
3	Excess distributions carryover, if any, to 2021			
a	From 2016			
b	From 2017			
c	From 2018			
d	From 2019			
e	From 2020			
f	**Total** of lines 3a through 3e			
g	Applied to underdistributions of prior years			
h	Applied to 2021 distributable amount			
i	Carryover from 2016 not applied (see instructions)			
j	Remainder. Subtract lines 3g, 3h, and 3i from line 3f.			
4	Distributions for 2021 from Section D, line 7: $			
a	Applied to underdistributions of prior years			
b	Applied to 2021 distributable amount			
c	Remainder. Subtract lines 4a and 4b from line 4.			
5	Remaining underdistributions for years prior to 2021, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, *explain in* ***Part VI***. See instructions.			
6	Remaining underdistributions for 2021. Subtract lines 3h and 4b from line 1. For result greater than zero, *explain in* ***Part VI***. See instructions.			
7	**Excess distributions carryover to 2022.** Add lines 3j and 4c.			
8	Breakdown of line 7:			
a	Excess from 2017			
b	Excess from 2018			
c	Excess from 2019			
d	Excess from 2020			
e	Excess from 2021			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b; Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1 a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1 c	
d Additions during the year	1 d	
e Distributions during the year	1 e	
f Ending balance	1 f	

2 a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1 a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ► _____ %
- b Permanent endowment ► _____ %
- c Term endowment ► _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3 a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1 a Land				
b Buildings				
c Leasehold improvements				
d Equipment		296,827.	187,394.	109,433.
e Other		59,237.	11,499.	47,738.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				157,171.

Part VII Investments – Other Securities. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets. N/A

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	

Part X Other Liabilities.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII. [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	6,120,383.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b	450,000.		
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	450,000.
3	Subtract line **2e** from line **1**			3	5,670,383.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	5,670,383.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	4,260,164.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a	450,000.		
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.)	2d			
e	Add lines **2a** through **2d**			2e	450,000.
3	Subtract line **2e** from line **1**			3	3,810,164.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	3,810,164.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019, the School's initial filing, and later are subject to examination by applicable taxing authorities.

SCHEDULE E
(Form 990)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy on its primary publicly accessible Internet homepage at all times during its taxable year in a manner reasonably expected to be noticed by visitors to the homepage, or through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
The school has a nondiscriminatory policy that is publicized in recruitment literature, as well as print and electronic media. A copy of the policy is made available upon request.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II.	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives government grants.

SCHEDULE O
(Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2021

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Form 990, Part III, Line 1 - Organization Mission

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

Form 990, Part VI, Line 11b - Form 990 Review Process

The Form 990 and related schedules are e-mailed to the board of trustees and management for approval before filing with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The School has a board approved conflicts of interest policy. Each trustee must fill out an annual declaration stating they had no conflicts or identifying the nature of their interest party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Comparable data is used when determining the compensation of officers and key employees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are avaliable upon request.

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for an Exempt Organization

For calendar year 2019, or fiscal year beginning 7/01 , 2019, and ending 6/30 , 20 2020

► **Do not send to the IRS. Keep for your records.**

► **Go to *www.irs.gov/Form8879EO* for the latest information.**

OMB No. 1545-1878

2019

Name of exempt organization

Bridge Preparatory Charter School

Name and title of officer

Timothy Castanza Executive Dir.

Employer identification number

[redacted]

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a,** or **5a,** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b,** or **5b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here .... ►	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b** 3,161,051.
2a Form 990-EZ check here ..... ►	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here ..... ►	[ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here ..... ►	[ ]	**b Tax based on investment income** (Form 990-PF, Part VI, line 5) ...	**4b**
5a Form 8868 check here ... ►	[ ]	**b Balance Due** (Form 8868, line 3c)	**5b**

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize SCHALL & ASHENFARB CPAS to enter my PIN [redacted] as my signature

ERO firm name

on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the or[redacted]ignature on the organization's tax year 2019 electronically filed return. If I have indicated within this [redacted]eing filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter [redacted]onsent screen.

Officer's signature ► [redacted] Date ► 05/12/2021

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN ..... [redacted]

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall Date ►

ERO Must Retain This Form – See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

EXTENSION ATTACHED

Form **990** (Rev. January 2020)

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

A For the 2019 calendar year, or tax year beginning 7/01 , 2019, and ending 6/30 , 2020

B Check if applicable:
- ☐ Address change
- ☐ Name change
- ☐ Initial return
- ☐ Final return/terminated
- ☐ Amended return
- ☐ Application pending

C
Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY 10301

D Employer identification number

E Telephone number
718-274-3437

G Gross receipts $ 3,161,051.

F Name and address of principal officer: Timothy Castanza
Same As C Above

H(a) Is this a group return for subordinates? ☐ Yes ☒ No

H(b) Are all subordinates included? ☐ Yes ☐ No
If "No," attach a list. (see instructions)

I Tax-exempt status: ☒ 501(c)(3) ☐ 501(c) ( ) ◄ (insert no.) ☐ 4947(a)(1) or ☐ 527

J Website: ► http://bridgeprepcharter.org

H(c) Group exemption number ►

K Form of organization: ☒ Corporation ☐ Trust ☐ Association ☐ Other ► **L** Year of formation: 2019 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

2 Check this box ► ☐ if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	8
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	8
5	Total number of individuals employed in calendar year 2019 (Part V, line 2a)	5	27
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 39	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)	216,809.	3,157,682.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		3,369.
12	Total revenue — add lines 8 through 11 (must equal Part VIII, column (A), line 12)	216,809.	3,161,051.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)	123,330.	1,647,586.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)	93,479.	783,785.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)	216,809.	2,431,371.
19	Revenue less expenses. Subtract line 18 from line 12		729,680.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	129,362.	1,137,767.
21	Total liabilities (Part X, line 26)	129,362.	408,087.
22	Net assets or fund balances. Subtract line 21 from line 20	0.	729,680.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ Timothy Castanza — Executive Dir.
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check ☐ if self-employed	PTIN
Michael Schall	Michael Schall	5/12/2021		P02024184

Firm's name ► SCHALL & ASHENFARB CPAS
Firm's address ► 307 5th Ave, 15th Floor
NEW YORK, NY 10016
Firm's EIN ► 13-4036703
Phone no. (212) 268-2800

May the IRS discuss this return with the preparer shown above? (see instructions) ☒ Yes ☐ No

Form **8868**
(Rev. January 2020)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-0047

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
Bridge Preparatory Charter School

Taxpayer identification number (TIN)

Number, street, and room or suite number. If a P.O. box, see instructions.
715 Ocean Terrace

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Staten Island, NY 10301

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ► Timothy Castanza

  Telephone No. ► 718-274-3437 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and TINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 21, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 19, and ending 6/30, 20 20.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ 2,041,796. including grants of $) (Revenue $)

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe on Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 2,041,796.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in donor-restricted endowments or in quasi endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a	X	
b	Did the organization report an amount for investments – other securities in Part X, line 12, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments – program related in Part X, line 13, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15, that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f	X	
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a	X	
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I* (see instructions)	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23		X
24a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5 or 22, for receivables from or payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity (including an employee thereof) or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions, for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, key employee, creator or founder, or substantial contributor? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of any individual described in line 28a? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	A 35% controlled entity of one or more individuals and/or organizations described in lines 28a or 28b? *If Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note:** All Form 990 filers are required to complete Schedule O.	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1a	7		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 27			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note: If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation on Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If 'Yes,' enter the name of the foreign country ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note: See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation on Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	**16**		X

Part VI **Governance, Management, and Disclosure** *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes on Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a	8		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain on Schedule O.			
b	Enter the number of voting members included on line 1a, above, who are independent 1b	8		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? 2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, trustees, or key employees to a management company or other person? 3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? See Sch O 4		X	
5	Did the organization become aware during the year of a significant diversion of the organization's assets? 5			X
6	Did the organization have members or stockholders? 6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body? 8a			X
b	Each committee with authority to act on behalf of the governing body? 8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses on Schedule O* 9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

			Yes	No
10a	Did the organization have local chapters, branches, or affiliates? 10a			X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 10b			
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11a		X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O			
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13* 12a		X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12b		X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe in Schedule O how this was done* See Schedule O 12c		X	
13	Did the organization have a written whistleblower policy? 13		X	
14	Did the organization have a written document retention and destruction policy? 14		X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?			
a	The organization's CEO, Executive Director, or top management official . . See Schedule O 15a		X	
b	Other officers or key employees of the organization 15b		X	
	If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).			
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16a			X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? 16b			

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A, if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain on Schedule O)*

19 Describe on Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ► Timothy Castanza 715 Ocean Terrace Staten Island NY 10301 718-274-3437

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

See instructions for the order in which to list the persons above.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Timothy Castanza	40									
Executive Dir.	0			X				112,773.	0.	7,303.
(2) Rose Kerr	5									
Board Chair	0	X		X				0.	0.	0.
(3) Laurel Wedinger-Gyimesi	5									
Vice Chair	0	X		X				0.	0.	0.
(4) George Winn	5									
Treasurer	0	X		X				0.	0.	0.
(5) Laura Timoney	5									
Secretary	0	X		X				0.	0.	0.
(6) Louis Tobacco (resigned	5									
Sgt at Arms	0	X		X				0.	0.	0.
(7) Frank Santarpia	5									
Board Trustee	0	X						0.	0.	0.
(8) Amy Margolis	5									
Board Trustee	0	X						0.	0.	0.
(9) Maria Casale	5									
Board Trustee	0	X						0.	0.	0.
(10) Azalia Volpe	5									
Board Trustee	0	X						0.	0.	0.
(11) Witt Halle (resigned)	5									
Board Trustee	0	X						0.	0.	0.
(12) Victoria Cerullo (resigned)	5									
Board Trustee	0	X						0.	0.	0.
(13) Matthew Langella (resigned)	0									
Board Trustee	0	X						0.	0.	0.
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Subtotal ►								112,773.	0.	7,303.
c Total from continuation sheets to Part VII, Section A ►								0.	0.	0.
d Total (add lines 1b and 1c) ►								112,773.	0.	7,303.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 1

		Yes	No
3 Did the organization list any **former** officer, director, trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	2,812,682.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f	345,000.			
	g Noncash contributions included in lines 1a-1f	1g				
	h **Total.** Add lines 1a-1f		3,157,682.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest, and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents 6a					
	b Less: rental expenses 6b					
	c Rental income or (loss) 6c					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory 7a					
	b Less: cost or other basis and sales expenses 7b					
	c Gain or (loss) 7c					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18 8a					
	b Less: direct expenses 8b					
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19 9a					
	b Less: direct expenses 9b					
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances 10a					
	b Less: cost of goods sold 10b					
	c Net income or (loss) from sales of inventory					
Miscellaneous Revenue		Business Code				
	11a Other Income	900099	3,369.			3,369.
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d		3,369.			
	12 **Total revenue.** See instructions		3,161,051.	0.	0.	3,369.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. ☐

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	**(A)** Total expenses	**(B)** Program service expenses	**(C)** Management and general expenses	**(D)** Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	120,091.	110,270.	9,821.	0.
6 Compensation not included above to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages	1,263,887.	1,160,528.	103,359.	
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)	14,969.	13,041.	1,928.	
9 Other employee benefits	125,968.	109,397.	16,571.	
10 Payroll taxes	122,671.	106,869.	15,802.	
11 Fees for services (nonemployees):				
a Management				
b Legal	5,000.		5,000.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.)	163,867.		163,867.	
12 Advertising and promotion				
13 Office expenses	20,143.	19,022.	1,121.	
14 Information technology	38,081.	35,717.	2,364.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization	33,312.	28,217.	5,095.	
23 Insurance	24,116.	21,927.	2,189.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses on line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Curriculum and classroom Exp.	227,279.	227,279.		
b Professional Development	180,907.	159,931.	20,976.	
c Supplies and materials	41,033.	35,683.	5,350.	
d Recruitment	36,095.	3,066.	33,029.	
e All other expenses	13,952.	10,849.	3,103.	
25 **Total functional expenses.** Add lines 1 through 24e	2,431,371.	2,041,796.	389,575.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing	51,959.	1	729,074.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net	77,403.	3	260,183.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), and persons described in section 4958(c)(3)(B)		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges		9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a: 181,822.			
	b	Less: accumulated depreciation — 10b: 33,312.		10c	148,510.
	11	Investments — publicly traded securities		11	
	12	Investments — other securities. See Part IV, line 11		12	
	13	Investments — program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 33)	129,362.	16	1,137,767.
Liabilities	17	Accounts payable and accrued expenses	28,332.	17	272,087.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to any current or former officer, director, trustee, key employee, creator or founder, substantial contributor, or 35% controlled entity or family member of any of these persons		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties	101,030.	24	136,000.
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	129,362.	26	408,087.
Net Assets or Fund Balances		**Organizations that follow FASB ASC 958, check here ► [X] and complete lines 27, 28, 32, and 33.**			
	27	Net assets without donor restrictions		27	729,680.
	28	Net assets with donor restrictions		28	
		Organizations that do not follow FASB ASC 958, check here ► ☐ and complete lines 29 through 33.			
	29	Capital stock or trust principal, or current funds		29	
	30	Paid-in or capital surplus, or land, building, or equipment fund		30	
	31	Retained earnings, endowment, accumulated income, or other funds		31	
	32	Total net assets or fund balances	0.	32	729,680.
	33	Total liabilities and net assets/fund balances	129,362.	33	1,137,767.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	3,161,051.
2	Total expenses (must equal Part IX, column (A), line 25)	2	2,431,371.
3	Revenue less expenses. Subtract line 2 from line 1	3	729,680.
4	Net assets or fund balances at beginning of year (must equal Part X, line 32, column (A))	4	0.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain on Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 32, column (B))	10	729,680.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b	X	
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☒ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c	X	
	If the organization changed either its oversight process or selection process during the tax year, explain on Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why on Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2019 (line 6, column (f) divided by line 11, column (f)) 14 %

15 Public support percentage from 2018 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2019.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2018.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2019.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2018.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2015	(b) 2016	(c) 2017	(d) 2018	(e) 2019	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15	Public support percentage for 2019 (line 8, column (f), divided by line 13, column (f))	15	%
16	Public support percentage from 2018 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17	Investment income percentage for **2019** (line 10c, column (f), divided by line 13, column (f))	17	%
18	Investment income percentage from **2018** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2019.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2018.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer (b) and (c) below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI****.*	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI****.*	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI****.*	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	**11a**	
b	A family member of a person described in (a) above?	**11b**	
c	A 35% controlled entity of a person described in (a) or (b) above? *If 'Yes' to a, b, or c, provide detail in* ***Part VI.***	**11c**	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	**1**	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	**2**	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	**1**	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	**1**	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	**2**	
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	**3**	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

- **a** ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a government entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer (a) and (b) below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	**2a**	
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? ***If 'Yes,' explain in Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	**2b**	
3	Parent of Supported Organizations. ***Answer (a) and (b) below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in* ***Part VI.***	**3a**	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	**3b**	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors (explain in detail in **Part VI**):			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by .035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2	Enter 85% of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D – Distributions	**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in **Part VI**). See instructions.	
7 **Total annual distributions.** Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9 Distributable amount for 2019 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E – Distribution Allocations (see instructions)	**(i) Excess Distributions**	**(ii) Underdistributions Pre-2019**	**(iii) Distributable Amount for 2019**
1 Distributable amount for 2019 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2019 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2019			
a From 2014			
b From 2015			
c From 2016			
d From 2017			
e From 2018			
f Total of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2019 distributable amount			
i Carryover from 2014 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2019 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2019 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2019, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2019. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 **Excess distributions carryover to 2020.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2015			
b Excess from 2016			
c Excess from 2017			
d Excess from 2018			
e Excess from 2019			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b;Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE D (Form 990)

Department of the Treasury
Internal Revenue Service

Supplemental Financial Statements

► Complete if the organization answered 'Yes' on Form 990, Part IV, line 6, 7, 8, 9, 10, 11a, 11b, 11c, 11d, 11e, 11f, 12a, or 12b.
► Attach to Form 990.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Organizations Maintaining Donor Advised Funds or Other Similar Funds or Accounts.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 6.

		(a) Donor advised funds	(b) Funds and other accounts
1	Total number at end of year		
2	Aggregate value of contributions to (during year)		
3	Aggregate value of grants from (during year)		
4	Aggregate value at end of year		

5 Did the organization inform all donors and donor advisors in writing that the assets held in donor advised funds are the organization's property, subject to the organization's exclusive legal control? ☐ Yes ☐ No

6 Did the organization inform all grantees, donors, and donor advisors in writing that grant funds can be used only for charitable purposes and not for the benefit of the donor or donor advisor, or for any other purpose conferring impermissible private benefit? ☐ Yes ☐ No

Part II Conservation Easements.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 7.

1 Purpose(s) of conservation easements held by the organization (check all that apply).

☐ Preservation of land for public use (for example, recreation or education)
☐ Protection of natural habitat
☐ Preservation of open space
☐ Preservation of a historically important land area
☐ Preservation of a certified historic structure

2 Complete lines 2a through 2d if the organization held a qualified conservation contribution in the form of a conservation easement on the last day of the tax year.

		Held at the End of the Tax Year
a Total number of conservation easements	2a	
b Total acreage restricted by conservation easements	2b	
c Number of conservation easements on a certified historic structure included in (a)	2c	
d Number of conservation easements included in (c) acquired after 7/25/06, and not on a historic structure listed in the National Register	2d	

3 Number of conservation easements modified, transferred, released, extinguished, or terminated by the organization during the tax year ►

4 Number of states where property subject to conservation easement is located ►

5 Does the organization have a written policy regarding the periodic monitoring, inspection, handling of violations, and enforcement of the conservation easements it holds? ☐ Yes ☐ No

6 Staff and volunteer hours devoted to monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►

7 Amount of expenses incurred in monitoring, inspecting, handling of violations, and enforcing conservation easements during the year ►$

8 Does each conservation easement reported on line 2(d) above satisfy the requirements of section 170(h)(4)(B)(i) and section 170(h)(4)(B)(ii)? ☐ Yes ☐ No

9 In Part XIII, describe how the organization reports conservation easements in its revenue and expense statement and balance sheet, and include, if applicable, the text of the footnote to the organization's financial statements that describes the organization's accounting for conservation easements.

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 8.

1a If the organization elected, as permitted under FASB ASC 958, not to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide in Part XIII the text of the footnote to its financial statements that describes these items.

b If the organization elected, as permitted under FASB ASC 958, to report in its revenue statement and balance sheet works of art, historical treasures, or other similar assets held for public exhibition, education, or research in furtherance of public service, provide the following amounts relating to these items:

(i) Revenue included on Form 990, Part VIII, line 1 ►$

(ii) Assets included in Form 990, Part X ►$

2 If the organization received or held works of art, historical treasures, or other similar assets for financial gain, provide the following amounts required to be reported under FASB ASC 958 relating to these items:

a Revenue included on Form 990, Part VIII, line 1 ►$

b Assets included in Form 990, Part X ►$

Part III Organizations Maintaining Collections of Art, Historical Treasures, or Other Similar Assets *(continued)*

3 Using the organization's acquisition, accession, and other records, check any of the following that make significant use of its collection items (check all that apply):

- a ☐ Public exhibition
- b ☐ Scholarly research
- c ☐ Preservation for future generations
- d ☐ Loan or exchange program
- e ☐ Other _____

4 Provide a description of the organization's collections and explain how they further the organization's exempt purpose in Part XIII.

5 During the year, did the organization solicit or receive donations of art, historical treasures, or other similar assets to be sold to raise funds rather than to be maintained as part of the organization's collection? ☐ Yes ☐ No

Part IV Escrow and Custodial Arrangements. Complete if the organization answered 'Yes' on Form 990, Part IV, line 9, or reported an amount on Form 990, Part X, line 21.

1a Is the organization an agent, trustee, custodian or other intermediary for contributions or other assets not included on Form 990, Part X? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII and complete the following table:

		Amount
c Beginning balance	1c	
d Additions during the year	1d	
e Distributions during the year	1e	
f Ending balance	1f	

2a Did the organization include an amount on Form 990, Part X, line 21, for escrow or custodial account liability? ☐ Yes ☐ No

b If 'Yes,' explain the arrangement in Part XIII. Check here if the explanation has been provided on Part XIII ☐

Part V Endowment Funds. Complete if the organization answered 'Yes' on Form 990, Part IV, line 10.

	(a) Current year	(b) Prior year	(c) Two years back	(d) Three years back	(e) Four years back
1a Beginning of year balance					
b Contributions					
c Net investment earnings, gains, and losses					
d Grants or scholarships					
e Other expenditures for facilities and programs					
f Administrative expenses					
g End of year balance					

2 Provide the estimated percentage of the current year end balance (line 1g, column (a)) held as:

- a Board designated or quasi-endowment ► _____ %
- b Permanent endowment ► _____ %
- c Term endowment ► _____ %

The percentages on lines 2a, 2b, and 2c should equal 100%.

3a Are there endowment funds not in the possession of the organization that are held and administered for the organization by:

		Yes	No
(i) Unrelated organizations	3a(i)		
(ii) Related organizations	3a(ii)		
b If 'Yes' on line 3a(ii), are the related organizations listed as required on Schedule R?	3b		

4 Describe in Part XIII the intended uses of the organization's endowment funds.

Part VI Land, Buildings, and Equipment.

Complete if the organization answered 'Yes' on Form 990, Part IV, line 11a. See Form 990, Part X, line 10.

Description of property	(a) Cost or other basis (investment)	(b) Cost or other basis (other)	(c) Accumulated depreciation	(d) Book value
1a Land				
b Buildings				
c Leasehold improvements				
d Equipment		166,827.	32,291.	134,536.
e Other		14,995.	1,021.	13,974.
Total. Add lines 1a through 1e. *(Column (d) must equal Form 990, Part X, column (B), line 10c.)* ►				148,510.

Part VII Investments – Other Securities. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11b. See Form 990, Part X, line 12.

(a) Description of security or category (including name of security)	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1) Financial derivatives		
(2) Closely held equity interests		
(3) Other		
(A)		
(B)		
(C)		
(D)		
(E)		
(F)		
(G)		
(H)		
(I)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 12.)* ►		

Part VIII Investments – Program Related. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11c. See Form 990, Part X, line 13.

(a) Description of investment	(b) Book value	(c) Method of valuation: Cost or end-of-year market value
(1)		
(2)		
(3)		
(4)		
(5)		
(6)		
(7)		
(8)		
(9)		
(10)		
Total. *(Column (b) must equal Form 990, Part X, column (B) line 13.)* ►		

Part IX Other Assets. N/A
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11d. See Form 990, Part X, line 15.

(a) Description	(b) Book value
(1)	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 15.)* ►	

Part X Other Liabilities.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 11e or 11f. See Form 990, Part X, line 25.

1. (a) Description of liability	(b) Book value
(1) Federal income taxes	
(2)	
(3)	
(4)	
(5)	
(6)	
(7)	
(8)	
(9)	
(10)	
(11)	
Total. *(Column (b) must equal Form 990, Part X, column (B) line 25.)* ►	

2. Liability for uncertain tax positions. In Part XIII, provide the text of the footnote to the organization's financial statements that reports the organization's liability for uncertain tax positions under FASB ASC 740. Check here if the text of the footnote has been provided in Part XIII. See Part XIII. [X]

Part XI Reconciliation of Revenue per Audited Financial Statements With Revenue per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total revenue, gains, and other support per audited financial statements			1	3,377,860.
2	Amounts included on line 1 but not on Form 990, Part VIII, line 12:				
a	Net unrealized gains (losses) on investments	2a			
b	Donated services and use of facilities	2b			
c	Recoveries of prior year grants	2c			
d	Other (Describe in Part XIII.) See Part XIII	2d	216,809.		
e	Add lines **2a** through **2d**			2e	216,809.
3	Subtract line **2e** from line **1**			3	3,161,051.
4	Amounts included on Form 990, Part VIII, line 12, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total revenue. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 12.)*			5	3,161,051.

Part XII Reconciliation of Expenses per Audited Financial Statements With Expenses per Return.
Complete if the organization answered 'Yes' on Form 990, Part IV, line 12a.

1	Total expenses and losses per audited financial statements			1	2,648,180.
2	Amounts included on line 1 but not on Form 990, Part IX, line 25:				
a	Donated services and use of facilities	2a			
b	Prior year adjustments	2b			
c	Other losses	2c			
d	Other (Describe in Part XIII.) See Part XIII	2d	216,809.		
e	Add lines **2a** through **2d**			2e	216,809.
3	Subtract line **2e** from line **1**			3	2,431,371.
4	Amounts included on Form 990, Part IX, line 25, but not on line 1:				
a	Investment expenses not included on Form 990, Part VIII, line 7b	4a			
b	Other (Describe in Part XIII.)	4b			
c	Add lines **4a** and **4b**			4c	
5	Total expenses. Add lines **3** and **4c.** *(This must equal Form 990, Part I, line 18.)*			5	2,431,371.

Part XIII Supplemental Information.

Provide the descriptions required for Part II, lines 3, 5, and 9; Part III, lines 1a and 4; Part IV, lines 1b and 2b; Part V, line 4; Part X, line 2; Part XI, lines 2d and 4b; and Part XII, lines 2d and 4b. Also complete this part to provide any additional information.

Part X - FASB ASC 740 Footnote

The School does not believe its financial statements include any material, uncertain tax positions. Tax filings for periods ending June 30, 2019, the School's initial filing, and later are subject to examination by applicable taxing authorities.

Schedule D, Part XI, Line 2d
Other Revenue Included In F/S But Not Included On Form 990

Revenue from inception through 6/30/19	$ 216,809.
Total	$ 216,809.

Part XIII Supplemental Information *(continued)*

Schedule D, Part XII, Line 2d
Other Expenses And Losses Per Audited F/S

Expenses from inception through 6/30/19	$ 216,809.
Total	$ 216,809.

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I

			YES	NO
1	Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2	Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3	Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
	The school has a nondiscriminatory policy that is publicized in recruitment literature, as well as print and electronic media. A copy of the policy is made available upon request.			
4	Does the organization maintain the following?			
a	Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b	Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c	Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d	Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
	If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5	Does the organization discriminate by race in any way with respect to:			
a	Students' rights or privileges?	5a		X
b	Admissions policies?	5b		X
c	Employment of faculty or administrative staff?	5c		X
d	Scholarships or other financial assistance?	5d		X
e	Educational policies?	5e		X
f	Use of facilities?	5f		X
g	Athletic programs?	5g		X
h	Other extracurricular activities?	5h		X
	If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a	Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b	Has the organization's right to such aid ever been revoked or suspended?	6b		X
	If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7	Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives government grants.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► **Attach to Form 990 or 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2019

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Form 990, Part III, Line 1 - Organization Mission

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

Form 990, Part VI, Line 4 - Significant Changes to Organizational Documents

The School's by-laws were updated to include include the annual attestations of Board Trustees regarding Conflicts of Interest and the creation of ad hoc committees, task forces and Parliamentarian position.

Form 990, Part VI, Line 11b - Form 990 Review Process

The Form 990 and related schedules are e-mailed to the board of trustees and management for approval before filing with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The School has a board approved conflicts of interest policy. Each trustee must fill out an annual declaration stating they had no conflicts or identifying the nature of their interest party transactions.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Comparable data is used when determining the compensation of officers and key employees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are avaliable upon request.

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for an Exempt Organization

For calendar year 2019, or fiscal year beginning 7/01 , 2019, and ending 6/30 , 20 2020

► **Do not send to the IRS. Keep for your records.**

► **Go to *www.irs.gov/Form8879EO* for the latest information.**

OMB No. 1545-1878

2019

Name of exempt organization

Bridge Preparatory Charter School

Employer identification number

Name and title of officer

Timothy Castanza Executive Dir.

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a,** or **5a,** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b,** or **5b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ►	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b** 3,161,051.
2a Form 990-EZ check here ►	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here ►	[ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here ►	[ ]	**b Tax based on investment income** (Form 990-PF, Part VI, line 5)	**4b**
5a Form 8868 check here ►	[ ]	**b Balance Due** (Form 8868, line 3c)	**5b**

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2019 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize SCHALL & ASHENFARB CPAS to enter my PIN 28947 as my signature

ERO firm name

Enter five numbers, but do not enter all zeros

on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2019 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ► _____ Date ► _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN 13187477777

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2019 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall Date ► _____

ERO Must Retain This Form – See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

CLIENT BRIDGEPR

SCHALL & ASHENFARB CPAS
307 5TH AVE, 15TH FLOOR
NEW YORK, NY 10016-6517
(212) 268-2800

May 27, 2020

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

FEDERAL ID:

Dear Client:

Your Federal Return of Organization Exempt from Income Tax was acknowledged as accepted by the Internal Revenue Service on May 26, 2020. No tax is payable with the filing of this return. If you have questions about the return, please call the IRS Tax Help number, 1-800-829-4933.

Please be sure to call if you have any questions.

Sincerely,

Michael Schall

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

A For the 2018 calendar year, or tax year beginning 7/01 , 2018, and ending 6/30 , 2019

B Check if applicable:
- [ ] Address change
- [ ] Name change
- [X] Initial return
- [ ] Final return/terminated
- [ ] Amended return
- [ ] Application pending

C
Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY 10301

D Employer identification number

E Telephone number
718-274-3437

G Gross receipts $ 216,809.

F Name and address of principal officer: Timothy Castanza
Same As C Above

H(a) Is this a group return for subordinates? [ ] Yes [X] No

H(b) Are all subordinates included? [ ] Yes [ ] No
If "No," attach a list. (see instructions)

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) ◄ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ► http://bridgeprepcharter.org

H(c) Group exemption number ►

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ► **L** Year of formation: 2019 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

2 Check this box ► [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	11
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	11
5	Total number of individuals employed in calendar year 2018 (Part V, line 2a)	5	1
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 38	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)		216,809.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)		216,809.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		123,330.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		93,479.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)		216,809.
19	Revenue less expenses. Subtract line 18 from line 12		0.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	0.	129,362.
21	Total liabilities (Part X, line 26)	0.	129,362.
22	Net assets or fund balances. Subtract line 21 from line 20	0.	0.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ Timothy Castanza — Executive Dir.
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
Michael Schall	Michael Schall	5/26/2020		P02024184

Firm's name ► SCHALL & ASHENFARB CPAS
Firm's address ► 307 5th Ave, 15th Floor
NEW YORK, NY 10016-6517
Firm's EIN ► 13-4036703
Phone no. (212) 268-2800

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [ ] No

Form **8868**
(Rev. January 2019)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-1709

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number, see instructions

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
Bridge Preparatory Charter School

Employer identification number (EIN) or

Number, street, and room or suite number. If a P.O. box, see instructions.
715 Ocean Terrace

Social security number (SSN)

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Staten Island, NY 10301

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ► Timothy Castanza

  Telephone No. ► 718-274-3437 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 20, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 18, and ending 6/30, 20 19.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ including grants of $) (Revenue $)

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

BPCS' first school year will be September 2019 through June 2020.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe in Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 0.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a		X
b	Did the organization report an amount for investments – other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments – program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f		X
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I* (see instructions)	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23		X
24 a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25 a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If 'Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35 a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note.** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1 a	3		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1 b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1 c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 1			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation in Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If 'Yes,' enter the name of the foreign country: ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note. See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation in Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	**16**		X

Part VI Governance, Management, and Disclosure *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a	11		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.			
b	Enter the number of voting members included in line 1a, above, who are independent 1b	11		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? 2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? 3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? 4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets? 5			X
6	Did the organization have members or stockholders? 6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body? 8a			X
b	Each committee with authority to act on behalf of the governing body? 8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses in Schedule O* 9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates? 10a		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13* 12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe in Schedule O how this was done* See Schedule O 12c	X	
13	Did the organization have a written whistleblower policy? 13	X	
14	Did the organization have a written document retention and destruction policy? 14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official . . See Schedule O 15a	X	
b	Other officers or key employees of the organization 15b	X	
	If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16a		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? 16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ►

Timothy Castanza 715 Ocean Terrace Staten Island NY 10301 718-274-3437

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Rose Kerr Board Chair	5 0	X		X				0.	0.	0.
(2) Laurel Wedinger-Gyimesi Vice Chair	5 0	X		X				0.	0.	0.
(3) George Winn Treasurer	5 0	X		X				0.	0.	0.
(4) Laura Timoney Secretary	5 0	X		X				0.	0.	0.
(5) Louis Tobacco Sgt at Arms	5 0	X		X				0.	0.	0.
(6) Maria Casale Board Trustee	5 0	X						0.	0.	0.
(7) Amy Margolis Board Trustee	5 0	X						0.	0.	0.
(8) Frank Santarpia Board Trustee	5 0	X						0.	0.	0.
(9) Matthew Langella Board Trustee	5 0	X						0.	0.	0.
(10) Witt Halle Board Trustee	5 0	X						0.	0.	0.
(11) Victoria Cerullo Board Trustee	5 0	X						0.	0.	0.
(12) Timothy Castanza Executive Dir.	40 0			X				26,538.	0.	3,528.
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Sub-total ►								26,538.	0.	3,528.
c Total from continuation sheets to Part VII, Section A ►								0.	0.	0.
d Total (add lines 1b and 1c) ►								26,538.	0.	3,528.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 0

		Yes	No
3 Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	216,809.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f				
	g Noncash contributions included in lines 1a-1f: $					
	h **Total.** Add lines 1a-1f		216,809.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents					
	b Less: rental expenses					
	c Rental income or (loss)					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory					
	b Less: cost or other basis and sales expenses					
	c Gain or (loss)					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	a				
	b Less: direct expenses	b				
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19	a				
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances	a				
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory					
	Miscellaneous Revenue	Business Code				
	11a					
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d					
	12 **Total revenue.** See instructions		216,809.	0.	0.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	115,621.	0.	115,621.	0.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages				
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	7,709.		7,709.	
11 Fees for services (non-employees):				
a Management				
b Legal	475.		475.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.) Sch O	45,557.		45,557.	
12 Advertising and promotion				
13 Office expenses	15,405.		15,405.	
14 Information technology	4,084.		4,084.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	1,769.		1,769.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Recruitment	23,488.		23,488.	
b Postage and Shipping	2,701.		2,701.	
c				
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	216,809.	0.	216,809.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing		1	51,959.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	77,403.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges		9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a			
	b	Less: accumulated depreciation — 10b		10c	
	11	Investments — publicly traded securities		11	
	12	Investments — other securities. See Part IV, line 11		12	
	13	Investments — program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)	0.	16	129,362.
Liabilities	17	Accounts payable and accrued expenses		17	28,332.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	101,030.
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	0.	26	129,362.
Net Assets or Fund Balances		**Organizations that follow SFAS 117 (ASC 958), check here ► ☐ and complete lines 27 through 29, and lines 33 and 34.**			
	27	Unrestricted net assets		27	
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
		Organizations that do not follow SFAS 117 (ASC 958), check here ► ☐ and complete lines 30 through 34.			
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
	33	Total net assets or fund balances	0.	33	0.
	34	Total liabilities and net assets/fund balances	0.	34	129,362.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	216,809.
2	Total expenses (must equal Part IX, column (A), line 25)	2	216,809.
3	Revenue less expenses. Subtract line 2 from line 1	3	0.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	0.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	0.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c		
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f)) 14 %

15 Public support percentage from 2017 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2018.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2017.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2018.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2017.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2017 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2018** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2017** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2018.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2017.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer (b) and (c) below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI****.*	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI****.*	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI****.*	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b	A family member of a person described in (a) above?	11b	
c	A 35% controlled entity of a person described in (a) or (b) above? *If 'Yes' to a, b, or c, provide detail in* ***Part VI.***	11c	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	1	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2	
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

- **a** ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a government entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer (a) and (b) below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a	
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? ***If 'Yes,' explain in Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b	
3	Parent of Supported Organizations. ***Answer (a) and (b) below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in* ***Part VI.***	3a	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	3b	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors (explain in detail in **Part VI**):			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by .035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2	Enter 85% of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D – Distributions	**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in **Part VI**). See instructions.	
7 **Total annual distributions.** Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E – Distribution Allocations (see instructions)	**(i) Excess Distributions**	**(ii) Underdistributions Pre-2018**	**(iii) Distributable Amount for 2018**
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f **Total** of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 **Excess distributions carryover to 2019.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b;Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

Schedule B
(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

► **Attach to Form 990, Form 990-EZ, or Form 990-PF.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2018

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Organization type (check one):

Filers of:	**Section:**
Form 990 or 990-EZ	[X] 501(c)(3) (enter number) organization
	[ ] 4947(a)(1) nonexempt charitable trust **not** treated as a private foundation
	[ ] 527 political organization
Form 990-PF	[ ] 501(c)(3) exempt private foundation
	[ ] 4947(a)(1) nonexempt charitable trust treated as a private foundation
	[ ] 501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule.**

Note: Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

[X] For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, contributions totaling $5,000 or more (in money or property) from any one contributor. Complete Parts I and II. See instructions for determining a contributor's total contributions.

Special Rules

[ ] For an organization described in section 501(c)(3) filing Form 990 or 990-EZ that met the 33-1/3% support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi), that checked Schedule A (Form 990 or 990-EZ), Part II, line 13, 16a, or 16b, and that received from any one contributor, during the year, total contributions of the greater of (**1**) $5,000; or (**2**) 2% of the amount on (i) Form 990, Part VIII, line 1h; or (ii) Form 990-EZ, line 1. Complete Parts I and II.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than $1,000 *exclusively* for religious, charitable, scientific, literary, or educational purposes, or for the prevention of cruelty to children or animals. Complete Parts I (entering 'N/A' in column (b) instead of the contributor name and address), II, and III.

[ ] For an organization described in section 501(c)(7), (8), or (10) filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions *exclusively* for religious, charitable, etc., purposes, but no such contributions totaled more than $1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Don't complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions totaling $5,000 or more during the year . . . . . ► $ _____

Caution: An organization that isn't covered by the General Rule and/or the Special Rules doesn't file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer 'No' on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it doesn't meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Name of organization: Bridge Preparatory Charter School

Employer identification number:

Part I Contributors (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) Number	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	New York State Education Department 89 Washington Avenue Albany, NY 12234	$ 216,809.	Person [X] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)
		$	Person [ ] Payroll [ ] Noncash [ ] (Complete Part II for noncash contributions.)

Name of organization: Bridge Preparatory Charter School

Employer identification number:

Part II Noncash Property (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
	N/A	$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (See instructions.)	(d) Date received
		$	

Name of organization
Bridge Preparatory Charter School

Employer identification number

Part III ***Exclusively*** **religious, charitable, etc., contributions to organizations described in section 501(c)(7), (8), or (10) that total more than $1,000 for the year from any one contributor.** Complete columns **(a)** through **(e) and** the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **$1,000 or less** for the year. (Enter this information once. See instructions.) ► $ N/A
Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
	N/A		

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held

(e) Transfer of gift	
Transferee's name, address, and ZIP + 4	Relationship of transferor to transferee

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization: Bridge Preparatory Charter School

Employer identification number

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
The school has a nondiscriminatory policy that is publicized in recruitment literature, as well as print and electronic media. A copy of the policy is made available upon request.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives government grants.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► **Attach to Form 990 or 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Form 990, Part III, Line 1 - Organization Mission

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

Form 990, Part VI, Line 11b - Form 990 Review Process

The Form 990 and related schedules are e-mailed to the board of trustees and management for approval before filing with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The school was authorized to begin serving students in open in 2018-2019 and as such, 2018-2019 served as a planning year for the school. During this year, the BOT had to write, and establish school level policies, including the BOT's and School's Conflict of Interest policies. These policies were developed by the BOT and were formally ratified at BOT meetings during the 18-19 year, confirming BOT member acknowledgment and approval of these processes.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Comparable data is used when determining the compensation of officers and key employees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are avaliable upon request.

Form 990, Part IX, Line 11g
Other Fees For Services

	(A) Total	(B) Program Services	(C) Management & General	(D) Fund-raising
Other professional fees	45,557.		45,557.	
Total	$ 45,557.	$ 0.	$ 45,557.	$ 0.

CLIENT BRIDGEPR

SCHALL & ASHENFARB CPAS
307 5TH AVE, 15TH FLOOR
NEW YORK, NY 10016-6517
(212) 268-2800

May 26, 2020

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

Dear Timothy:

Your 2018 Federal Return of Organization Exempt from Income Tax has been electronically filed with the Internal Revenue Service. Attached is a copy of the Acceptance Letter from the IRS. No tax is payable with the filing of this return.

In an effort to save the environment, we will no longer be sending you hard copies of the tax returns for your records. Instead, we will be sending these to you electronically. If you prefer that we send you a hard copy, please feel free to let us know. Also, please be sure to call us if you have any questions.

Sincerely,

EXTENSION ATTACHED

Form **990**

Department of the Treasury
Internal Revenue Service

Return of Organization Exempt From Income Tax

Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)

► Do not enter social security numbers on this form as it may be made public.
► Go to *www.irs.gov/Form990* for instructions and the latest information.

OMB No. 1545-0047

2018

Open to Public Inspection

A For the 2018 calendar year, or tax year beginning 7/01 , 2018, and ending 6/30 , 2019

B Check if applicable:
- [ ] Address change
- [ ] Name change
- [X] Initial return
- [ ] Final return/terminated
- [ ] Amended return
- [ ] Application pending

C
Bridge Preparatory Charter School
715 Ocean Terrace
Staten Island, NY 10301

D Employer identification number

E Telephone number
718-274-3437

G Gross receipts $ 216,809.

F Name and address of principal officer: Timothy Castanza
Same As C Above

H(a) Is this a group return for subordinates? [ ] Yes [X] No

H(b) Are all subordinates included? [ ] Yes [ ] No
If "No," attach a list. (see instructions)

I Tax-exempt status: [X] 501(c)(3) [ ] 501(c) ( ) ◄ (insert no.) [ ] 4947(a)(1) or [ ] 527

J Website: ► http://bridgeprepcharter.org

H(c) Group exemption number ►

K Form of organization: [X] Corporation [ ] Trust [ ] Association [ ] Other ► **L** Year of formation: 2019 **M** State of legal domicile: NY

Part I Summary

Activities & Governance

1 Briefly describe the organization's mission or most significant activities: BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

2 Check this box ► [ ] if the organization discontinued its operations or disposed of more than 25% of its net assets.

3	Number of voting members of the governing body (Part VI, line 1a)	3	11
4	Number of independent voting members of the governing body (Part VI, line 1b)	4	11
5	Total number of individuals employed in calendar year 2018 (Part V, line 2a)	5	1
6	Total number of volunteers (estimate if necessary)	6	0
7a	Total unrelated business revenue from Part VIII, column (C), line 12	7a	0.
b	Net unrelated business taxable income from Form 990-T, line 38	7b	0.

Revenue

		Prior Year	Current Year
8	Contributions and grants (Part VIII, line 1h)		216,809.
9	Program service revenue (Part VIII, line 2g)		
10	Investment income (Part VIII, column (A), lines 3, 4, and 7d)		
11	Other revenue (Part VIII, column (A), lines 5, 6d, 8c, 9c, 10c, and 11e)		
12	Total revenue – add lines 8 through 11 (must equal Part VIII, column (A), line 12)		216,809.

Expenses

13	Grants and similar amounts paid (Part IX, column (A), lines 1-3)		
14	Benefits paid to or for members (Part IX, column (A), line 4)		
15	Salaries, other compensation, employee benefits (Part IX, column (A), lines 5-10)		123,330.
16a	Professional fundraising fees (Part IX, column (A), line 11e)		
b	Total fundraising expenses (Part IX, column (D), line 25) ►		
17	Other expenses (Part IX, column (A), lines 11a-11d, 11f-24e)		93,479.
18	Total expenses. Add lines 13-17 (must equal Part IX, column (A), line 25)		216,809.
19	Revenue less expenses. Subtract line 18 from line 12		0.

Net Assets or Fund Balances

		Beginning of Current Year	End of Year
20	Total assets (Part X, line 16)	0.	129,362.
21	Total liabilities (Part X, line 26)	0.	129,362.
22	Net assets or fund balances. Subtract line 21 from line 20	0.	0.

Part II Signature Block

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here

▶ Signature of officer — Date

▶ Timothy Castanza — Executive Dir.
Type or print name and title

Paid Preparer Use Only

Print/Type preparer's name	Preparer's signature	Date	Check [ ] if self-employed	PTIN
Michael Schall	Michael Schall	5/26/2020		P02024184

Firm's name ► SCHALL & ASHENFARB CPAS
Firm's address ► 307 5th Ave, 15th Floor
NEW YORK, NY 10016-6517
Firm's EIN ► 13-4036703
Phone no. (212) 268-2800

May the IRS discuss this return with the preparer shown above? (see instructions) [X] Yes [ ] No

Form **8868**
(Rev. January 2019)
Department of the Treasury
Internal Revenue Service

Application for Automatic Extension of Time To File an Exempt Organization Return

► **File a separate application for each return.**
► **Go to *www.irs.gov/Form8868* for the latest information.**

OMB No. 1545-1709

Electronic filing *(e-file)*. You can electronically file Form 8868 to request a 6-month automatic extension of time to file any of the forms listed below with the exception of Form 8870, Information Return for Transfers Associated With Certain Personal Benefit Contracts, for which an extension request must be sent to the IRS in paper format (see instructions). For more details on the electronic filing of this form, visit *www.irs.gov/e-file-providers/e-file-for-charities-and-non-profits*.

Automatic 6-Month Extension of Time. Only submit original (no copies needed).

All corporations required to file an income tax return other than Form 990-T (including 1120-C filers), partnerships, REMICs, and trusts must use Form 7004 to request an extension of time to file income tax returns.

Enter filer's identifying number, see instructions

Type or print

File by the due date for filing your return. See instructions.

Name of exempt organization or other filer, see instructions.
Bridge Preparatory Charter School

Employer identification number (EIN) or

Number, street, and room or suite number. If a P.O. box, see instructions.
715 Ocean Terrace

Social security number (SSN)

City, town or post office, state, and ZIP code. For a foreign address, see instructions.
Staten Island, NY 10301

Enter the Return Code for the return that this application is for (file a separate application for each return) 01

Application Is For	Return Code	Application Is For	Return Code
Form 990 or Form 990-EZ	01	Form 990-T (corporation)	07
Form 990-BL	02	Form 1041-A	08
Form 4720 (individual)	03	Form 4720 (other than individual)	09
Form 990-PF	04	Form 5227	10
Form 990-T (section 401(a) or 408(a) trust)	05	Form 6069	11
Form 990-T (trust other than above)	06	Form 8870	12

- The books are in the care of ► Timothy Castanza

  Telephone No. ► 718-274-3437 Fax No. ►
- If the organization does not have an office or place of business in the United States, check this box . . . . . ► ☐
- If this is for a Group Return, enter the organization's four digit Group Exemption Number (GEN) _____. If this is for the whole group, check this box . . . . . ► ☐. If it is for part of the group, check this box . . . ► ☐ and attach a list with the names and EINs of all members the extension is for.

1 I request an automatic 6-month extension of time until 5/15, 20 20, to file the exempt organization return for the organization named above. The extension is for the organization's return for:

► ☐ calendar year 20 ____ or

► ☒ tax year beginning 7/01, 20 18, and ending 6/30, 20 19.

2 If the tax year entered in line 1 is for less than 12 months, check reason: ☐ Initial return ☐ Final return ☐ Change in accounting period

3a If this application is for Forms 990-BL, 990-PF, 990-T, 4720, or 6069, enter the tentative tax, less any nonrefundable credits. See instructions	**3a**	$ 0.
b If this application is for Forms 990-PF, 990-T, 4720, or 6069, enter any refundable credits and estimated tax payments made. Include any prior year overpayment allowed as a credit	**3b**	$ 0.
c Balance due. Subtract line 3b from line 3a. Include your payment with this form, if required, by using EFTPS (Electronic Federal Tax Payment System). See instructions	**3c**	$ 0.

Caution: If you are going to make an electronic funds withdrawal (direct debit) with this Form 8868, see Form 8453-EO and Form 8879-EO for payment instructions.

Part III Statement of Program Service Accomplishments

Check if Schedule O contains a response or note to any line in this Part III X

1 Briefly describe the organization's mission:

See Schedule O

2 Did the organization undertake any significant program services during the year which were not listed on the prior Form 990 or 990-EZ? . . . . . ☐ Yes ☒ No

If "Yes," describe these new services on Schedule O.

3 Did the organization cease conducting, or make significant changes in how it conducts, any program services? . . . . ☐ Yes ☒ No

If "Yes," describe these changes on Schedule O.

4 Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. Section 501(c)(3) and 501(c)(4) organizations are required to report the amount of grants and allocations to others, the total expenses, and revenue, if any, for each program service reported.

4a (Code:) (Expenses $ including grants of $) (Revenue $)

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

BPCS' first school year will be September 2019 through June 2020.

4b (Code:) (Expenses $ including grants of $) (Revenue $)

4c (Code:) (Expenses $ including grants of $) (Revenue $)

4d Other program services (Describe in Schedule O.)

(Expenses $ including grants of $) (Revenue $)

4e Total program service expenses ► 0.

Part IV Checklist of Required Schedules

			Yes	No
1	Is the organization described in section 501(c)(3) or 4947(a)(1) (other than a private foundation)? *If 'Yes,' complete Schedule A*	1	X	
2	Is the organization required to complete *Schedule B, Schedule of Contributors* (see instructions)?	2	X	
3	Did the organization engage in direct or indirect political campaign activities on behalf of or in opposition to candidates for public office? *If 'Yes,' complete Schedule C, Part I*	3		X
4	**Section 501(c)(3) organizations.** Did the organization engage in lobbying activities, or have a section 501(h) election in effect during the tax year? *If 'Yes,' complete Schedule C, Part II*	4		X
5	Is the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization that receives membership dues, assessments, or similar amounts as defined in Revenue Procedure 98-19? *If 'Yes,' complete Schedule C, Part III*	5		X
6	Did the organization maintain any donor advised funds or any similar funds or accounts for which donors have the right to provide advice on the distribution or investment of amounts in such funds or accounts? *If 'Yes,' complete Schedule D, Part I*	6		X
7	Did the organization receive or hold a conservation easement, including easements to preserve open space, the environment, historic land areas, or historic structures? *If 'Yes,' complete Schedule D, Part II*	7		X
8	Did the organization maintain collections of works of art, historical treasures, or other similar assets? *If 'Yes,' complete Schedule D, Part III*	8		X
9	Did the organization report an amount in Part X, line 21, for escrow or custodial account liability, serve as a custodian for amounts not listed in Part X; or provide credit counseling, debt management, credit repair, or debt negotiation services? *If 'Yes,' complete Schedule D, Part IV*	9		X
10	Did the organization, directly or through a related organization, hold assets in temporarily restricted endowments, permanent endowments, or quasi-endowments? *If 'Yes,' complete Schedule D, Part V*	10		X
11	If the organization's answer to any of the following questions is 'Yes', then complete Schedule D, Parts VI, VII, VIII, IX, or X as applicable.			
a	Did the organization report an amount for land, buildings, and equipment in Part X, line 10? *If 'Yes,' complete Schedule D, Part VI*	11 a		X
b	Did the organization report an amount for investments – other securities in Part X, line 12 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VII*	11 b		X
c	Did the organization report an amount for investments – program related in Part X, line 13 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part VIII*	11 c		X
d	Did the organization report an amount for other assets in Part X, line 15 that is 5% or more of its total assets reported in Part X, line 16? *If 'Yes,' complete Schedule D, Part IX*	11 d		X
e	Did the organization report an amount for other liabilities in Part X, line 25? *If 'Yes,' complete Schedule D, Part X*	11 e		X
f	Did the organization's separate or consolidated financial statements for the tax year include a footnote that addresses the organization's liability for uncertain tax positions under FIN 48 (ASC 740)? *If 'Yes,' complete Schedule D, Part X*	11 f		X
12 a	Did the organization obtain separate, independent audited financial statements for the tax year? *If 'Yes,' complete Schedule D, Parts XI and XII*	12a		X
b	Was the organization included in consolidated, independent audited financial statements for the tax year? *If 'Yes,' and if the organization answered 'No' to line 12a, then completing Schedule D, Parts XI and XII is optional*	12 b		X
13	Is the organization a school described in section 170(b)(1)(A)(ii)? *If 'Yes,' complete Schedule E*	13	X	
14 a	Did the organization maintain an office, employees, or agents outside of the United States?	14a		X
b	Did the organization have aggregate revenues or expenses of more than $10,000 from grantmaking, fundraising, business, investment, and program service activities outside the United States, or aggregate foreign investments valued at $100,000 or more? *If 'Yes,' complete Schedule F, Parts I and IV*	14b		X
15	Did the organization report on Part IX, column (A), line 3, more than $5,000 of grants or other assistance to or for any foreign organization? *If 'Yes,' complete Schedule F, Parts II and IV*	15		X
16	Did the organization report on Part IX, column (A), line 3, more than $5,000 of aggregate grants or other assistance to or for foreign individuals? *If 'Yes,' complete Schedule F, Parts III and IV*	16		X
17	Did the organization report a total of more than $15,000 of expenses for professional fundraising services on Part IX, column (A), lines 6 and 11e? *If 'Yes,' complete Schedule G, Part I* (see instructions)	17		X
18	Did the organization report more than $15,000 total of fundraising event gross income and contributions on Part VIII, lines 1c and 8a? *If 'Yes,' complete Schedule G, Part II*	18		X
19	Did the organization report more than $15,000 of gross income from gaming activities on Part VIII, line 9a? *If 'Yes,' complete Schedule G, Part III*	19		X
20a	Did the organization operate one or more hospital facilities? *If 'Yes,' complete Schedule H*	20a		X
b	If 'Yes' to line 20a, did the organization attach a copy of its audited financial statements to this return?	20b		
21	Did the organization report more than $5,000 of grants or other assistance to any domestic organization or domestic government on Part IX, column (A), line 1? *If 'Yes,' complete Schedule I, Parts I and II*	21		X

Part IV Checklist of Required Schedules *(continued)*

			Yes	No
22	Did the organization report more than $5,000 of grants or other assistance to or for domestic individuals on Part IX, column (A), line 2? *If 'Yes,' complete Schedule I, Parts I and III*	22		X
23	Did the organization answer 'Yes' to Part VII, Section A, line 3, 4, or 5 about compensation of the organization's current and former officers, directors, trustees, key employees, and highest compensated employees? *If 'Yes,' complete Schedule J*	23		X
24 a	Did the organization have a tax-exempt bond issue with an outstanding principal amount of more than $100,000 as of the last day of the year, that was issued after December 31, 2002? *If 'Yes,' answer lines 24b through 24d and complete Schedule K. If 'No, 'go to line 25a*	24a		X
b	Did the organization invest any proceeds of tax-exempt bonds beyond a temporary period exception?	24b		
c	Did the organization maintain an escrow account other than a refunding escrow at any time during the year to defease any tax-exempt bonds?	24c		
d	Did the organization act as an 'on behalf of' issuer for bonds outstanding at any time during the year?	24d		
25 a	**Section 501(c)(3), 501(c)(4), and 501(c)(29) organizations.** Did the organization engage in an excess benefit transaction with a disqualified person during the year? *If 'Yes,' complete Schedule L, Part I*	25a		X
b	Is the organization aware that it engaged in an excess benefit transaction with a disqualified person in a prior year, and that the transaction has not been reported on any of the organization's prior Forms 990 or 990-EZ? *If 'Yes,' complete Schedule L, Part I*	25b		X
26	Did the organization report any amount on Part X, line 5, 6, or 22 for receivables from or payables to any current or former officers, directors, trustees, key employees, highest compensated employees, or disqualified persons? *If 'Yes,' complete Schedule L, Part II*	26		X
27	Did the organization provide a grant or other assistance to an officer, director, trustee, key employee, substantial contributor or employee thereof, a grant selection committee member, or to a 35% controlled entity or family member of any of these persons? *If 'Yes,' complete Schedule L, Part III*	27		X
28	Was the organization a party to a business transaction with one of the following parties (see Schedule L, Part IV instructions for applicable filing thresholds, conditions, and exceptions):			
a	A current or former officer, director, trustee, or key employee? *If 'Yes,' complete Schedule L, Part IV*	28a		X
b	A family member of a current or former officer, director, trustee, or key employee? *If 'Yes,' complete Schedule L, Part IV*	28b		X
c	An entity of which a current or former officer, director, trustee, or key employee (or a family member thereof) was an officer, director, trustee, or direct or indirect owner? *If 'Yes,' complete Schedule L, Part IV*	28c		X
29	Did the organization receive more than $25,000 in non-cash contributions? *If 'Yes,' complete Schedule M*	29		X
30	Did the organization receive contributions of art, historical treasures, or other similar assets, or qualified conservation contributions? *If 'Yes,' complete Schedule M*	30		X
31	Did the organization liquidate, terminate, or dissolve and cease operations? *If 'Yes,' complete Schedule N, Part I*	31		X
32	Did the organization sell, exchange, dispose of, or transfer more than 25% of its net assets? *If 'Yes,' complete Schedule N, Part II*	32		X
33	Did the organization own 100% of an entity disregarded as separate from the organization under Regulations sections 301.7701-2 and 301.7701-3? *If 'Yes,' complete Schedule R, Part I*	33		X
34	Was the organization related to any tax-exempt or taxable entity? *If 'Yes,' complete Schedule R, Part II, III, or IV, and Part V, line 1*	34		X
35 a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?	35a		X
b	If 'Yes' to line 35a, did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? *If 'Yes,' complete Schedule R, Part V, line 2*	35b		
36	**Section 501(c)(3) organizations.** Did the organization make any transfers to an exempt non-charitable related organization? *If 'Yes,' complete Schedule R, Part V, line 2*	36		X
37	Did the organization conduct more than 5% of its activities through an entity that is not a related organization and that is treated as a partnership for federal income tax purposes? *If 'Yes,' complete Schedule R, Part VI*	37		X
38	Did the organization complete Schedule O and provide explanations in Schedule O for Part VI, lines 11b and 19? **Note.** All Form 990 filers are required to complete Schedule O	38	X	

Part V Statements Regarding Other IRS Filings and Tax Compliance

Check if Schedule O contains a response or note to any line in this Part V ☐

				Yes	No
1 a	Enter the number reported in Box 3 of Form 1096. Enter -0- if not applicable	1 a	3		
b	Enter the number of Forms W-2G included in line 1a. Enter -0- if not applicable	1 b	0		
c	Did the organization comply with backup withholding rules for reportable payments to vendors and reportable gaming (gambling) winnings to prize winners?	1 c		X	

Part V Statements Regarding Other IRS Filings and Tax Compliance *(continued)*

			Yes	No
2a	Enter the number of employees reported on Form W-3, Transmittal of Wage and Tax Statements, filed for the calendar year ending with or within the year covered by this return **2a** 1			
b	If at least one is reported on line 2a, did the organization file all required federal employment tax returns?	**2b**	X	
	Note. If the sum of lines 1a and 2a is greater than 250, you may be required to *e-file* (see instructions)			
3a	Did the organization have unrelated business gross income of $1,000 or more during the year?	**3a**		X
b	If 'Yes,' has it filed a Form 990-T for this year? *If 'No' to line 3b, provide an explanation in Schedule O*	**3b**		
4a	At any time during the calendar year, did the organization have an interest in, or a signature or other authority over, a financial account in a foreign country (such as a bank account, securities account, or other financial account)?	**4a**		X
b	If 'Yes,' enter the name of the foreign country: ►			
	See instructions for filing requirements for FinCEN Form 114, Report of Foreign Bank and Financial Accounts (FBAR).			
5a	Was the organization a party to a prohibited tax shelter transaction at any time during the tax year?	**5a**		X
b	Did any taxable party notify the organization that it was or is a party to a prohibited tax shelter transaction?	**5b**		X
c	If 'Yes,' to line 5a or 5b, did the organization file Form 8886-T?	**5c**		
6a	Does the organization have annual gross receipts that are normally greater than $100,000, and did the organization solicit any contributions that were not tax deductible as charitable contributions?	**6a**		X
b	If 'Yes,' did the organization include with every solicitation an express statement that such contributions or gifts were not tax deductible?	**6b**		
7	**Organizations that may receive deductible contributions under section 170(c).**			
a	Did the organization receive a payment in excess of $75 made partly as a contribution and partly for goods and services provided to the payor?	**7a**		X
b	If 'Yes,' did the organization notify the donor of the value of the goods or services provided?	**7b**		
c	Did the organization sell, exchange, or otherwise dispose of tangible personal property for which it was required to file Form 8282?	**7c**		X
d	If 'Yes,' indicate the number of Forms 8282 filed during the year **7d**			
e	Did the organization receive any funds, directly or indirectly, to pay premiums on a personal benefit contract?	**7e**		X
f	Did the organization, during the year, pay premiums, directly or indirectly, on a personal benefit contract?	**7f**		X
g	If the organization received a contribution of qualified intellectual property, did the organization file Form 8899 as required?	**7g**		
h	If the organization received a contribution of cars, boats, airplanes, or other vehicles, did the organization file a Form 1098-C?	**7h**		
8	**Sponsoring organizations maintaining donor advised funds.** Did a donor advised fund maintained by the sponsoring organization have excess business holdings at any time during the year?	**8**		
9	**Sponsoring organizations maintaining donor advised funds.**			
a	Did the sponsoring organization make any taxable distributions under section 4966?	**9a**		
b	Did the sponsoring organization make a distribution to a donor, donor advisor, or related person?	**9b**		
10	**Section 501(c)(7) organizations.** Enter:			
a	Initiation fees and capital contributions included on Part VIII, line 12 **10a**			
b	Gross receipts, included on Form 990, Part VIII, line 12, for public use of club facilities **10b**			
11	**Section 501(c)(12) organizations.** Enter:			
a	Gross income from members or shareholders **11a**			
b	Gross income from other sources (Do not net amounts due or paid to other sources against amounts due or received from them.) **11b**			
12a	**Section 4947(a)(1) non-exempt charitable trusts.** Is the organization filing Form 990 in lieu of Form 1041?	**12a**		
b	If 'Yes,' enter the amount of tax-exempt interest received or accrued during the year **12b**			
13	**Section 501(c)(29) qualified nonprofit health insurance issuers.**			
a	Is the organization licensed to issue qualified health plans in more than one state?	**13a**		
	Note. See the instructions for additional information the organization must report on Schedule O.			
b	Enter the amount of reserves the organization is required to maintain by the states in which the organization is licensed to issue qualified health plans **13b**			
c	Enter the amount of reserves on hand **13c**			
14a	Did the organization receive any payments for indoor tanning services during the tax year?	**14a**		X
b	If 'Yes,' has it filed a Form 720 to report these payments? *If 'No,' provide an explanation in Schedule O*	**14b**		
15	Is the organization subject to the section 4960 tax on payment(s) of more than $1,000,000 in remuneration or excess parachute payment(s) during the year? If 'Yes,' see instructions and file Form 4720, Schedule N.	**15**		X
16	Is the organization an educational institution subject to the section 4968 excise tax on net investment income? If 'Yes,' complete Form 4720, Schedule O.	**16**		X

Part VI Governance, Management, and Disclosure *For each 'Yes' response to lines 2 through 7b below, and for a 'No' response to line 8a, 8b, or 10b below, describe the circumstances, processes, or changes in Schedule O. See instructions.*

Check if Schedule O contains a response or note to any line in this Part VI X

Section A. Governing Body and Management

			Yes	No
1a	Enter the number of voting members of the governing body at the end of the tax year 1a	11		
	If there are material differences in voting rights among members of the governing body, or if the governing body delegated broad authority to an executive committee or similar committee, explain in Schedule O.			
b	Enter the number of voting members included in line 1a, above, who are independent 1b	11		
2	Did any officer, director, trustee, or key employee have a family relationship or a business relationship with any other officer, director, trustee, or key employee? 2			X
3	Did the organization delegate control over management duties customarily performed by or under the direct supervision of officers, directors, or trustees, or key employees to a management company or other person? 3			X
4	Did the organization make any significant changes to its governing documents since the prior Form 990 was filed? 4			X
5	Did the organization become aware during the year of a significant diversion of the organization's assets? 5			X
6	Did the organization have members or stockholders? 6			X
7a	Did the organization have members, stockholders, or other persons who had the power to elect or appoint one or more members of the governing body? 7a			X
b	Are any governance decisions of the organization reserved to (or subject to approval by) members, stockholders, or persons other than the governing body? 7b			X
8	Did the organization contemporaneously document the meetings held or written actions undertaken during the year by the following:			
a	The governing body? 8a			X
b	Each committee with authority to act on behalf of the governing body? 8b			X
9	Is there any officer, director, trustee, or key employee listed in Part VII, Section A, who cannot be reached at the organization's mailing address? *If 'Yes,' provide the names and addresses in Schedule O* 9			X

Section B. Policies *(This Section B requests information about policies not required by the Internal Revenue Code.)*

		Yes	No
10a	Did the organization have local chapters, branches, or affiliates? 10a		X
b	If 'Yes,' did the organization have written policies and procedures governing the activities of such chapters, affiliates, and branches to ensure their operations are consistent with the organization's exempt purposes? 10b		
11a	Has the organization provided a complete copy of this Form 990 to all members of its governing body before filing the form? 11a	X	
b	Describe in Schedule O the process, if any, used by the organization to review this Form 990. See Schedule O		
12a	Did the organization have a written conflict of interest policy? *If 'No,' go to line 13* 12a	X	
b	Were officers, directors, or trustees, and key employees required to disclose annually interests that could give rise to conflicts? 12b	X	
c	Did the organization regularly and consistently monitor and enforce compliance with the policy? *If 'Yes,' describe in Schedule O how this was done* See Schedule O 12c	X	
13	Did the organization have a written whistleblower policy? 13	X	
14	Did the organization have a written document retention and destruction policy? 14	X	
15	Did the process for determining compensation of the following persons include a review and approval by independent persons, comparability data, and contemporaneous substantiation of the deliberation and decision?		
a	The organization's CEO, Executive Director, or top management official . . See Schedule O 15a	X	
b	Other officers or key employees of the organization 15b	X	
	If 'Yes' to line 15a or 15b, describe the process in Schedule O (see instructions).		
16a	Did the organization invest in, contribute assets to, or participate in a joint venture or similar arrangement with a taxable entity during the year? 16a		X
b	If 'Yes,' did the organization follow a written policy or procedure requiring the organization to evaluate its participation in joint venture arrangements under applicable federal tax law, and take steps to safeguard the organization's exempt status with respect to such arrangements? 16b		

Section C. Disclosure

17 List the states with which a copy of this Form 990 is required to be filed ► None

18 Section 6104 requires an organization to make its Forms 1023 (1024 or 1024-A if applicable), 990, and 990-T (Section 501(c)(3)s only) available for public inspection. Indicate how you made these available. Check all that apply.

☐ Own website ☐ Another's website ☒ Upon request ☐ Other *(explain in Schedule O)*

19 Describe in Schedule O whether (and if so, how) the organization made its governing documents, conflict of interest policy, and financial statements available to the public during the tax year. See Schedule O

20 State the name, address, and telephone number of the person who possesses the organization's books and records ►

Timothy Castanza 715 Ocean Terrace Staten Island NY 10301 718-274-3437

Part VII Compensation of Officers, Directors, Trustees, Key Employees, Highest Compensated Employees, and Independent Contractors

Check if Schedule O contains a response or note to any line in this Part VII ☐

Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees

1 a Complete this table for all persons required to be listed. Report compensation for the calendar year ending with or within the organization's tax year.

- List all of the organization's **current** officers, directors, trustees (whether individuals or organizations), regardless of amount of compensation. Enter -0- in columns (D), (E), and (F) if no compensation was paid.
- List all of the organization's **current** key employees, if any. See instructions for definition of 'key employee.'
- List the organization's five **current** highest compensated employees (other than an officer, director, trustee, or key employee) who received reportable compensation (Box 5 of Form W-2 and/or Box 7 of Form 1099-MISC) of more than $100,000 from the organization and any related organizations.
- List all of the organization's **former** officers, key employees, and highest compensated employees who received more than $100,000 of reportable compensation from the organization and any related organizations.
- List all of the organization's **former directors or trustees** that received, in the capacity as a former director or trustee of the organization, more than $10,000 of reportable compensation from the organization and any related organizations.

List persons in the following order: individual trustees or directors; institutional trustees; officers; key employees; highest compensated employees; and former such persons.

☐ Check this box if neither the organization nor any related organization compensated any current officer, director, or trustee.

(A) Name and Title	(B) Average hours per week (list any hours for related organizations below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(1) Rose Kerr Board Chair	5 0	X		X				0.	0.	0.
(2) Laurel Wedinger-Gyimesi Vice Chair	5 0	X		X				0.	0.	0.
(3) George Winn Treasurer	5 0	X		X				0.	0.	0.
(4) Laura Timoney Secretary	5 0	X		X				0.	0.	0.
(5) Louis Tobacco Sgt at Arms	5 0	X		X				0.	0.	0.
(6) Maria Casale Board Trustee	5 0	X						0.	0.	0.
(7) Amy Margolis Board Trustee	5 0	X						0.	0.	0.
(8) Frank Santarpia Board Trustee	5 0	X						0.	0.	0.
(9) Matthew Langella Board Trustee	5 0	X						0.	0.	0.
(10) Witt Halle Board Trustee	5 0	X						0.	0.	0.
(11) Victoria Cerullo Board Trustee	5 0	X						0.	0.	0.
(12) Timothy Castanza Executive Dir.	40 0			X				26,538.	0.	3,528.
(13)										
(14)										

Part VII Section A. Officers, Directors, Trustees, Key Employees, and Highest Compensated Employees *(continued)*

(A) Name and title	(B) Average hours per week (list any hours for related organiza - tions below dotted line)	(C) Position (do not check more than one box, unless person is both an officer and a director/trustee)						(D) Reportable compensation from the organization (W-2/1099-MISC)	(E) Reportable compensation from related organizations (W-2/1099-MISC)	(F) Estimated amount of other compensation from the organization and related organizations
		Individual trustee or director	Institutional trustee	Officer	Key employee	Highest compensated employee	Former			
(15)										
(16)										
(17)										
(18)										
(19)										
(20)										
(21)										
(22)										
(23)										
(24)										
(25)										
1 b Sub-total ►								26,538.	0.	3,528.
c Total from continuation sheets to Part VII, Section A ►								0.	0.	0.
d Total (add lines 1b and 1c) ►								26,538.	0.	3,528.

2 Total number of individuals (including but not limited to those listed above) who received more than $100,000 of reportable compensation from the organization ► 0

		Yes	No
3 Did the organization list any **former** officer, director, or trustee, key employee, or highest compensated employee on line 1a? *If 'Yes,' complete Schedule J for such individual*	3		X
4 For any individual listed on line 1a, is the sum of reportable compensation and other compensation from the organization and related organizations greater than $150,000? *If 'Yes,' complete Schedule J for such individual*	4		X
5 Did any person listed on line 1a receive or accrue compensation from any unrelated organization or individual for services rendered to the organization? *If 'Yes,' complete Schedule J for such person*	5		X

Section B. Independent Contractors

1 Complete this table for your five highest compensated independent contractors that received more than $100,000 of compensation from the organization. Report compensation for the calendar year ending with or within the organization's tax year.

(A) Name and business address	(B) Description of services	(C) Compensation

2 Total number of independent contractors (including but not limited to those listed above) who received more than $100,000 of compensation from the organization ► 0

Part VIII Statement of Revenue

Check if Schedule O contains a response or note to any line in this Part VIII

			(A) Total revenue	(B) Related or exempt function revenue	(C) Unrelated business revenue	(D) Revenue excluded from tax under sections 512-514
Contributions, Gifts, Grants and Other Similar Amounts	1a Federated campaigns	1a				
	b Membership dues	1b				
	c Fundraising events	1c				
	d Related organizations	1d				
	e Government grants (contributions)	1e	216,809.			
	f All other contributions, gifts, grants, and similar amounts not included above	1f				
	g Noncash contributions included in lines 1a-1f: $					
	h **Total.** Add lines 1a-1f		216,809.			
Program Service Revenue		Business Code				
	2a					
	b					
	c					
	d					
	e					
	f All other program service revenue					
	g **Total.** Add lines 2a-2f					
Other Revenue	3 Investment income (including dividends, interest and other similar amounts)					
	4 Income from investment of tax-exempt bond proceeds					
	5 Royalties					
		(i) Real	(ii) Personal			
	6a Gross rents					
	b Less: rental expenses					
	c Rental income or (loss)					
	d Net rental income or (loss)					
		(i) Securities	(ii) Other			
	7a Gross amount from sales of assets other than inventory					
	b Less: cost or other basis and sales expenses					
	c Gain or (loss)					
	d Net gain or (loss)					
	8a Gross income from fundraising events (not including $ _____ of contributions reported on line 1c). See Part IV, line 18	a				
	b Less: direct expenses	b				
	c Net income or (loss) from fundraising events					
	9a Gross income from gaming activities. See Part IV, line 19	a				
	b Less: direct expenses	b				
	c Net income or (loss) from gaming activities					
	10a Gross sales of inventory, less returns and allowances	a				
	b Less: cost of goods sold	b				
	c Net income or (loss) from sales of inventory					
	Miscellaneous Revenue	Business Code				
	11a					
	b					
	c					
	d All other revenue					
	e **Total.** Add lines 11a-11d					
	12 **Total revenue.** See instructions		216,809.	0.	0.	0.

Part IX Statement of Functional Expenses

Section 501(c)(3) and 501(c)(4) organizations must complete all columns. All other organizations must complete column (A).

Check if Schedule O contains a response or note to any line in this Part IX. X

Do not include amounts reported on lines 6b, 7b, 8b, 9b, and 10b of Part VIII.	(A) Total expenses	(B) Program service expenses	(C) Management and general expenses	(D) Fundraising expenses
1 Grants and other assistance to domestic organizations and domestic governments. See Part IV, line 21				
2 Grants and other assistance to domestic individuals. See Part IV, line 22				
3 Grants and other assistance to foreign organizations, foreign governments, and foreign individuals. See Part IV, lines 15 and 16				
4 Benefits paid to or for members				
5 Compensation of current officers, directors, trustees, and key employees	115,621.	0.	115,621.	0.
6 Compensation not included above, to disqualified persons (as defined under section 4958(f)(1)) and persons described in section 4958(c)(3)(B)	0.	0.	0.	0.
7 Other salaries and wages				
8 Pension plan accruals and contributions (include section 401(k) and 403(b) employer contributions)				
9 Other employee benefits				
10 Payroll taxes	7,709.		7,709.	
11 Fees for services (non-employees):				
a Management				
b Legal	475.		475.	
c Accounting				
d Lobbying				
e Professional fundraising services. See Part IV, line 17				
f Investment management fees				
g Other. (If line 11g amount exceeds 10% of line 25, column (A) amount, list line 11g expenses on Schedule O.) Sch O	45,557.		45,557.	
12 Advertising and promotion				
13 Office expenses	15,405.		15,405.	
14 Information technology	4,084.		4,084.	
15 Royalties				
16 Occupancy				
17 Travel				
18 Payments of travel or entertainment expenses for any federal, state, or local public officials				
19 Conferences, conventions, and meetings				
20 Interest				
21 Payments to affiliates				
22 Depreciation, depletion, and amortization				
23 Insurance	1,769.		1,769.	
24 Other expenses. Itemize expenses not covered above (List miscellaneous expenses in line 24e. If line 24e amount exceeds 10% of line 25, column (A) amount, list line 24e expenses on Schedule O.)				
a Recruitment	23,488.		23,488.	
b Postage and Shipping	2,701.		2,701.	
c				
d				
e All other expenses				
25 **Total functional expenses.** Add lines 1 through 24e	216,809.	0.	216,809.	0.
26 **Joint costs.** Complete this line only if the organization reported in column (B) joint costs from a combined educational campaign and fundraising solicitation. Check here ► ☐ if following SOP 98-2 (ASC 958-720)				

Part X Balance Sheet

Check if Schedule O contains a response or note to any line in this Part X ☐

			(A) Beginning of year		(B) End of year
Assets	1	Cash — non-interest-bearing		1	51,959.
	2	Savings and temporary cash investments		2	
	3	Pledges and grants receivable, net		3	77,403.
	4	Accounts receivable, net		4	
	5	Loans and other receivables from current and former officers, directors, trustees, key employees, and highest compensated employees. Complete Part II of Schedule L		5	
	6	Loans and other receivables from other disqualified persons (as defined under section 4958(f)(1)), persons described in section 4958(c)(3)(B), and contributing employers and sponsoring organizations of section 501(c)(9) voluntary employees' beneficiary organizations (see instructions). Complete Part II of Schedule L		6	
	7	Notes and loans receivable, net		7	
	8	Inventories for sale or use		8	
	9	Prepaid expenses and deferred charges		9	
	10a	Land, buildings, and equipment: cost or other basis. Complete Part VI of Schedule D — 10a			
	b	Less: accumulated depreciation — 10b		10c	
	11	Investments — publicly traded securities		11	
	12	Investments — other securities. See Part IV, line 11		12	
	13	Investments — program-related. See Part IV, line 11		13	
	14	Intangible assets		14	
	15	Other assets. See Part IV, line 11		15	
	16	**Total assets.** Add lines 1 through 15 (must equal line 34)	0.	16	129,362.
Liabilities	17	Accounts payable and accrued expenses		17	28,332.
	18	Grants payable		18	
	19	Deferred revenue		19	
	20	Tax-exempt bond liabilities		20	
	21	Escrow or custodial account liability. Complete Part IV of Schedule D		21	
	22	Loans and other payables to current and former officers, directors, trustees, key employees, highest compensated employees, and disqualified persons. Complete Part II of Schedule L		22	
	23	Secured mortgages and notes payable to unrelated third parties		23	
	24	Unsecured notes and loans payable to unrelated third parties		24	101,030.
	25	Other liabilities (including federal income tax, payables to related third parties, and other liabilities not included on lines 17-24). Complete Part X of Schedule D		25	
	26	**Total liabilities.** Add lines 17 through 25	0.	26	129,362.
Net Assets or Fund Balances		**Organizations that follow SFAS 117 (ASC 958), check here ► ☐ and complete lines 27 through 29, and lines 33 and 34.**			
	27	Unrestricted net assets		27	
	28	Temporarily restricted net assets		28	
	29	Permanently restricted net assets		29	
		Organizations that do not follow SFAS 117 (ASC 958), check here ► ☐ and complete lines 30 through 34.			
	30	Capital stock or trust principal, or current funds		30	
	31	Paid-in or capital surplus, or land, building, or equipment fund		31	
	32	Retained earnings, endowment, accumulated income, or other funds		32	
	33	Total net assets or fund balances	0.	33	0.
	34	Total liabilities and net assets/fund balances	0.	34	129,362.

Part XI Reconciliation of Net Assets

Check if Schedule O contains a response or note to any line in this Part XI ☐

1	Total revenue (must equal Part VIII, column (A), line 12)	1	216,809.
2	Total expenses (must equal Part IX, column (A), line 25)	2	216,809.
3	Revenue less expenses. Subtract line 2 from line 1	3	0.
4	Net assets or fund balances at beginning of year (must equal Part X, line 33, column (A))	4	0.
5	Net unrealized gains (losses) on investments	5	
6	Donated services and use of facilities	6	
7	Investment expenses	7	
8	Prior period adjustments	8	
9	Other changes in net assets or fund balances (explain in Schedule O)	9	0.
10	Net assets or fund balances at end of year. Combine lines 3 through 9 (must equal Part X, line 33, column (B))	10	0.

Part XII Financial Statements and Reporting

Check if Schedule O contains a response or note to any line in this Part XII ☐

			Yes	No
1	Accounting method used to prepare the Form 990: ☐ Cash ☒ Accrual ☐ Other _____			
	If the organization changed its method of accounting from a prior year or checked 'Other,' explain in Schedule O.			
2a	Were the organization's financial statements compiled or reviewed by an independent accountant?	2a		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were compiled or reviewed on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
b	Were the organization's financial statements audited by an independent accountant?	2b		X
	If 'Yes,' check a box below to indicate whether the financial statements for the year were audited on a separate basis, consolidated basis, or both: ☐ Separate basis ☐ Consolidated basis ☐ Both consolidated and separate basis			
c	If 'Yes' to line 2a or 2b, does the organization have a committee that assumes responsibility for oversight of the audit, review, or compilation of its financial statements and selection of an independent accountant?	2c		
	If the organization changed either its oversight process or selection process during the tax year, explain in Schedule O.			
3a	As a result of a federal award, was the organization required to undergo an audit or audits as set forth in the Single Audit Act and OMB Circular A-133?	3a		X
b	If 'Yes,' did the organization undergo the required audit or audits? If the organization did not undergo the required audit or audits, explain why in Schedule O and describe any steps taken to undergo such audits	3b		

SCHEDULE A
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Public Charity Status and Public Support

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

► **Attach to Form 990 or Form 990-EZ.**

► **Go to *www.irs.gov/Form990* for instructions and the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 12, check only one box.)

1 ☐ A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i).**

2 ☒ A school described in **section 170(b)(1)(A)(ii).** (Attach Schedule E (Form 990 or 990-EZ).)

3 ☐ A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii).**

4 ☐ A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state:

5 ☐ An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv).** (Complete Part II.)

6 ☐ A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v).**

7 ☐ An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

8 ☐ A community trust described in **section 170(b)(1)(A)(vi).** (Complete Part II.)

9 ☐ An agricultural research organization described in **section 170(b)(1)(A)(ix)** operated in conjunction with a land-grant college or university or a non-land-grant college of agriculture (see instructions). Enter the name, city, and state of the college or university:

10 ☐ An organization that normally receives: (1) more than 33-1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33-1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2).** (Complete Part III.)

11 ☐ An organization organized and operated exclusively to test for public safety. See **section 509(a)(4).**

12 ☐ An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in **section 509(a)(1)** or **section 509(a)(2).** See **section 509(a)(3).** Check the box in lines 12a through 12d that describes the type of supporting organization and complete lines 12e, 12f, and 12g.

a ☐ **Type I.** A supporting organization operated, supervised, or controlled by its supported organization(s), typically by giving the supported organization(s) the power to regularly appoint or elect a majority of the directors or trustees of the supporting organization. **You must complete Part IV, Sections A and B.**

b ☐ **Type II.** A supporting organization supervised or controlled in connection with its supported organization(s), by having control or management of the supporting organization vested in the same persons that control or manage the supported organization(s). **You must complete Part IV, Sections A and C.**

c ☐ **Type III functionally integrated.** A supporting organization operated in connection with, and functionally integrated with, its supported organization(s) (see instructions). **You must complete Part IV, Sections A, D, and E.**

d ☐ **Type III non-functionally integrated.** A supporting organization operated in connection with its supported organization(s) that is not functionally integrated. The organization generally must satisfy a distribution requirement and an attentiveness requirement (see instructions). **You must complete Part IV, Sections A and D, and Part V.**

e ☐ Check this box if the organization received a written determination from the IRS that it is a Type I, Type II, Type III functionally integrated, or Type III non-functionally integrated supporting organization.

f Enter the number of supported organizations . . . . . .

g Provide the following information about the supported organization(s).

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1-10 above (see instructions))	(iv) Is the organization listed in your governing document? Yes	(iv) No	(v) Amount of monetary support (see instructions)	(vi) Amount of other support (see instructions)
(A)						
(B)						
(C)						
(D)						
(E)						
Total						

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 **Total.** Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 **Public support.** Subtract line 5 from line 4						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
11 **Total support.** Add lines 7 through 10						

12 Gross receipts from related activities, etc. (see instructions) 12

13 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

14 Public support percentage for 2018 (line 6, column (f) divided by line 11, column (f)) 14 %

15 Public support percentage from 2017 Schedule A, Part II, line 14 15 %

16a **33-1/3% support test—2018.** If the organization did not check the box on line 13, and line 14 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support test—2017.** If the organization did not check a box on line 13 or 16a, and line 15 is 33-1/3% or more, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

17a **10%-facts-and-circumstances test—2018.** If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

b **10%-facts-and-circumstances test—2017.** If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the 'facts-and-circumstances' test, check this box and **stop here.** Explain in Part VI how the organization meets the 'facts-and-circumstances' test. The organization qualifies as a publicly supported organization ► ☐

18 **Private foundation.** If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions ► ☐

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 10 of Part I or if the organization failed to qualify under Part II. If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any 'unusual grants.')						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 **Total.** Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of $5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 **Public support.** (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2014	(b) 2015	(c) 2016	(d) 2017	(e) 2018	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties, and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part VI.)						
13 **Total support.** (Add lines 9, 10c, 11, and 12.)						

14 **First five years.** If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here** ► ☐

Section C. Computation of Public Support Percentage

15 Public support percentage for 2018 (line 8, column (f), divided by line 13, column (f))	15	%
16 Public support percentage from 2017 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for **2018** (line 10c, column (f), divided by line 13, column (f))	17	%
18 Investment income percentage from **2017** Schedule A, Part III, line 17	18	%

19a **33-1/3% support tests—2018.** If the organization did not check the box on line 14, and line 15 is more than 33-1/3%, and line 17 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

b **33-1/3% support tests—2017.** If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33-1/3%, and line 18 is not more than 33-1/3%, check this box and **stop here.** The organization qualifies as a publicly supported organization ► ☐

20 **Private foundation.** If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ► ☐

Part IV Supporting Organizations

(Complete only if you checked a box in line 12 on Part I. If you checked 12a of Part I, complete Sections A and B. If you checked 12b of Part I, complete Sections A and C. If you checked 12c of Part I, complete Sections A, D, and E. If you checked 12d of Part I, complete Sections A and D, and complete Part V.)

Section A. All Supporting Organizations

		Yes	No
1	Are all of the organization's supported organizations listed by name in the organization's governing documents? *If 'No,' describe in* ***Part VI*** *how the supported organizations are designated. If designated by class or purpose, describe the designation. If historic and continuing relationship, explain.*	1		
2	Did the organization have any supported organization that does not have an IRS determination of status under section 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *how the organization determined that the supported organization was described in section 509(a)(1) or (2).*	2		
3a	Did the organization have a supported organization described in section 501(c)(4), (5), or (6)? *If 'Yes,' answer (b) and (c) below.*	3a		
b	Did the organization confirm that each supported organization qualified under section 501(c)(4), (5), or (6) and satisfied the public support tests under section 509(a)(2)? *If 'Yes,' describe in* ***Part VI*** *when and how the organization made the determination.*	3b		
c	Did the organization ensure that all support to such organizations was used exclusively for section 170(c)(2)(B) purposes? *If 'Yes,' explain in* ***Part VI*** *what controls the organization put in place to ensure such use.*	3c		
4a	Was any supported organization not organized in the United States ('foreign supported organization')? *If 'Yes' and if you checked 12a or 12b in Part I, answer (b) and (c) below.*	4a		
b	Did the organization have ultimate control and discretion in deciding whether to make grants to the foreign supported organization? *If 'Yes,' describe in* ***Part VI*** *how the organization had such control and discretion despite being controlled or supervised by or in connection with its supported organizations.*	4b		
c	Did the organization support any foreign supported organization that does not have an IRS determination under sections 501(c)(3) and 509(a)(1) or (2)? *If 'Yes,' explain in* ***Part VI*** *what controls the organization used to ensure that all support to the foreign supported organization was used exclusively for section 170(c)(2)(B) purposes.*	4c		
5a	Did the organization add, substitute, or remove any supported organizations during the tax year? *If 'Yes,' answer (b) and (c) below (if applicable). Also, provide detail in* ***Part VI,*** *including (i) the names and EIN numbers of the supported organizations added, substituted, or removed; (ii) the reasons for each such action; (iii) the authority under the organization's organizing document authorizing such action; and (iv) how the action was accomplished (such as by amendment to the organizing document).*	5a		
b	**Type I or Type II only.** Was any added or substituted supported organization part of a class already designated in the organization's organizing document?	5b		
c	**Substitutions only.** Was the substitution the result of an event beyond the organization's control?	5c		
6	Did the organization provide support (whether in the form of grants or the provision of services or facilities) to anyone other than (i) its supported organizations, (ii) individuals that are part of the charitable class benefited by one or more of its supported organizations, or (iii) other supporting organizations that also support or benefit one or more of the filing organization's supported organizations? *If 'Yes,' provide detail in* ***Part VI.***	6		
7	Did the organization provide a grant, loan, compensation, or other similar payment to a substantial contributor (as defined in section 4958(c)(3)(C)), a family member of a substantial contributor, or a 35% controlled entity with regard to a substantial contributor? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	7		
8	Did the organization make a loan to a disqualified person (as defined in section 4958) not described in line 7? *If 'Yes,' complete Part I of Schedule L (Form 990 or 990-EZ).*	8		
9a	Was the organization controlled directly or indirectly at any time during the tax year by one or more disqualified persons as defined in section 4946 (other than foundation managers and organizations described in section 509(a)(1) or (2))? *If 'Yes,' provide detail in* ***Part VI****.*	9a		
b	Did one or more disqualified persons (as defined in line 9a) hold a controlling interest in any entity in which the supporting organization had an interest? *If 'Yes,' provide detail in* ***Part VI****.*	9b		
c	Did a disqualified person (as defined in line 9a) have an ownership interest in, or derive any personal benefit from, assets in which the supporting organization also had an interest? *If 'Yes,' provide detail in* ***Part VI****.*	9c		
10a	Was the organization subject to the excess business holdings rules of section 4943 because of section 4943(f) (regarding certain Type II supporting organizations, and all Type III non-functionally integrated supporting organizations)? *If 'Yes,' answer 10b below.*	10a		
b	Did the organization have any excess business holdings in the tax year? *(Use Schedule C, Form 4720, to determine whether the organization had excess business holdings.)*	10b		

Part IV Supporting Organizations *(continued)*

		Yes	No
11	Has the organization accepted a gift or contribution from any of the following persons?		
a	A person who directly or indirectly controls, either alone or together with persons described in (b) and (c) below, the governing body of a supported organization?	11a	
b	A family member of a person described in (a) above?	11b	
c	A 35% controlled entity of a person described in (a) or (b) above? *If 'Yes' to a, b, or c, provide detail in* ***Part VI.***	11c	

Section B. Type I Supporting Organizations

		Yes	No
1	Did the directors, trustees, or membership of one or more supported organizations have the power to regularly appoint or elect at least a majority of the organization's directors or trustees at all times during the tax year? *If 'No,' describe in* ***Part VI*** *how the supported organization(s) effectively operated, supervised, or controlled the organization's activities. If the organization had more than one supported organization, describe how the powers to appoint and/or remove directors or trustees were allocated among the supported organizations and what conditions or restrictions, if any, applied to such powers during the tax* year.	1	
2	Did the organization operate for the benefit of any supported organization other than the supported organization(s) that operated, supervised, or controlled the supporting organization? *If 'Yes,' explain in* ***Part VI*** *how providing such benefit carried out the purposes of the supported organization(s) that operated, supervised, or controlled the supporting organization.*	2	

Section C. Type II Supporting Organizations

		Yes	No
1	Were a majority of the organization's directors or trustees during the tax year also a majority of the directors or trustees of each of the organization's supported organization(s)? *If 'No,' describe in* ***Part VI*** *how control or management of the supporting organization was vested in the same persons that controlled or managed the supported organization(s).*	1	

Section D. All Type III Supporting Organizations

		Yes	No
1	Did the organization provide to each of its supported organizations, by the last day of the fifth month of the organization's tax year, (i) a written notice describing the type and amount of support provided during the prior tax year, (ii) a copy of the Form 990 that was most recently filed as of the date of notification, and (iii) copies of the organization's governing documents in effect on the date of notification, to the extent not previously provided?	1	
2	Were any of the organization's officers, directors, or trustees either (i) appointed or elected by the supported organization(s) or (ii) serving on the governing body of a supported organization? *If 'No,' explain in* ***Part VI*** *how the organization maintained a close and continuous working relationship with the supported organization(s).*	2	
3	By reason of the relationship described in (2), did the organization's supported organizations have a significant voice in the organization's investment policies and in directing the use of the organization's income or assets at all times during the tax year? *If 'Yes,' describe in* ***Part VI*** *the role the organization's supported organizations played in this regard.*	3	

Section E. Type III Functionally Integrated Supporting Organizations

1 *Check the box next to the method that the organization used to satisfy the Integral Part Test during the year* ***(see instructions).***

- **a** ☐ The organization satisfied the Activities Test. *Complete* ***line 2*** *below.*
- **b** ☐ The organization is the parent of each of its supported organizations. *Complete* ***line 3*** *below.*
- **c** ☐ The organization supported a governmental entity. *Describe in* ***Part VI*** *how you supported a government entity (see instructions).*

		Yes	No
2	Activities Test. ***Answer (a) and (b) below.***		
a	Did substantially all of the organization's activities during the tax year directly further the exempt purposes of the supported organization(s) to which the organization was responsive? *If 'Yes,' then in* ***Part VI identify those supported organizations and explain*** *how these activities directly furthered their exempt purposes, how the organization was responsive to those supported organizations, and how the organization determined that these activities constituted substantially all of its activities.*	2a	
b	Did the activities described in (a) constitute activities that, but for the organization's involvement, one or more of the organization's supported organization(s) would have been engaged in? ***If 'Yes,' explain in Part VI*** *the reasons for the organization's position that its supported organization(s) would have engaged in these activities but for the organization's involvement.*	2b	
3	Parent of Supported Organizations. ***Answer (a) and (b) below.***		
a	Did the organization have the power to regularly appoint or elect a majority of the officers, directors, or trustees of each of the supported organizations? *Provide details in* ***Part VI.***	3a	
b	Did the organization exercise a substantial degree of direction over the policies, programs, and activities of each of its supported organizations? *If 'Yes,' describe in* ***Part VI*** *the role played by the organization in this regard.*	3b	

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations

1 ☐ Check here if the organization satisfied the Integral Part Test as a qualifying trust on Nov. 20, 1970 (explain in Part VI). **See instructions.** All other Type III non-functionally integrated supporting organizations must complete Sections A through E.

Section A – Adjusted Net Income

			(A) Prior Year	(B) Current Year (optional)
1	Net short-term capital gain	1		
2	Recoveries of prior-year distributions	2		
3	Other gross income (see instructions)	3		
4	Add lines 1 through 3.	4		
5	Depreciation and depletion	5		
6	Portion of operating expenses paid or incurred for production or collection of gross income or for management, conservation, or maintenance of property held for production of income (see instructions)	6		
7	Other expenses (see instructions)	7		
8	**Adjusted Net Income** (subtract lines 5, 6, and 7 from line 4)	8		

Section B – Minimum Asset Amount

			(A) Prior Year	(B) Current Year (optional)
1	Aggregate fair market value of all non-exempt-use assets (see instructions for short tax year or assets held for part of year):			
a	Average monthly value of securities	1a		
b	Average monthly cash balances	1b		
c	Fair market value of other non-exempt-use assets	1c		
d	**Total** (add lines 1a, 1b, and 1c)	1d		
e	**Discount** claimed for blockage or other factors (explain in detail in **Part VI**):			
2	Acquisition indebtedness applicable to non-exempt-use assets	2		
3	Subtract line 2 from line 1d.	3		
4	Cash deemed held for exempt use. Enter 1-1/2% of line 3 (for greater amount, see instructions).	4		
5	Net value of non-exempt-use assets (subtract line 4 from line 3)	5		
6	Multiply line 5 by .035.	6		
7	Recoveries of prior-year distributions	7		
8	**Minimum Asset Amount** (add line 7 to line 6)	8		

Section C – Distributable Amount

				Current Year
1	Adjusted net income for prior year (from Section A, line 8, Column A)	1		
2	Enter 85% of line 1.	2		
3	Minimum asset amount for prior year (from Section B, line 8, Column A)	3		
4	Enter greater of line 2 or line 3.	4		
5	Income tax imposed in prior year	5		
6	**Distributable Amount.** Subtract line 5 from line 4, unless subject to emergency temporary reduction (see instructions).	6		

7 ☐ Check here if the current year is the organization's first as a non-functionally integrated Type III supporting organization (see instructions).

Part V Type III Non-Functionally Integrated 509(a)(3) Supporting Organizations *(continued)*

Section D – Distributions	**Current Year**
1 Amounts paid to supported organizations to accomplish exempt purposes	
2 Amounts paid to perform activity that directly furthers exempt purposes of supported organizations, in excess of income from activity	
3 Administrative expenses paid to accomplish exempt purposes of supported organizations	
4 Amounts paid to acquire exempt-use assets	
5 Qualified set-aside amounts (prior IRS approval required)	
6 Other distributions (describe in **Part VI**). See instructions.	
7 **Total annual distributions.** Add lines 1 through 6.	
8 Distributions to attentive supported organizations to which the organization is responsive (provide details in **Part VI**). See instructions.	
9 Distributable amount for 2018 from Section C, line 6	
10 Line 8 amount divided by line 9 amount	

Section E – Distribution Allocations (see instructions)	**(i) Excess Distributions**	**(ii) Underdistributions Pre-2018**	**(iii) Distributable Amount for 2018**
1 Distributable amount for 2018 from Section C, line 6			
2 Underdistributions, if any, for years prior to 2018 (reasonable cause required – explain in Part VI). See instructions.			
3 Excess distributions carryover, if any, to 2018			
a From 2013			
b From 2014			
c From 2015			
d From 2016			
e From 2017			
f **Total** of lines 3a through e			
g Applied to underdistributions of prior years			
h Applied to 2018 distributable amount			
i Carryover from 2013 not applied (see instructions)			
j Remainder. Subtract lines 3g, 3h, and 3i from 3f.			
4 Distributions for 2018 from Section D, line 7: $			
a Applied to underdistributions of prior years			
b Applied to 2018 distributable amount			
c Remainder. Subtract lines 4a and 4b from 4.			
5 Remaining underdistributions for years prior to 2018, if any. Subtract lines 3g and 4a from line 2. For result greater than zero, explain in Part VI. See instructions.			
6 Remaining underdistributions for 2018. Subtract lines 3h and 4b from line 1. For result greater than zero, explain in Part VI. See instructions.			
7 **Excess distributions carryover to 2019.** Add lines 3j and 4c.			
8 Breakdown of line 7:			
a Excess from 2014			
b Excess from 2015			
c Excess from 2016			
d Excess from 2017			
e Excess from 2018			

Part VI **Supplemental Information.** Provide the explanations required by Part II, line 10; Part II, line 17a or 17b;Part III, line 12; Part IV, Section A, lines 1, 2, 3b, 3c, 4b, 4c, 5a, 6, 9a, 9b, 9c, 11a, 11b, and 11c; Part IV, Section B, lines 1 and 2; Part IV, Section C, line 1; Part IV, Section D, lines 2 and 3; Part IV, Section E, lines 1c, 2a, 2b, 3a, and 3b; Part V, line 1; Part V, Section B, line 1e; Part V, Section D, lines 5, 6, and 8; and Part V, Section E, lines 2, 5, and 6. Also complete this part for any additional information. (See instructions.)

SCHEDULE E
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Schools

► **Complete if the organization answered 'Yes' on Form 990, Part IV, line 13, or Form 990-EZ, Part VI, line 48.**
► **Attach to Form 990 or Form 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization: Bridge Preparatory Charter School

Employer identification number

Part I

		YES	NO
1 Does the organization have a racially nondiscriminatory policy toward students by statement in its charter, bylaws, other governing instrument, or in a resolution of its governing body?	1	X	
2 Does the organization include a statement of its racially nondiscriminatory policy toward students in all its brochures, catalogues, and other written communications with the public dealing with student admissions, programs, and scholarships?	2	X	
3 Has the organization publicized its racially nondiscriminatory policy through newspaper or broadcast media during the period of solicitation for students, or during the registration period if it has no solicitation program, in a way that makes the policy known to all parts of the general community it serves? If 'Yes,' please describe. If 'No,' please explain. If you need more space, use Part II	3	X	
The school has a nondiscriminatory policy that is publicized in recruitment literature, as well as print and electronic media. A copy of the policy is made available upon request.			
4 Does the organization maintain the following?			
a Records indicating the racial composition of the student body, faculty, and administrative staff?	4a	X	
b Records documenting that scholarships and other financial assistance are awarded on a racially nondiscriminatory basis?	4b	X	
c Copies of all catalogues, brochures, announcements, and other written communications to the public dealing with student admissions, programs, and scholarships?	4c	X	
d Copies of all material used by the organization or on its behalf to solicit contributions?	4d	X	
If you answered 'No' to any of the above, please explain. If you need more space, use Part II.			
5 Does the organization discriminate by race in any way with respect to:			
a Students' rights or privileges?	5a		X
b Admissions policies?	5b		X
c Employment of faculty or administrative staff?	5c		X
d Scholarships or other financial assistance?	5d		X
e Educational policies?	5e		X
f Use of facilities?	5f		X
g Athletic programs?	5g		X
h Other extracurricular activities?	5h		X
If you answered 'Yes' to any of the above, please explain. If you need more space, use Part II.			
6a Does the organization receive any financial aid or assistance from a governmental agency?	6a	X	
b Has the organization's right to such aid ever been revoked or suspended?	6b		X
If you answered 'Yes' on either line 6a or line 6b, explain on Part II. See Part II			
7 Does the organization certify that it has complied with the applicable requirements of sections 4.01 through 4.05 of Rev. Proc. 75-50, 1975-2 C.B. 587, covering racial nondiscrimination? If 'No,' explain on Part II	7	X	

Part II **Supplemental Information.** Provide the explanations required by Part I, lines 3, 4d, 5h, 6b, and 7, as applicable. Also provide any other additional information. See instructions.

Schedule E, Line 6 - Explanation of Aid or Assistance from Governmental Agency

The School receives government grants.

SCHEDULE O
(Form 990 or 990-EZ)

Department of the Treasury
Internal Revenue Service

Supplemental Information to Form 990 or 990-EZ

Complete to provide information for responses to specific questions on Form 990 or 990-EZ or to provide any additional information.
► **Attach to Form 990 or 990-EZ.**
► **Go to *www.irs.gov/Form990* for the latest information.**

OMB No. 1545-0047

2018

Open to Public Inspection

Name of the organization

Bridge Preparatory Charter School

Employer identification number

Form 990, Part III, Line 1 - Organization Mission

BPCS provides students and families who need our structured, multi sensory programming, with a free, public school option in their community and prevents them from being forced to leave Staten Island or NYC to find a school that meets their needs.

Form 990, Part VI, Line 11b - Form 990 Review Process

The Form 990 and related schedules are e-mailed to the board of trustees and management for approval before filing with the IRS.

Form 990, Part VI, Line 12c - Explanation of Monitoring and Enforcement of Conflicts

The school was authorized to begin serving students in open in 2018-2019 and as such, 2018-2019 served as a planning year for the school. During this year, the BOT had to write, and establish school level policies, including the BOT's and School's Conflict of Interest policies. These policies were developed by the BOT and were formally ratified at BOT meetings during the 18-19 year, confirming BOT member acknowledgment and approval of these processes.

Form 990, Part VI, Line 15a - Compensation Review & Approval Process - CEO & Top Management

Comparable data is used when determining the compensation of officers and key employees.

Form 990, Part VI, Line 19 - Other Organization Documents Publicly Available

Documents are avaliable upon request.

Form 990, Part IX, Line 11g
Other Fees For Services

	(A) Total	(B) Program Services	(C) Management & General	(D) Fund-raising
Other professional fees	45,557.		45,557.	
Total	$ 45,557.	$ 0.	$ 45,557.	$ 0.

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for an Exempt Organization

For calendar year 2018, or fiscal year beginning 7/01 , 2018, and ending 6/30 , 20 2019

► **Do not send to the IRS. Keep for your records.**

► **Go to *www.irs.gov/Form8879EO* for the latest information.**

OMB No. 1545-1878

2018

Name of exempt organization

Bridge Preparatory Charter School

Name and title of officer

Timothy Castanza Executive Dir.

Employer identification number

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a,** or **5a,** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b,** or **5b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ►	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b** 216,809.
2a Form 990-EZ check here ►	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here ►	[ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here ►	[ ]	**b Tax based on investment income** (Form 990-PF, Part VI, line 5)	**4b**
5a Form 8868 check here ►	[ ]	**b Balance Due** (Form 8868, line 3c)	**5b**

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize SCHALL & ASHENFARB CPAS to enter my PIN 28947 as my signature

ERO firm name

Enter five numbers, but do not enter all zeros

on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organization, I will enter my PIN as my signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN on the return's disclosure consent screen.

Officer's signature ► _____ Date ► _____

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN 13187477777

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall Date ► _____

ERO Must Retain This Form – See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for an Exempt Organization

For calendar year 2018, or fiscal year beginning 7/01 , 2018, and ending 6/30 , 20 2019

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OMB No. 1545-1878

2018

Name of exempt organization

Bridge Preparatory Charter School

Employer identification number

Name and title of officer

Timothy Castanza Executive Dir.

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a,** or **5a,** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b,** or **5b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here ►	[X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b** 216,809.
2a Form 990-EZ check here ►	[ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**
3a Form 1120-POL check here ►	[ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**
4a Form 990-PF check here ►	[ ]	**b Tax based on investment income** (Form 990-PF, Part VI, line 5)	**4b**
5a Form 8868 check here ►	[ ]	**b Balance Due** (Form 8868, line 3c)	**5b**

Part II Declaration and Signature Authorization of Officer

Under penalties of perjury, I declare that I am an officer of the above organization and that I have examined a copy of the organization's 2018 electronic return and accompanying schedules and statements and to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the organization's electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the organization's return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the organization's federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the organization's electronic return and, if applicable, the organization's consent to electronic funds withdrawal.

Officer's PIN: check one box only

[X] I authorize SCHALL & ASHENFARB CPAS to enter my PIN [ ] as my signature

ERO firm name

Enter five numbers, but do not enter all zeros

on the organization's tax year 2018 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer of the organizati signature on the organization's tax year 2018 electronically filed return. If I have indicated within this return t eing filed with a state agency(ies) regulating charities as part of the IRS Fed/State program, I will enter my PIN consent screen.

Officer's signature ► Date ►

Part III Certification and Authentication

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN [ ]

Do not enter all zeros

I certify that the above numeric entry is my PIN, which is my signature on the 2018 electronically filed return for the organization indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall Date ►

ERO Must Retain This Form – See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

Form **8879-EO**

Department of the Treasury
Internal Revenue Service

IRS *e-file* Signature Authorization for an Exempt Organization

For calendar year 2020, or fiscal year beginning 7/01 , 2020, and ending 6/30 , 20 2021

► **Do not send to the IRS. Keep for your records.**

► **Go to *www.irs.gov/Form8879EO* for the latest information.**

OMB No. 1545-0047

2020

Name of exempt organization or person subject to tax

Bridge Preparatory Charter School

Taxpayer identification number

[redacted]

Name and title of officer or person subject to tax

Timothy Castanza Executive Dir.

Part I Type of Return and Return Information (Whole Dollars Only)

Check the box for the return for which you are using this Form 8879-EO and enter the applicable amount, if any, from the return. If you check the box on line **1a, 2a, 3a, 4a, 5a, 6a,** or **7a** below, and the amount on that line for the return being filed with this form was blank, then leave line **1b, 2b, 3b, 4b, 5b, 6b,** or **7b,** whichever is applicable, blank (do not enter -0-). But, if you entered -0- on the return, then enter -0- on the applicable line below. **Do not** complete more than one line in Part I.

1a Form 990 check here .... ► [X]	**b Total revenue,** if any (Form 990, Part VIII, column (A), line 12)	**1b**	4,219,312.
2a Form 990-EZ check here ..... ► [ ]	**b Total revenue,** if any (Form 990-EZ, line 9)	**2b**	
3a Form 1120-POL check here ..... ► [ ]	**b Total tax** (Form 1120-POL, line 22)	**3b**	
4a Form 990-PF check here ..... ► [ ]	**b Tax based on investment income** (Form 990-PF, Part VI, line 5) ...	**4b**	
5a Form 8868 check here ... ► [ ]	**b Balance due** (Form 8868, line 3c)	**5b**	
6a Form 990-T check here ... ► [ ]	**b Total tax** (Form 990-T, Part III, line 4)	**6b**	
7a Form 4720 check here ... ► [ ]	**b Total tax** (Form 4720, Part III, line 1)	**7b**	

Part II Declaration and Signature Authorization of Officer or Person Subject to Tax

Under penalties of perjury, I declare that [X] I am an officer of the above organization or [ ] I am a person subject to tax with respect to (name of organization) _____, (EIN) _____ and that I have examined a copy of the 2020 electronic return and accompanying schedules and statements, and, to the best of my knowledge and belief, they are true, correct, and complete. I further declare that the amount in Part I above is the amount shown on the copy of the electronic return. I consent to allow my intermediate service provider, transmitter, or electronic return originator (ERO) to send the return to the IRS and to receive from the IRS **(a)** an acknowledgement of receipt or reason for rejection of the transmission, **(b)** the reason for any delay in processing the return or refund, and **(c)** the date of any refund. If applicable, I authorize the U.S. Treasury and its designated Financial Agent to initiate an electronic funds withdrawal (direct debit) entry to the financial institution account indicated in the tax preparation software for payment of the federal taxes owed on this return, and the financial institution to debit the entry to this account. To revoke a payment, I must contact the U.S. Treasury Financial Agent at 1-888-353-4537 no later than 2 business days prior to the payment (settlement) date. I also authorize the financial institutions involved in the processing of the electronic payment of taxes to receive confidential information necessary to answer inquiries and resolve issues related to the payment. I have selected a personal identification number (PIN) as my signature for the electronic return and, if applicable, the consent to electronic funds withdrawal.

PIN: check one box only

[X] I authorize SCHALL & ASHENFARB CPAS LLC to enter my PIN [redacted] as my signature

ERO firm name

do not enter all zeros

on the tax year 2020 electronically filed return. If I have indicated within this return that a copy of the return is being filed with a state agency (ies) regulating charities as part of the IRS Fed/State program, I also authorize the aforementioned ERO to enter my PIN on the return's disclosure consent screen.

[ ] As an officer or person subject to tax [redacted] e organization, I will enter my PIN as my signature on the tax year 2020 electronically filed return. If I have ind return that a copy of the return is being filed with a state agency(ies) regulating charities as part of the IRS Fed/State nter my PIN on the return's disclosure consent screen.

Signature of officer or person subject to tax ► [redacted] Date ► 03/07/2022

Part III Certification and Authen

ERO's EFIN/PIN. Enter your six-digit electronic filing identification number (EFIN) followed by your five-digit self-selected PIN ..... [redacted]

I certify that the above numeric entry is my PIN, which is my signature on the 2020 electronically filed return indicated above. I confirm that I am submitting this return in accordance with the requirements of **Pub. 4163,** Modernized e-File (MeF) Information for Authorized IRS *e-file* Providers for Business Returns.

ERO's signature ► Michael Schall Date ► _____

ERO Must Retain This Form — See Instructions
Do Not Submit This Form to the IRS Unless Requested To Do So

22. Action Plan

Start Up Action Plan			
Objective	**Action Item**	**Timeframe**	**Responsibility**
Secure confirmation on public or private space	Complete Facility Request phase from NYCDOE	June 2024 – September 2025	Head of School
Secure confirmation on public or private space	Engage Developers/Community Partners on Options for Private Space in CSD 31	June 2024 – Ongoing	Head of School
Secure additional funding for Year 0 start-up	Write grants to providers of start-up funding; Walton, etc.	June 2024 – September 2025	Head of School
Create hiring structures for BPCS2 Founding Team members	Initiate search for Principal and leadership team members	June 2024 – November 2024	Head of School
Hire highly qualified teachers	Plan and administer strategic teacher recruiting	September 2024 – May 2025	Principal
Update budget for planning and hiring purposes	Revise budget based on space determination from NYCDOE	June 2025	Principal and Head of School
Build collaborative leadership structures	Establish meeting schedule for Head of School and BPCS2 leadership team	June 2025	Principal and Head of School
Refine academic program	Build out curriculum and academic program in detail to prepare for launch of 6th grade	June 2024 – September 2025	Leadership Team and BOT Academic Committee
Recruit students	Develop advertising/enrollment materials for BPCS2 Design and launch website	September 2024 – December 2024	Principal and Operations Team
Attract parents and families to BPCS2	Recruit students and conduct community outreach	June 2024 - Ongoing	Leadership Team/BOT
Set up record keeping and operations preparation	Build in-house data collection systems with operations team	June 2025 - Ongoing	School Leadership/ Operations Team
Secure financial services	Set up new contact with financial services provider	June 2025 - Ongoing	BOT
Secure legal services	Set up new contact with legal services provider	June 2025 - Ongoing	BOT

a. Supplemental Narrative

Not Applicable.

b. Supplemental Attachments

Submit attachments, documents, etc., discussed in response to (a) above. If no supplemental documents are necessary, please indicate that this Request is not applicable.

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Excerpt from NY Post Article "NYC parents speak out on how charter schools changed their kids' lives"[1]

"Reading proved elusive for Violetta Volpe until she got to Bridge Preparatory Charter School. Staten Island's traditional public schools weren't helping Violetta, who was diagnosed with dyslexia in first grade. Desperate, her mom enrolled her at Bridge Prep, where what had previously puzzled the preteen became crystal clear within a year. "She can read," Violetta's mother, Azalia Lopez Volpe, told The Post. "She can read. Like, she can read!"….As New York's first public school that caters specifically to students with literacy disorders, Bridge Preparatory Charter School on Staten Island was a natural choice for Volpe's daughter, Violetta, who has dyslexia and other language-based learning disabilities. "Their whole entire curriculum is based on Orton-

[1]Miller, J. R. (2023, February 22). NYC parents speak out on how charter schools changed their kids' lives. New York Post. https://nypost.com/2023/02/22/nyc-parents-speak-out-on-how-charter-schools-changed-their-kids-lives/

Gillingham," said Volpe, referring to the multisensory, phonics-based teaching method utilized at the school of roughly 150 students in Staten Island's Sunnyside neighborhood. Since starting at Bridge Prep in 2019, Violetta has "blossomed into a leader," Volpe said, and become a staunch advocate for herself — qualities she didn't previously possess. The 11-year-old's literacy skills have also skyrocketed. "She used to write north and south, for lack of a better term," said Volpe, 55, of Staten Island's Grasmere neighborhood. "She would write vertically only." Instructors at Bridge Prep, which opened in 2019, soon helped Violetta begin writing "normally," Volpe said. "That's incredible, especially considering the first year [at Bridge] was during the pandemic." Volpe said her daughter would've "never" received a comparable dyslexia program at city public schools, citing Bridge Prep's low student-to-teacher ratio and individualized instruction."

Article from *The Staten Island Advance*: "As NYC eyes creating new schools for dyslexic students, Bridge Prep on Staten Island is 'doing it right'"[2]

STATEN ISLAND, N.Y. — It has been nearly three years since Bridge Preparatory Charter School opened its doors to students for the first time — and it continues to be the model for schools that serve students with dyslexia and language-based learning disabilities.

The charter school opened in September 2019, becoming the first and only public charter school in New York State dedicated to serving these students alongside their peers.

Dyslexia affects the ability to read, write, and process letters, words and numbers in a way and speed that others take for granted. Children who are diagnosed with dyslexia are usually given the broader tag of "learning disabled" on their Individualized Educational Plans (IEPs).

Bridge Prep has gained more attention in recent months after Mayor Eric Adams said he hopes every borough would have a school that serves students with dyslexia, according to Timothy Castanza, executive director and a founder of the charter school.

"When we were opening, Mayor Adams [then Brooklyn borough president] was really interested in what were doing, because he himself talks about his struggles with dyslexia and language-based learning," Castanza explained. "He's a struggling reader. So when he came into office, we were really encouraged as a community that cares, that does this, to hear like, we have a leader, and not a chancellor — we have a mayor who's really bought into this."

Schools Chancellor David C. Banks has also committed to opening a school for dyslexic students. Despite Bridge Prep being a charter school approved by New York State, the charter has been working closely with the city Department of Education (DOE) since it opened.

[2] Knudson, Annalise. (2022, February 22). *As NYC eyes creating new schools for dyslexic students, Bridge Prep on Staten Island is "doing it right."* silive. https://www.silive.com/education/2022/02/as-nyc-eyes-creating-new-schools-for-dyslexic-students-bridge-prep-on-staten-island-is-doing-it-right.html

With the plans to place a school for dyslexic students in every borough, Castanza said he invited the chancellor to visit Bridge Prep to see the work by students and staff.

“I think that regardless of what happens at the DOE level, we know that we’re going to continue to function and grow and be successful, because there’s so many kids in the city who need schools like Bridge Prep, and that’s the truth,” he added.

Castanza said it’s important that Bridge Prep is an example of how a school is “doing it right” when it comes to serving students with dyslexia.

“When you walk in these rooms — and that’s what all these people who come to visit who are into the science of reading and wanting to open a school — they look at our school and say, ‘They’re doing it right.’ And that’s why we get the results we do. So I am so excited that Staten Island has our offering, and I’m also excited that we’re going to grow,” he added.

SERVING MORE STUDENTS

Bridge Preparatory Charter School first opened in fall 2019 in a small space on the grounds of the Michael J. Petrides Education Complex in Sunnyside.
It has since expanded to another building on the campus — currently serving students in kindergarten through fourth grade. It has added a grade each year, with the first fifth-grade class slated for the fall.

While it was created for children with dyslexia and other language-based disabilities, Bridge Prep also admits students who are struggling readers and English Language Learners, who would also benefit from the school’s approach to learning.

That structured, research-based and multi-sensory approach to learning is known as Orton-Gillingham.

Teachers receive weekly training and are coached to make improvements. While Orton-Gillingham is primarily intended for literacy, Castanza had previously said the approach is used in every other content area.

It’s an approach that the charter school continued to provide during the pandemic.

Bridge Prep was just a few months into its first school year when the coronavirus (COVID-19) shuttered schools worldwide. Despite those challenges, Castanza said that the schools staff quickly adapted to ensure students continued to meet education goals.

As a charter school, it had more freedom when it came to providing instruction remotely. When schools closed in March 2020, Bridge Prep offered a live teaching experience to its students. By the 2020-2021 school year, that live instruction continued for students who opted to stay fully remote or on a hybrid schedule.

"For students when they were home, if they were all remote or when it wasn't their day in the building, we provided live instruction to them from home," said Castanza. "So they were able to Zoom into their class to watch their class happening as if they were sitting there."

DESPITE PANDEMIC, KIDS MAKE STRIDES

By January 2021, more students began to return for in-person learning. Bridge Prep, Castanza said, was one of the first schools to bring back all students who opted for in-person learning while following health and safety guidelines.

"We offered, of course, every family the option to stay remote. But because of who our population of kids are — and we know kids need to be in school — we had about 70% of our kids opting to come in," he said.

It proved to be a game-changer.

Data showed massive and consistent growth in reading and math among students who came back to school in person, the executive director said.

Much of that success is because of the specialized programs Bridge Prep uses, including its Orton Gillingham approach that groups students in different classrooms based on learning levels. Those levels are constantly evolving throughout the year as needed.

"When they were able to come back into that group, we knew there would be learning loss, but I think that because we brought kids in sooner, it mitigated the loss that we saw this year. It helped us a lot. We have kids who are two levels behind. Now with COVID learning loss that you're seeing in some schools … we were able to keep that level," Castanza explained.

In addition to its new space, the school also added two book vending machines. Students use points to choose a book at their reading level, an incentive to get kids excited to read, Castanza said.

INCREASED INTEREST

Bridge Prep is also seeing an increased interest because of its success, including students from across Staten Island, as well as other boroughs like Manhattan and Brooklyn.

In the last year, the number of students applying has tripled.

Bridge Prep always opens new seats in first-grade — the first year that students can apply to become a student at the charter school.

There are minimal seats available for its second- through fifth-grade cohorts, which means the school must use its lottery admissions system to allocate seats. Students who live on Staten Island have priority.

Castanza said the popularity at Bridge Prep is thanks to the investment by school staff, families and the students themselves.

“Our families that we have now, our teachers, they’re invested,” he said. “When we were out, when we were virtual with COVID, we had really high participation and high attendance numbers, because kids are invested. They’re invested in each other … That’s really critical.”

The students know their teachers and peers care about them — and know that when they come to school, they don’t “feel different,” he said.

“In all these classes, we have kids who are on different levels,” Castanza added. “In any given point. Some kids are above grade level, some students are so many levels below — you’d never be able to tell. That’s what I’m so proud of.”

WHAT’S NEXT?

Castanza said there has been more interest from families hoping that Bridge Prep would expand to include kindergarten — especially as the city invests in a universal literacy screener.

New York City is investing $49 million in funding for early literacy with a goal that all students are reading on grade level by the end of second grade. They can identify learning gaps in skills that are often associated with having dyslexia, while also identifying other challenges and print-based disabilities.

“The demand for kindergarten is real,” Castanza explained. “And I think that I will always be a supporter of this universal screener. I think that’s going to be a game-changer. And I’ve shared my feelings with folks from the mayor’s team about really wanting to help with that.”

Some parents have said they are also hoping for a larger expansion to middle school grades.

Right now, the goal is to have students ready for the transition to middle school.

“By the time this cohort goes to middle school, we won’t be reauthorized yet, so they’re not going to come here. But we are working with the DOE on developing a really nice partnership. In the meantime, it’s our job to get them middle school ready,” Castanza said.

CHARTER RENEWAL

Three school years in, Castanza said Bridge Prep will begin its charter school renewal next year. By law, a school’s charter must be reviewed and renewed by the state every five years.

It will work with the state department and its board of trustees to plan what the next five years will look like.

Excerpt from *Education Week* Article: "New Type of Public Schools Specialize in Teaching Students with Dyslexia"[3]

The Bridge Preparatory Charter School in the Staten Island borough of New York city brings the same level of intensity to its instruction for students with dyslexia and other language-based learning difficulties. It opened in September 2019 to students in grades 1 and 2, and now serves students in 1st through 5th grades from every ZIP code in that borough, according to Timothy Castanza, the school's co-founder and executive director.

Unlike the other schools profiled in this article, Bridge Preparatory accepts a mix of students, some of whom have reading delays and others who don't. Castanza said that 63 percent of the school's current students have learning delays, primarily a literacy development delay or ADHD. The rest, he said, are general education learners.

"Our job is to prepare kids for the next space. We wanted to make sure we built a community that was neurodiverse," he said, adding that all students receive, and benefit by, the structured literacy approach the school provides.

Every day, all students at Bridge Preparatory attend an hour-long period of Orton-Gillingham instruction, followed by an independent reading period that gives them time to apply the literacy skills they're learning. The groups are fluid, explained Castanza, and are based on students' current reading readiness level. Literacy assessments take place three times a year, after which students might change groups according to their test results.

The school day runs an hour and 10 minutes longer than most public schools to accommodate the 60-minute Orton-Gillingham period, Castanza explained. "That's the only thing we are dogmatic about," he said. "It's non-negotiable. We know that's the primary driver for our kids' growth."

Article from *Spectrum News*: "As city eyes new schools for students with dyslexia, one charter school is already serving them"[4]

Mayor Eric Adams has pledged to better support students with reading disorders like dyslexia, and Schools Chancellor David Banks has said he aims to open schools specifically for those children. But one public charter school on Staten Island is already catering to the needs of children with dyslexia.

[3] Heubeck, E. (2023, June 13). *New type of public schools specialize in teaching students with dyslexia.* Education Week. https://www.edweek.org/teaching-learning/new-type-of-public-schools-specialize-in-teaching-students-with-dyslexia/2023/06
[4] Jorgensen , J. (2022, February 10). *As city eyes new schools for students with dyslexia, one charter school is already serving them. Meet a charter school serving students with dyslexia.* https://ny1.com/nyc/all-boroughs/education/2022/02/10/as-city-eyes-news-schools-for-students-with-dyslexia--one-charter-school-is-already-serving-them

At Bridge Preparatory Charter School, students participate in exercises like breaking down a word and bridging it back together.

“Can you read this word?” the teacher asks a child at the smart board.

“Concrete,” the student proudly replies.

“Concrete, excellent,” the teacher says.

It’s an approach aimed at helping struggling readers, and that’s who this elementary school was built for: children with dyslexia and other language-based learning needs.

“Every student, no matter where they live, no matter what their zip code is, no matter what their disability is, deserves to go to a public school in their community, like their peers, and that school should be able to meet their needs,” said Tim Castanza, the school’s co-founder and executive director.

Not every child here has a reading disorder like dyslexia. The school is open to all. But its lottery gives preference to children with Individualized Education Plans that note they’re struggling to read. More than 60% of the school’s students have an IEP.

“All of our classes are integrated co-taught classes, students with IEPs and students without IEPs learning together, the way it should be in public schools,” Castanza said.

The school uses the Orton-Gillingham approach to teach reading, which breaks reading and writing into smaller pieces.

“When you have a word, if it’s a vowel, then you put a V, and if it’s a consonant then you put a C,” student Jacob Rojas explained.

The method encourages children to use their senses, tapping and tracing letters as they go.

“She’ll put a letter on the smart board,” student Joseph Chiareolo said. “So if it’ll be A, we’ll do A, apple, ah, and then we’ll do the sounds for the letters, and we’ll trace them.”

Other schools use these techniques in teaching reading, but at Bridge Prep, students have a separate, 45-minute daily class devoted to Orton Gillingham.

The school doesn't have a kindergarten, so all of its students come from other schools, where typically, they were struggling.

Adina Sussman said before she came to the school for second grade, she had difficulty reading.

"It was really frustrating, and I needed a lot of help, and I had to get pulled out, and I wasn't a fan of it," Adina said.

Now, she gets that help alongside her classmates, and her reading has taken off.

Her favorite books?

"I like the Babysitter's Club," she said.

Last month, Schools Chancellor David Banks told Albany lawmakers he was hoping to open a traditional public school for children with dyslexia in each borough.

They might find some inspiration for how to do so right on Staten Island.

"The advocate in me is ecstatic that more kids in this city are going to have an opportunity to go to a school that meets their needs. I don't know what that school's going to look like. If it looks like here, they're going to be in a great place," Castanza said.

Castanza does have some advice. The school was founded in part because Staten Island parents of children with dyslexia often had no public school options and ended up sending their kids to special private schools at the city's expense. Those parents didn't want their children having to attend a school separate from their neighborhood peers.

"That's not what our community wanted. Kids in our community, parents in the community, they want to go to a school like their peers, but just have their needs met," he said.

To that end, Bridge Prep isn't designed to be strictly a school for children with dyslexia. Instead, Castanza described it as "a school here where kids with dyslexia can be successful."

Article from *Chalkbeat New York*: "'We didn't have options': A new Staten Island charter school aims to fill a gap for students with dyslexia"[5]

Laura Timoney knew that New York City's first charter school designed for students with dyslexia would become a reality when she and its other founders were able to envision a full day in the life of a student.

[5] Robinson, S. (2023, November 17*). "we didn't have options": A new staten island charter school aims to fill a gap for students with dyslexia*. Chalkbeat. https://www.chalkbeat.org/newyork/2018/7/3/21105363/we-didn-t-have-options-a-new-staten-island-charter-school-aims-to-fill-a-gap-for-students-with-dysle/

"We named her Juanita Henderson, and still just smile whenever we think of her," said Timoney, who works on education issues in the Staten Island borough president's office. "She's so excited and looking forward to coming to school, learning, looking in microscopes."

If all goes according to plan, Bridge Preparatory Charter School will begin serving its real students on Staten Island in fall 2019. The elementary school was approved by the Board of Regents in June, and it's set to be the first charter school in the state — and among only a few public schools nationwide — devoted to educating children with dyslexia and other language-based learning disabilities.

The goal is to provide another option for families who have long fought for more choices closer to home. Staten Island is the borough with the highest share of students with disabilities, and while district schools have been steadily adding resources to help students with literacy issues, many parents of children with dyslexia send them to private schools in Brooklyn or New Jersey.

To succeed, though, Bridge Prep will have to navigate a few considerable challenges.

A few, like finding space, are familiar to charter schools in New York City. Others, like convincing parents that their educational model will work best for their children — who may have sizable academic and emotional needs thanks to their frustrations with reading — may be more specific to Bridge Prep.

"We've gotten branded as the dyslexia school," founder Timothy Castanza said. His hope, though, is that the school will be able to attract a mix of students. "Struggling with literacy in general, something that so many students do struggle with, means that you should come to this school."

While designing the school, Castanza traveled to Jacksonville, Florida, to visit a magnet school that almost exclusively serves students with language-based learning disabilities and to Pittsburgh to visit the Provident Charter School for Children with Dyslexia.

Bridge Prep plans to use the Orton-Gillingham instructional approach, a popular method of teaching students who have trouble with reading, spelling, and writing. Each class will be 12 to 13 students so instructors can cater to children's individual needs, Castanza said.

The school also plans to use the "triad method," designed by Rose Kerr, a former Staten Island principal. Instead of students leaving their classrooms to receive extra help, additional teaching assistants and literacy coaches will rotate through the classrooms (called triads) to help students, joining the assigned general education or special education teacher and any paraprofessionals mandated for students.

The model is costly, and the five founders of Bridge Prep are continuing to search for additional outside funding — part of why the school's planning process has taken several years. (GRASP Academy, the dyslexia-focused school in Jacksonville, spent about double what a typical elementary school in that district did in 2015, according to the Florida Times-Union, though per-student spending in Florida is generally far below that of New York.)

The overarching goal, they say, is to help students at the start of their academic careers, putting them on the right track for later success.

Opportunity Charter School, another charter school designed to serve mostly students with disabilities in Harlem, came under fire last year for not being able to meet its academic benchmarks. But Opportunity has operated as a middle school and high school, and its students enter having to catch up. Maggie Moroff, the special education policy coordinator at Advocates for Children of New York, said Bridge Prep's decision to open an elementary school means it might avoid some of those issues.

"It's never too late to help a struggling reader learn to read, but it does get more difficult the longer the student is left without appropriate evidence-based interventions," said Moroff.

It's hard to know exactly how many students in Staten Island or New York City have dyslexia. The city's annual special education report in 2016-17 said about 77,000 students have a learning disability. Of all students with disabilities enrolled in the city's district schools, nearly 130,000 were receiving all of their recommended services, while almost 50,000 were denied some of the services that they were legally entitled to.

In 2016, the city announced it would increasing the number of reading coaches in each school through a new Universal Literacy Program. That may be helping, Moroff said, but some students still find themselves without needed support.

"If kids didn't have private attorneys, then what they ended up doing was just struggling in school and not getting the support they needed, falling farther and farther behind and getting a hodgepodge of services," said Moroff.

, a Staten Island mother whose daughter has dyslexia, saw that firsthand.

Despite having a diagnosis of her daughter's condition, Schwartz said the teachers at her local district school didn't take her seriously. So sued the Department of Education to reimburse her for the cost of sending her daughter to a private school for students with language-based learning difficulties, two hours away.

"I've heard kids say, 'I'm so stupid, why can't I read? I'm so mad at my brain!'" said , whose daughter is now middle-school aged. "My daughter didn't want to go to dance anymore, didn't want to go to school. She would cry, throw her books, say 'I'm an idiot,' things like that. So it took a lot of work to undo all of that."

Having a local school with experience helping students like her daughter like Bridge Prep would have saved her family from years of struggling, she said. "We didn't have options," said "If this school works, I'm all for it, because we need options here on Staten Island."

Article from THE CITY: "A Reading 'Crisis': Why Some Parents Created a School for Dyslexic Kids"6

Some city parents were so desperate to get their dyslexic children the reading instruction they couldn't find in the public school system that they rewrote the script — by founding their own school.

Bridge Preparatory Charter School on Staten Island will open its doors to 90 first- and second-graders on Thursday, as the only public school in the state that caters to students with language-based learning disabilities such as dyslexia.

The school's debut marks the climax of a yearslong battle for parents, advocates and elected officials eager to create an environment with small classes, intensive phonics-based instruction and other supports.

The charter school opens against the backdrop of a public school system that educators and experts contend has no systematic approach to teaching thousands of students with learning disabilities how to read, despite no shortage of methods proven to work.

Meanwhile, a growing number of students with disabilities are leaving public schools and winning hundreds of millions of dollars in private school tuition reimbursements from the city — fueled, in part, by parents determined to get their dyslexic children reading.

"These are parents who were really just asking for something so basic and so fundamental," said Tim Castanza, Bridge Prep's executive director and a former city Department of Education official. "Their kid learns differently — they were asking for just a program in a school to give their kid what they needed."

Teachers at Bridge Prep will get ongoing training in a popular phonics-based, multi-sensory approach to reading instruction known as Orton-Gillingham. Students will be assigned no homework, a known stressor for children who struggle with reading.

Education officials say they offer a range of supports to boost literacy — including the addition of 500 classroom coaches over the past three years and 960 others primarily focused on small-group reading instruction.

[6]Alex Zimmerman, C. and Y. G. (2020, April 6). *Pioneering Staten Island School, experts say, underscores systemic failures that drive families to seek help elsewhere - often at taxpayer expense.* THE CITY - NYC News. https://www.thecity.nyc/2019/09/04/a-reading-crisis-why-some-parents-created-a-school-for-dyslexic-kids/

But some advocates and politicians note those efforts aren't specifically tailored toward kids with dyslexia. They argue the DOE should add significantly more phonics-based instruction and introduce mandatory learning-disability screenings in the early grades.

Tears of Frustration

Staten Island Borough President James Oddo, whose team took a lead role in founding the charter school, said his eyes were opened to the lack of options for children with dyslexia when he held meetings where parents would break down in tears.

For years, dozens of Staten Island kids with dyslexia endured a 1.5-hour yellow bus commute each way to one of the few nearby schools that could help them: The Community School in Teaneck, N.J.

"There are hundreds, thousands of kids on Staten Island — and certainly across the city — who still are going without this and who are hostage to an antiquated educational system that will not help them," Oddo said. "We should fundamentally change the way we teach."

More than 76,000 New York City students have learning disabilities, according to Department of Education data.

Dyslexia, characterized by a difficulty in processing language that impedes reading, is the most common learning disability. Some experts estimate the percentage of children on the dyslexia spectrum ranges from 10% to 20%, while others put the figure much lower.

But for years, public school officials refused to even allow the word "dyslexia" in education plans for students with disabilities, citing a technicality in federal law.

Instead, the more generic "learning disabilities" diagnosis was written. Advocates and elected officials said that made it harder for students with dyslexia to get the proper services in their individualized education program, a legally-binding document known as an IEP.

Schools only began using the dyslexia designation last year, after the state legislature passed a law. Still, city officials cannot say how many IEPs now include the word "dyslexia."

Over the years, thousands of parents of dyslexic kids have argued their right to an appropriate public education was violated because schools couldn't provide proper instruction — claims repeatedly confirmed by independent administrative hearing officers.

Through orders by hearing officers or settlements of claims, children have received private tutoring and other services outside the school day — paid for by the city Department of Education.

The DOE also foots the bill for hundreds of students with learning disabilities to attend expensive private schools each year. In just one example from last school year, the DOE shelled out $46.4 million for 750 students to attend four highly-sought schools in Manhattan known as havens for kids with learning and other disabilities.

But that legal process is notoriously laborious, and requires parents to hire a lawyer and usually pay tuition upfront in hopes of being reimbursed.

System Mired in 'Crisis'

This system tends to benefit well-off parents who have the time and money to battle through the deluged impartial hearing system. The process, often full of stresses and financial strains, can end with the child traveling far from their neighborhood school.

Parents without the means to hire private tutors or sue the system can spend countless hours trying to convince school officials to provide needed services. Some might get part or even all they ask for, but others eventually give up, according to special education advocates.

Seeing this pattern repeated over and over led [redacted] who is dyslexic and attended private school at the DOE's expense, to declare a "crisis."

"I don't know how this is not the biggest social justice issue facing the Department of Education right now," he said. "The only kids who are dyslexic who are getting a good education are disproportionately upper class and white."

For [redacted], who lives in public housing in Brooklyn's East New York, it took getting a pro-bono lawyer to help her win a private school placement for her son Dimitri. In elementary school, [redacted] failed to write numbers correctly and spell words like "dog," often reversing the order of the letters.

He grew increasingly frustrated, often faking stomach aches to stay home. [redacted] sought out a lawyer at Advocates for Children who secured extra help for Dimitri from a special education teacher, although that instructor was not a trained reading specialist.

"They weren't having any success," [redacted] said.

By fourth grade, [redacted] was two and a half years behind grade level, she said, and had been held back twice.

Eventually, [redacted] lawyer was able to land [redacted] who is now 13, at the private school Tiegerman on Long Island at the DOE's expense. [redacted] is "making great progress," his mother said.

Without the free legal help, Gomez said, "I don't even think [Dimitri] would have a proper education because he would still be struggling with reading."

'No Consistency'

Parents and advocates say issues with helping dyslexic students run deep.

Teacher preparation programs aren't consistently instructing educators on how to best teach children to read, experts said. Most public schools don't have teachers with extensive training in methods such as Orton-Gillingham — and those that do have them are in short supply.

Principals also have leeway to choose a reading curriculum with little oversight by the education department, which doesn't track the programs schools use. Schools Chancellor Richard Carranza has suggested there should be more coherence in the city's literacy efforts, but there's been little movement.

Some experts say this patchwork of programs and lack of a guiding literacy strategy lead to a wide range of students falling behind.

Results on the state's annual reading exam in 2019 show a wide gulf remains between students with special needs and their general education peers. Just 16.1% of students with disabilities were proficient in reading in grades 3 to 8, compared with 56.2% of general education students, the data show.

"One of the problems in New York is there is no consistency school-to-school. There is no consistent literacy person who is creating a strategy about literacy in this city and I think that is a tremendous problem," said Susan Neuman, an NYU professor and literacy expert.

Neuman said she believes too little time is spent on phonics. "Like playing piano, you need your scales first," she added.

Even Top Schools Struggle

The lack of support for students with learning disabilities is so widespread that even some of the best public schools in the city aren't immune, parents and advocates say.

Laura Nest Wallace said special education teachers and a reading specialist at Public School 29 in Brooklyn's Cobble Hill helped her daughter Madeleine get by amid challenges from mild dyslexia. But when it came to her son Max, who fell far behind in second grade, the staff members essentially told Wallace they wouldn't be able to help him.

The school didn't respond to requests for comment.

After discussions with the DOE, officials agreed to pay for his $59,000 tuition at The Churchill School in Manhattan. It's a long commute for a 9-year-old by yellow bus. But Wallace said her son is making progress on his reading in the smaller classroom setting.

"I talked to so many parents in [Brooklyn's] District 15, a lot of them at very coveted schools, and they sort of have had similar experiences, sometimes worse experiences," she said.

"Even the really great schools seem to struggle with kids with dyslexia."

Problem Beyond New York

Across the country, the debate over how to teach reading is so intense it earned the moniker "the reading wars." The city's public schools system came down on one side of the argument in 2003 when then-schools Chancellor Joel Klein backed the so-called "balanced literacy" approach.

Balanced literacy advocates believe learning to read is a natural process, that enjoyment of reading is paramount, and that helping students understand the meaning of text is more important than teaching them the mechanics of reading.

But experts question whether it's the best method for struggling readers.

The opposing approach, rooted in phonics-based instruction, emphasizes decoding how letters correspond to sound and how the sounds connect to form words. It can be dry and repetitive, but many experts say the method establishes a firm base that benefits a wide array of students.

Many students can learn to read through a balanced literacy approach, particularly when it's complemented with additional reading and vocabulary work at home, the experts say. But for those who struggle — including those with dyslexia — balanced literacy can feel like being thrown into the deep end of a pool.

"Somehow or other, the public schools moved away from the idea that reading was a skill, and they moved to an idea in education that reading was exposure," said Ruth Arberman, the founder and director of The Sterling School, a Brooklyn private school for students with learning disabilities.

"If you said, 'I want to learn to drive a car,' and I said to you 'Fine, go watch the traffic on Atlantic Avenue for a while and then I'll hand you the keys' — you would laugh," added Arberman. "And yet that is how we teach reading in public schools."

Reading Coaches Added

Education department officials point to Mayor Bill de Blasio's "universal literacy" effort, which has placed roughly 500 reading coaches across all elementary schools over the past three years.

In a joint effort with the United Federation of Teachers, education officials also redirected 960 IEP teachers to primarily focus on small-group instruction of students struggling to read. Two-thirds of those teachers are at elementary schools, and all have been trained in phonics-based reading practices, according to UFT officials.

Esther Friedman, who oversees the education department's literacy efforts, said 13,500 teachers participated in training sessions last year — of which 40% were focused on phonics or "phonics-related topics." She acknowledged that the DOE doesn't mandate schools to use a particular approach, but the agency can encourage principals to adopt certain programs by subsidizing the cost of materials.

"Our task is to try to train as many people as possible," Friedman said. Those trainings, she added, "are absolutely derived from the reading science."

Officials said many teachers are trained in Orton-Gillingham approaches, though it was not clear how many.

Experts say these efforts, while welcome, fall far shy of where the system needs to be.

At the private Stephen Gaynor School in Manhattan, students get at least 45 minutes of small-group instruction with certified Orton-Gillingham teachers daily.

Head of school Scott Gaynor said public schools need more teachers trained in similar approaches, but noted the scale of the overhaul would require a firm commitment from state lawmakers and city leaders.

"I realize it's not an easy lever to pull, that it requires a lot of time and resources and money, but working in a school that's done this over 50 years, I see that it works," he said.

Assemblymember Jo Anne Simon (D-Brooklyn) proposed legislation this year that would require screening of elementary school students aimed at finding kids at risk of dyslexia. The DOE plans a pilot screening at two schools this year.

Steep Consequences

Simon introduced a separate bill that would require all teacher prep programs to offer at least some instruction in phonics-based approaches.

"Depending on the [education] school you go to, you might learn a lot about reading, but not how to teach it," she said.

Reading experts and special education advocates acknowledge a host of obstacles preclude a fast and simple solution in a school system as vast as the city's — including cost, an entrenched way of doing business and lack of political will.

But advocates say the consequences of leaving the system as is are unacceptably steep.

"It makes no sense to let this perpetuate," said Maggie Moroff, the special education policy coordinator at Advocates for Children. "Whatever else you do in school, if students are coming out of school not able to read, then you've failed."

Excerpt from *Education Week* Article: "Schools for Students With Dyslexia Also Promote Social Emotional Resilience. Here's How"[7]

"…Intentionally built into the day at many of these private and public schools for dyslexic students are opportunities to grow "soft skills" like self-awareness, competence, and confidence. At first glance, such opportunities may seem to have nothing to do with literacy per se. But they but are often integrated into the school day with as much intent as the most systematic and intensive reading instruction, and some school leaders argue that they are critical students' long-term success.

"People think it's all about instruction," said Timothy Castanza, co-founder and executive director of The Bridge Preparatory Charter School in the Staten Island borough of New York city. "Kids who come here have had a really bad experience in school. They've experienced sadness, anger, frustration … We spend a lot of time on culture, and on building a culture of acceptance, and elevating students' voices."

Castanza and other leaders of schools for students with dyslexia and literacy challenges share some of these strategies—unique, sometimes fun, and always deliberate—that promote self-awareness, build confidence, and support literacy competence…

At Bridge Preparatory, classrooms are named after famous people with dyslexia so that students are constantly reminded of what's possible. Odyssey routinely brings to campus dyslexic guests, some of whom have achieved fame, to talk with students about their personal and professional journeys. This year, they welcomed Mark Stoddart, an internationally reputed sculptor from Scotland who has severe dyslexia. Students also recently enjoyed a virtual visit from Bryan Perla, the 23-year-old founder and CEO of Little ELF Products, Inc., an e-commerce and retail gift wrap solutions company, and a graduate of Stanford with an engineering degree. He, too, has dyslexia."

Excerpt from *The New York Times* Article: "Searching for Struggling Readers, One School at a Time"[8]

"Many parents of pupils with dyslexia have sought options outside the traditional public school system. At Bridge Preparatory Charter School, which opened four years ago on Staten Island and largely enrolls low-

[7]Heubeck, E. (2023, June 15). *Schools for students with dyslexia also promote social emotional resilience. here's how.* Education Week. https://www.edweek.org/teaching-learning/schools-for-students-with-dyslexia-also-promote-social-emotional-resilience-heres-how/2023/06

[8] Closson, T. (2023, February 9). *Searching for struggling readers, one school at a time.* The New York Times. https://www.nytimes.com/2023/02/09/nyregion/dyslexia-programs-reading-schools.html

income Black and Latino elementary students, all children spend about an hour each day on Orton-Gillingham-based instruction.

Timothy Castanza, the school's executive director, said that many families have had to grapple with the reality that when children come to his school several years behind, gaps may not be fully closed by the time they leave fifth grade. The school does not solely enroll students with dyslexia, but most have special education plans.

'There's a lot of pressure on Chancellor Banks as the system leader — and me, as my mini-system leader — to deliver immediate results for kids who really need it,' Mr. Castanza said. 'And it takes a lot of work.'"

Article from *The Wall Street Journal:* "A New York School Focuses on Children With Dyslexia"[9]

The nation's largest public-school system has one charter school designed to address the learning disability used to come home from first grade crying because she couldn't keep up at her public school in Staten Island and felt she didn't belong.

Her mother, , paid for private evaluations and found had dyslexia, a condition that makes it hard to recognize letters and learn to read. Violetta switched to Bridge Preparatory Charter School last fall for second grade. Opened in September, it has an unusual mission: It was designed expressly for children with dyslexia.

"Now she has the confidence to sit and look at words and figure out how to decode them," Ms. says. The charter "puts children in a school environment where other kids get them."

Bridge Prep was co-founded by a former director of planning for two boroughs at the city Department of Education, Timothy Castanza, in the belief that district schools don't give children with dyslexia the systematic, explicit instruction they need. Too often, he says, desperate parents have to fight for services while children fall farther behind.

Bridge Prep teachers use the Orton-Gillingham approach, which aims to help children break words into segments to read.

"We couldn't wait for the DOE to do something," said Mr. Castanza, the charter's 31-year-old executive director. "In New York City, we have a wait-to-fail system."

Department officials say they are committed to giving all students what they need to thrive, but acknowledge backlogs in evaluations and interventions for a range of disabilities. The agency says 84% of students received their recommended special-education programs in full in the last academic year, up from 78% the prior year.

[9]Brody, L. (2020, February 19). *A New York School Focuses on Children With Dyslexia*. The Wall Street Journal. https://www.wsj.com/articles/a-new-york-school-wants-to-focus-on-children-with-dyslexia-11582136660

"We're committed to supporting students with dyslexia and reading disabilities, and we support the practice of universal screening for all of our students to identify risks early," said a spokeswoman.

About 75,000 children in the system of 1.1 million have been diagnosed with learning disabilities, a category that includes dyslexia. Advocates for children with dyslexia say many go undetected, a problem that contributes to the city's low reading scores. Only 27% of New York City's public-school fourth-graders were proficient or better in reading on the National Assessment of Educational Progress in 2019.

Dyslexia is a neurological condition caused by a different wiring of the brain, according to the International Dyslexia Association. It estimates 15% to 20% of people have a language-based learning disability, with most of them having reading deficits, usually tied to dyslexia.

Children with dyslexia commonly have trouble recognizing individual sounds in spoken language and matching letters to sounds.

At Bridge Prep, classrooms are named after famous innovators and artists who had dyslexia, including artist Leonardo da Vinci, inventor Thomas Edison, director Steven Spielberg and actress Whoopi Goldberg. Applicants get in by lottery. Now offering first and second grade for 85 students, it will add third grade next fall and reach fifth grade as students grow.

Teachers use an approach known as Orton-Gillingham, which aims to help children break words into segments and crack the code of how letter patterns connect to speech. They also use repetition and movement to instill memory: Children use their fingers to "tap out" each sound in a word. Sometimes they jump to do so.

On a recent morning, one classroom had two teachers and two special-education specialists with 17 second-graders, split in groups. A girl stood up to read. "I gave my…" she said, pausing.

"Tap it out," her teacher said. "C. Ca. Cac. Cact. Uh. Us. Cactus," she answered, tapping one finger on the table for each sound. "I gave my cactus a splash."

"Awesome!"

Hoverboards and rocking chairs are on hand for squirmy children who focus better if they can move. Most days are 90 minutes longer than in district schools. There is no homework.

A hallway bulletin board shows off results. In September, 24% of all first-graders could identify all lowercase letters, for example. By January, 71% could.

Should all schools screen young children for dyslexia?

Advocates, including Assemblyman Robert Carroll, a Brooklyn Democrat who has dyslexia, want a state law requiring districts to start screening all children for dyslexia annually from kindergarten through second grade.

New York City schools choose whether to use dyslexia screening tools. A city Department of Education spokeswoman said the agency provides training in their use, some screeners are free, and schools must tap their own funds to pay for any that aren't.

Other districts and states, such as Missouri and Maine, already screen universally for dyslexia.

Early clues include having trouble rhyming or learning common nursery rhymes, or not understanding that words can break into parts.

In a $2,000 pilot project this month, two Brooklyn elementary schools, P.S. 107 in Park Slope and P.S. 130 in Windsor Terrace in District 15, screened hundreds of first- and second-graders. The city paid for the project, whose results aren't available yet.

These schools used Shaywitz DyslexiaScreen, which has teachers answer 10 to 12 questions on a tablet about each child, such as how often the student has trouble identifying letters or letter sounds. The tool from Pearson flags at-risk children who deserve fuller evaluation.

"If you don't screen children and diagnose their risk, the cost is very high," said Sally Shaywitz, a developer of the tool at the Yale Center for Dyslexia & Creativity. "They don't get evidence-based instruction, they continue to struggle, and they see themselves as a failure."

One first-grader named Jonathan arrived knowing only one letter, J. Now he knows 16 and can read small words using them. Alayna Quattrocchi, a speech-language pathologist at the charter, calls that progress huge. "If we're not giving these foundational skills, we're setting them up for failure," she said.

Education experts say that many New York City schools fall short in reading instruction, and lack a robust focus on phonics, which teaches how letter combinations represent sounds.

There is consensus among researchers that teaching phonics in a structured, sequenced way is an essential part of good instruction for all children, and especially necessary for those with dyslexia.

By contrast, the "whole language" approach generally holds that phonics drills are too tedious, children can figure out words from nearby pictures and most will likely pick up reading naturally from exposure to books.

Department officials say they encourage strong phonics lessons, and have dispatched 500 literacy coaches citywide to improve reading instruction. Principals choose their curricula, however, and teachers say not all embrace phonics wholeheartedly.

"The challenge is, are you a victim of poor instruction or do you have dyslexia?" said Debbie Meyer, a parent advocate on the city's Dyslexia Plus in Public Schools Task Force. "At some point, it doesn't matter because you need the same remediation. You need direct instruction in decoding, not being told to guess by the picture and first letter."

Applicants must combine all the individual documents and/or files included in the proposal (Requests 00 – 23) and submit them as a single Adobe Acrobat® document. Please ensure all individual requests are included in the merged document, as missing requests may delay application review or invalidate the application altogether.

Strategic Growth Plan Narrative

Background of Bridge Preparatory Charter School: Bridge Preparatory Charter School 2 (BPCS2) is proposing to partner with Bridge Preparatory Charter School (BPCS), which was authorized by the New York State Education Department, Board of Regents to open in 2019. BPCS currently serves students on Staten Island in Grades 1-5. Estimates indicate that as many as 10 to 20 percent of New York City students have a language-based learning difference (LBLD), the largest of which is dyslexia. BPCS is the first public school in the state, and one of several nationwide designed to serve and meet the needs of this group of students. BPCS is a diverse community of learners that serves students from every zip code across Staten Island, as well as several from Brooklyn. A majority of BPCS students enter multiple grade levels below in reading, with many lacking basic foundational reading skills, and many of our students have an Individualized Education Program (IEP) that includes one or multiple related services such as Speech and Language, Occupational Therapy, Physical Therapy, and Counseling.

As indicated in other sections of this document, to meet the needs of our target population, BPCS's approach to teaching and learning is rooted in the Science of Reading (SOR). The SOR focus is hands-on practice to support classroom implementation. The SOR is an evidence-based and comprehensive understanding of how individuals acquire reading skills. It draws from extensive research in cognitive science, psychology, linguistics, and education to inform effective literacy instruction. The key components of the SOR encompass phonemic awareness, phonics, vocabulary development, reading fluency, and reading comprehension strategies. Research highlights that reading is not an innate skill but rather a learned process that requires explicit and systematic instruction. This research emphasizes the importance of teaching students foundational literacy skills in a direct and explicit way. BPCS faculty become experienced in their implementation of evidence-based practices and are able to develop a depth of knowledge around literacy acquisition and proficiency across content areas for struggling learners.

The current Board of Trustees (BOT) of BPCS voted to partner with BPCS2 and members of the BPCS BOT intend to serve on the BOT of BPCS2, should our applicant group receive a charter. The BOT of BPCS and the founding group of BPCS2 have worked on a plan to ensure that both organizations can operate in an academically, fiscally, and operationally sound manner; that plan is detailed in this section.

Greenlighting: Given the significant demand from members of the Staten Island community, including and especially many families of current BPCS students, the BOT of BPCS, voted to greenlight the application process for a middle school serving the same targeted population (students with language based learning disabilities) as BPCS. By unanimous vote of the Board, many of whom are committing to serve on the Board of BPCS2, the decision was made to proceed with the within application process. This decision was made after an in-depth strategic session considering the structures presently in place at BPCS, discussion and collaboration with the Executive Director at BPCS about the clear need for a middle school option using the current methodologies in place at BPCS. As our foundation, organizational and fiscal structures are sound, and with the current permanent location of BPCS within a NYCDOE building, the BPCS BOT along with the Executive Director of BPCS believe that BPCS is strongly positioned act as a partner organization for our proposed middle school, BPCS2.

Demand and Location: BPCS was developed and opened following assessment of need and demand, including not only community demographics but national trends identifying a significant population of students who struggle with literacy. The trends and demographics clearly continue as the student population moves toward middle school. BPCS2 will not compete for enrollment with BPCS, and in fact we believe that BPCS2 will complement BPCS very well. The intent is to identify a space that is appropriate

in its size and space offering for our students, with central locations obviously preferable given our students come from all over the borough.

Five Year Growth Chart:

Five-Year Growth Chart						
BPCS2 (Proposed school to be authorized by SUNYCSI)						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
6th Grade	Middle	76	76	76	76	76
7th Grade	Middle		76	76	76	76
8th Grade	Middle			76	76	76
TOTAL		**76**	**152**	**228**	**228**	**228**
BPCS (Authorized by NYSED)						
GRADES	**LEVEL**	**2025-26**	**2026-27**	**2027-28**	**2028-29**	**2029-30**
1st Grade	Elementary	40	40	40	40	40
2nd Grade	Elementary	46	46	46	46	46
3rd Grade	Elementary	52	52	52	52	52
4th Grade	Elementary	52	52	52	52	52
5th Grade	Elementary	52	52	52	52	52
TOTAL		242	242	242	242	242

Pathway through grade levels: The students at BPCS represent a population that would be well served by BPCS2. It is also expected that the needs of students who do not complete their elementary education BPCS can be addressed at BPCS2. BPCS2 would offer a lottery based access to BPCS2 similar to that offered at BPCS. Student admission at BPCS is run by lottery, held in accordance with state regulations. BPCS2, similar to BPCS, proposes to utilize lottery preference, with the goal of serving its targeted student population of differing learners, specifically students with IEPs that indicate dyslexia, an impairment in reading, or difficulty with/an impairment in phonological awareness and development. In addition, BPCS2 proposes to offer a lottery weight for ELLs, as this population also often benefits from the same approach to instruction of students with language based learning disabilities. This preference and weight are designed to ensure our steadfast commitment to expanded learning opportunities for at-risk students, while also ensuring we meet the enrollment and retention targets mandated by State Education Law. If these targets are not met, and our overall student population does not represent the target community identified in our mission, we will evaluate our recruitment and admission practices and seek to amend the charter to institute a new lottery structure.

BPCS2 will offer a rigorous curriculum aligned to the New York State Learning Standards designed to serve the diverse needs of our neurodiverse student body. Pathways through grade levels would be implemented based on the successful completion of required grade instruction predicated upon NYS Learning Standards.

Hiring and Retaining Certified, High-Quality Teachers: BPCS has not met with significant challenges in meeting the requirement to hire certified teachers. High quality teachers are recruited and retained. In 2022-23, BPCS had 33 teachers, 25 of which were certified and 8 were uncertified, but categorized as having at least three years of elementary, middle or secondary classroom teaching experience or exceptional business, professional, artistic, athletic, or military experience. Retaining quality teachers is a high priority at BPCS. Between 2021-22 and 2022-23, the teacher retention rate increased, reaching 91%. 96% of teachers returned to BPCS between the 2022-2023 and 2023-2024 school years- the highest retention in the organization's history.

BPCS2 will network with community partners, including BPCS, and leverage the BOT's experience and capacity to help with the search for certified teachers. BPCS2 will host employment information sessions for potential candidates. These sessions will highlight the extensive pre-service, in-service and ongoing professional development and certification opportunity in Orton-Gillingham (OG) that staff members will receive; the unparalleled opportunity to teach in a school with an extremely low teacher to student ratio in our uniquely-designed classrooms with on-site staff developers in literacy; and the administrative support and infrastructures that while rigorous in expectation and accountability, will benefit their professional practice and be integral to student progress and success. We believe these factors, which have proven to be effective at BPCS will result in high teacher retention at BPCS2.

Staff recruitment at BPCS2 will be led by the Head of School in consultation with the BOT and school leadership team. BPSC2 will seek qualified candidates that are adept in providing differentiated instruction and demonstrate interest in the mission of BPCS2. BPCS2 will use a variety of strategies to hire staff, including hosting information sessions for potential candidates, conducting outreach at networks such as Teach for America and the NYC Teaching Fellows, and conducting outreach at local colleges and universities that have strong literacy acquisition specializations. All recruitment efforts will highlight our competitive salary and health benefits.

In addition, the BPCS's literacy-based approach to learning has proven attractive to applicants and we expect that this will be a factor in drawing applicants for positions at BPCS2. All teachers at BPCS2 will be uniquely supported in delivering and implementing OG instruction. In addition to a summer intensive training program, mandated for all staff, all teachers will receive weekly personalized coaching and professional learning. Direct coaching sessions include modeling, lesson planning support and individualized instructional strategies based on the needs of each classroom, teacher and group of students. Through this partnership and commitment to mission-driven and results-proven professional learning for our staff, similar to BPCS, BPCS2 will be uniquely positioned as one of the only public schools in the country to have a teaching staff fully trained under the guidance of an Accredited OG Training Fellow. The OG coach meets with teachers on a weekly basis to provide feedback and support with lesson planning and instruction.

To retain teachers, BPCS2, similar to BPCS, will offer a supportive environment that values teacher voice and provides ample Professional Learning opportunities. All teachers will complete a satisfaction survey at the beginning and end of each year; the results of these surveys will inform changes to our program, ranging from the lesson plan format to our compensation model. Teacher retention will be further supported by our competitive salary and retention bonus structure. We will follow an evaluation model that provides a clear structure for making decisions to remove ineffective staff members when necessary.

If areas of weakness are identified during observations, teachers are given support to improve. Should a given teacher receive an overall rating of "Developing" or "Ineffective", a Professional Improvement Action Plan (PIAP) will be put in place for the next academic year. The purpose of the PIAP is to assist and further develop teachers to their full potential. The PIAP will be developed mutually between rating officer and teacher via pre and post conferences during mandatory monthly formal observations. The agreement will incorporate support structures and actionable improvement steps, such as increased professional development, collegial or formal mentoring, and a timeline for attainment.

BPCS2, similar to BPCS will offer a variety of Professional Learning (PL) opportunities for teachers, reflecting our proposed Key Design Element of "extensive, supportive staff development." Each summer, teachers participate in pre-service PL, which includes training on core aspects of our instructional program such as: OG, our standards-based curriculum, goal setting, differentiation, co-teaching, classroom management, and The Leader in Me. Teachers will also be provided PL on operational protocols, school policies, and procedures. We will provide staff PL around behavior management and trauma informed teaching. BPCS has partnered with an applied behavioral analysis (ABA) specialist to provide classroom management strategies and an understanding around behavioral support which would also be provided to BPCS2 faculty. Given the instructional support model and through a unique partnership with an OG coach, PL will be provided on a weekly basis for all teachers.

BPCS has also developed a practicum program, that creates avenues for teacher certification in the OG approach, thus ensuring a sustainable, expertly-trained future for the BPCS educational community. As part of its partnership commitment, BPCS2 will have full access to the practicum program. In 2023 BPCS introduced the Structured Literacy Practicum Center. This expanded PL offering will ultimately support BPCS and BPCS2 in earning accreditation from the International Dyslexia Association. BPCS is on the pathway towards applying for school accreditation from the Orton Gillingham Academy, an accreditation that only 19 schools nationwide have- none of which are public schools.

Staffing and Strategies to Support Talent Pipeline: In order to effectuate the mission of BPCS2, which aligns with the mission of BPCS, BPCS has committed to providing Head of School services, on a part-time basis, to BPCS2 utilizing the current Executive Director (ED) of BPCS. Such cross-utilization would obviate any challenges offered by opening at a different location and ensure consistency of implementation of the mission of BPCS2. Initially, no additional staffing is intended to overlap at the two locations. Instructional and operational leaders will be selected in accord with the school hiring plan as laid out above. However, the opening of operational and instructional leadership roles at BPCS2 will provide opportunities for staff members at BPCS to apply for higher leadership positions. BPCS's current ED and proposed Head of School at BPCS2 has strong relationships and connections in the Staten Island and NYC education community, specifically with effective partnerships with organizations supporting people with language based learning differences. He is a respected d voice in the field of literacy education and is a recipient of the prestigious Cahn Fellowship for Distinguished School Leaders. He currently serves alongside literacy experts from across the country, on the NYC Literacy Advisory Council helping to develop guidance for literacy instruction in New York City's public schools and on the New York State Education Department's The Path Forward Initiative, which is working to transform early literacy instruction in New York State by integrating the Science of Reading into educator preparation programs. This provides him with access to potential partnerships with and pipelines to colleges and universities and mission aligned organizations.

Again, offering the unparalleled opportunity to teach in a school with an extremely low teacher to student ratio in uniquely-designed classrooms with on-site staff developers in literacy; and the administrative support and infrastructures which will benefit professional practice and be integral to student progress

and success, it is expected that BPCS2 will achieve its goal of hiring and retaining certified instructional and operational leaders.

BPCS2, as part of its community partnership commitment, will continue its relationships, as initiated by BPCS with the Staten Island and broader NYC education community on a regular basis. Some of the organizations we collaborate with are: Staten Island Chamber of Commerce; Catholic Youth Organization; Pride Center of Staten Island; Eye to Eye; Superpower Mentors; Consortium of SI Charter Schools; Sundog Theatre; El Centro; YMCA; United Activities Unlimited; NYCID; The Reading League; National Dyslexia Association; Community School District 31; Staten Island Foundation; Staten Island Business Outreach Center; Staten Island Chamber of Commerce; New York City Department of Education; Promise Project. We also have relationships with college communities, in particular Wagner College. The community relationships and outreach performed by BPCS2 will continue to provide a pipeline for teachers and instructional staff.

Shared Services: As indicated above, BPCS has committed to providing Head of School services, on a part-time basis, to BPCS2 utilizing the current Executive Director (ED) of BPCS. BPCS2 will contract with a SOR consultant to provide the necessary SOR related training, professional development and SOR coaching for BPCS2 teachers. It is not anticipated that there will be a shared services team across both schools.

Reflection on prior academic performance across existing schools: BPCS recognizes that while its students show significant progress in ELA and Math, they have been lagging in the growth towards proficiency as reflected by state standardized testing (note that due to testing cancelations related to COVID-19, BPCS has just two years of state testing data to date). In just our first term (4.5 years) BPCS has defied the odds for our kids helping our neurodiverse learners make academic growth despite launching during COVID-19. Despite pandemic challenges, all of our students are making progress and growth in both ELA and math. Over the course these two testing years, ELA and math proficiency grew: ELA proficiency grew by six percentage points and math proficiency doubled. Notably, ELA proficiency for fourth grade tripled. For SWD, 80% of students at BPCS were proficient in science in 2022, exceeding the SWD proficiency of CSD 31 by 17 percentage points. Although students made substantial growth, aggregate proficiency for ELA and math was still below that of the district in both tested years. However, when taking a closer, more focused look at the data, and putting the data into context of the students being served by BPCS compared to the district and city as a whole, we compared the percentage of SWDs served by both BPCS and the district, BPCS serves significantly more SWD(66% of total students in the school). With that noted, in two years of testing, we are approaching the district and citywide proficiency rates for SWD in ELA- proof that our instructional approach is working.

Given our unique population, BPCS also views student growth on the NWEA MAP test as a valuable measure of academic achievement, and has incorporated NWEA MAP goals into the accountability goals for BPCS. Each year at BPCS, we continue to show substantial growth for all students in our NWEA MAP scores in ELA and math, from trimester to trimester. In 2022-23, BPCS met its MAP goals, representing growth from prior years and end of Year MAP Assessment results showed as follows:

■ Grade 3 ELA: 58% of students at or above grade level (15% at beginning of year)

■ Grade 3 Math: 53% of students at or above grade level (13% at beginning of year)

■ Grade 4 ELA: 54% of students at or above grade level (38% at beginning of year)

■ Grade 4 Math: 48% of students at or above grade level (15% at beginning of year)

■ Grade 5 ELA: 41% of students at or above grade level (22% at beginning of year)

■ Grade 5 Math: 26% of students at or above grade level (10% at beginning of year)

THe BOT and Executive Director held a strategic session and reflective time on BPCS testing data, working to understand it in context and in its relation to student growth and outcomes. As noted above, we looked at all forms of testing data, as well as schoolwide assessment data to make determinations about next steps to support the organizations continued growth and improvement. We did a closer look at who our students were, which painted an interesting and critical picture. When assessing grade level foundational reading readiness skills for all students on our beginning of year Reading Readiness Assessment data, we consistently see that our new students **enter** BPCS multiple grade levels behind in foundational reading skills. In 2023:

- Only 6 % of our new cohort of 1st grade students entered with mastery of PK or Kindergarten foundational skills (one syllable words, letter identification, sounds)
- 7% of new 2nd grade students entered with grade level foundational skills, with 31% having only mastered PK or K skills
- 2% of new 3rd grade students entered with grade level foundational skills, with 16% having only mastered PK or K skills
- 4% of new 4th grade students were able to master 3rd grade foundational skills (higher level or more syllable words, suffixes, prefixes, patterns/syllable types).

As is noted above, 67% of BPCS students are SWD and over 90% of students taking NYS Assessments received testing accommodations.

BPCS adopted a number of initiatives to help close the gap on proficiency. Included in an academic action plan was the hiring of ELA and Math Coaches. In 2022-23 teachers focused on aligning formative data with state test questions so that students are exposed to the language used in state tests on a daily basis. Student schedules were restructured for the 2023-2024 school year to allow for a structured literacy block (allowing for rigorous instruction in ELA coupled with OG and dedicated reading period to improve student stamina and grade level text access) BPCS continues to provide free after-school programming for students below grade level proficiency in ELA and math as an extra support resource targeting specific standards needing remediation.

In 2023-24, BPCS focused on refining the use of the MAP assessments to ensure that teachers are using the data it provides in the most effective ways.BPCS also formed a new schoolwide Data team, made up of teachers from across each grade, the instructional math coach and the Director of Teaching and Learning- who are tasked with reviewing trends in schoolwide and individual student data and identifying students in need of additional supports and areas of instructional focus. The team then supports the academic team in implementing various tiers of intervention.

In the summers of 2022 and 2023 BPCS introduced a summer program for at-risk students through the Summer Boost grant. In 2022 BPCS provided 40 students, and in 2023 46 students, in Grades 1-4 with daily ELA and math instruction and opportunities for enrichment for five weeks.

Since 2022-2023, BPCS has offered at-risk students dedicated after school programming using academic data to identify and target specific standards needing remediation in both ELA and math. In 2023-24, the Director of Student Support (DSS) joined the leadership team to increase BPCS capacity for serving the needs of at-risk students. The DSS supports students' social and emotional needs to ensure that all students can succeed in the school’s academic program.

Opportunities and challenges associated with opening more schools as relates to academic performance: With a robust instructional team in place at BPCS, as well as a strong teacher retention rate, BPCS is poised to continue academic growth and we do not anticipate that opening BPCS2 will have an impact on academic performance at BPCS. Further, we expect that BPCS's partnership with BPCS2 will benefit BPCS2's academic performance in that it will offer a basis of experience in serving the target population as well as robust PL opportunities that will contribute to student proficiency.

Ensuring Effective Oversight: As of today, the BPCS Board of Trustees has nine members, with experience in education leadership, law, fundraising, IT, business development, teaching, psychology, and SPED. The Board includes a voting seat for the president of the Family Association, which was identified as a goal in our original charter application as part of our key design element of "a supportive network for families." Three of our trustees are BPCS founding Board members with terms set to expire in 2024. In anticipation of this change, the Board Development and Governance Committee initiated a recruitment process in 2022-23, which included a survey of the Board to identify the areas of need. As a result of this effort, BPCS successfully added three new members to the Board in 2022-23, with backgrounds in business management, charter school finance, and education. The Board is currently developing a succession plan to ensure a smooth transition as new trustees replace departing trustees. There has also been significant interest from a number of individuals who would like to join the Board of BPCS and it is expected that new members will be added to the Board by the commencement of the 2024-2025 school year.

The board engages in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. The Board meets monthly and hosts at least two strategy sessions each year, open to the public, to set goals and priorities and monitor progress. The Board refers to the BPCS charter frequently to ensure that all initiatives are aligned with the school's mission and program. In the 2022-23 school year, the Board identified ways to provide additional PL opportunities for teachers related to structured literacy as a priority, which is a goal identified in the original charter. Fidelity to the charter goals led to the approval of and launching of the Structured Literacy Practicum Center at BPCS as a first step in meeting this goal.

As founding members of BPCS depart, having reached terms of service limits, they have made a commitment to join the Board of BPCS2 to ensure its viability and alignment with the mission and goals of BPCS. In addition, there will be a cross-over of some of the BOT of BPCS, to help formulate and support BPCS2. BPCS will have a full, separate BOT from BPCS, made up of at least five members, many of whom were part of the founding team of BPCS. Similar to the BOT of BPCS, the board will engage in strategic and continuous improvement planning by setting priorities and goals that are aligned with the school's mission and educational philosophy. The BOT will also annually evaluate the Head of School, conduct public strategy sessions, set goals, support the school and monitor progress. It is expected there will be a collaborative relationship with the BOT of BPCS and one joint strategy session annually.

Efficiencies: The 2022-2023 year was the first graduating class of BPCS. Throughout that year, it became readily apparent that there were no middle schools offering the type of programming needed by our neurodiverse population. There was an enormous campaign orchestrated by our 4th and 5th grade parents seeking to open a middle school. At that time we were not ready to open a middle school nor could opening of the school have been accomplished in time to meet the demand of our graduating class. BPCS worked with the DOE and created a plan to develop what was termed a "soft landing" for our graduating 5th graders. Three DOE middle schools were identified to help provide the cross-over of our students to middle school and make sure IEP's were up to date and necessary services were in place. Unfortunately, none of the DOE middle schools have the type of programming offered at BPCS nor are they able to offer the intensive OG teaching method proven so effective for those struggling with literacy. BPCS has heard

from many of our graduated students and their parents, expressing their continuing academic struggles and the desire for a middle school option.

Allowing BPCS2 to open would provide an efficient transition to middle school for those students already identified as needing direct and explicit instruction in OG, as well as the interdisciplinary threading of OG across subject areas. It would also provide a school for those struggling learners who were not previously offered the programming as offered by BPCS but would benefit from their exposure to OG teaching, small class sizes and offered enrichments for students with differing needs.

Discussion of any key challenges the education corporation has identified related to replication and what steps will be taken to address those potential challenges if the new school were to be approved;

As indicated throughout this application, BPCS2 would not be a replication of the grade 1-5 model offered by BPCS but, instead, would provide a 6-8 middle school alternative within CSD 31 for those students who struggle with literacy. We do not anticipate any significant challenges aside from locating a facility (although we have already identified several options) that will appropriately meet the needs of our proposed program.