

# Bridge Preparatory Charter School

## Board Meeting

Published on September 10, 2024 at 10:09 AM EDT

Amended on September 12, 2024 at 6:56 PM EDT

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### Date and Time

Thursday September 12, 2024 at 7:00 PM EDT

### Location

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

557 5th St. #3  
Brooklyn, NY 11215

60 Washington Sq. South  
NY, NY 10003

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### Agenda

	Purpose	Presenter	Time
<b>I. Opening Items</b>			<b>7:00 PM</b>
<b>A.</b> Record Attendance		Geena Kuriakose	1 m
<b>B.</b> Call the Meeting to Order		Geena Kuriakose	2 m

	Purpose	Presenter	Time
<b>C.</b> Approve Minutes from August 8th Meeting	Approve Minutes	Geena Kuriakose	2 m
<b>II. Board Reports</b>			<b>7:05 PM</b>
<b>A.</b> Academic Committee Report	FYI	Traci Frey	5 m
<b>III. New Business</b>			<b>7:10 PM</b>
<b>A.</b> Financial Policy and Procedures Manual	Vote	Tim Castanza & Rebecca Peters	5 m
<p>Proposed are a set of amendments to the school's Financial Policy and Procedures Manual, which have been reviewed and recommended by the Finance Committee. These amendments focus primarily on aligning school discretionary spending limits with industry standard levels. Further, the proposed revisions include specification of the annual review and revision cycle of the manual. Of important note, on the recommendation of the Finance Committee, the manual is being submitted for board review and approval without the inclusion of an investment policy. Such a policy is under consideration of the Finance Committee and will be brought to the board at a later date for review and inclusion in a revised manual.</p>			
<b>B.</b> Board Business Calendar, SY 2024-25 Draft	Vote	Mark Harmon-Vaught	5 m
<p>The Board Business Calendar outlines monthly topics for presentation, discussion, and action at Board of Trustees meetings throughout the school year. It features "deep dive" presentations on key issues for the school, board, BPCS community, and NYSED authorizers. The calendar aims to enrich board discussions, deepen understanding, leverage expertise, and strengthen oversight.</p>			
<p><b>• Proposed motion:</b> To adopt the preliminary 2024-25 Board Business Calendar, with amendments permitted by the Executive Committee in consultation with the Executive Director.</p>			
<b>IV. Special Topics</b>			<b>7:20 PM</b>

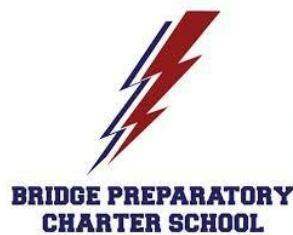
	Purpose	Presenter	Time
<b>A. School and Board Goal-Setting</b>		Traci Frey, Mark Harmon-Vaught, Tim Castanza	25 m
<p>The Executive Director and Board Co-Chairs will present a draft of the ED's goals for the 2024-25 school year, followed by a facilitated discussion with the board. The discussion will focus on aligning board goals for 2024-25 with the school's goals, the 2023-24 end-of-year board assessment, the NYSED Renewal Report, and insights from the July 2024 Board Strategy Session.</p> <p><a href="https://app2.boardontrack.com/boardAssessmentReport/full/1220">https://app2.boardontrack.com/boardAssessmentReport/full/1220</a></p>			
<b>V. Other Business</b>			<b>7:45 PM</b>
<b>A. School Leadership Updates</b>	FYI	Tim Castanza	10 m
<b>B. Update from the Family Association</b>	FYI	Deidre Medina	5 m
<b>C. Public Comment</b>	FYI	Geena Kuriakose	2 m
<b>VI. Closing Items</b>			<b>8:02 PM</b>
<b>A. Review of Action Items &amp; Next Steps</b>	FYI	Traci Frey & Mark Harmon-Vaught	2 m
<b>B. Adjourn Meeting</b>	Vote		

# Coversheet

## Approve Minutes from August 8th Meeting

**Section:** I. Opening Items  
**Item:** C. Approve Minutes from August 8th Meeting  
**Purpose:** Approve Minutes  
**Submitted by:**  
**Related Material:** Minutes for Board Meeting on August 8, 2024

DRAFT



# Bridge Preparatory Charter School

## Minutes

### Board Meeting

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#### **Date and Time**

Thursday August 8, 2024 at 4:30 PM

#### **Location**

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

328 Oakland Avenue  
SI NY 10310

3700 Walnut Street, Suite 215  
Philadelphia, PA 19104

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#### **Trustees Present**

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

#### **Trustees Absent**

R. Peters

#### **Ex Officio Members Present**

T. Castanza

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### **Non Voting Members Present**

T. Castanza

### **Guests Present**

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

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## **I. Opening Items**

### **A. Record Attendance**

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

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

As the total number of the full Board of Trustees is currently 5 members, **QUORUM IS MET** with 4 trustees present either in-person or via videoconference from open public locations.

### **B. Call the Meeting to Order**

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

## **II. Consent Agenda Items**

### **A. Consent Agenda Description**

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

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

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

M. Harmon-Vaught seconded the motion.

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

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

### C. Adopt Revised Trustee Responsibilities and Commitment Agreement

G. Kuriakose made a motion to adopt the Revised Trustee Responsibilities and Commitment Agreement as presented to the board.

M. Harmon-Vaught seconded the motion.

The trustee responsibilities and commitment agreement, a document all new trustees are asked to sign, has been updated with revised language and information reflecting board governance best practices and the current norms and expectations of the board.

G. Kuriakose stated if there is no objection, the motion to approve the *Revised Trustee Responsibilities and Commitment Agreement* will be adopted. As there was no objection, the motion is adopted and the motion is approved by unanimous consent.

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

## III. Reports from Committees

### A. Finance Committee Update

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

T. Castanza said that *Finance Committee* Chair, R. Peters asked him to give a report today:

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

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

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

## B. Academic Committee Update

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

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



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

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

### C. Executive Director Update

T. Castanza gave the following Executive Director update:

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

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

#### IV. New Business & Special Topics

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

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

However, we really want to use this time to pick your brains and think about what topics you all would like brought forward to the board to talk to about in more detail.

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

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

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

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

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

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

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

#### **B. Approval of BoardOnTrack Annual Renewal Contract**

G. Kuriakose made a motion to approve renewal of the Board-on-Track membership agreement contract effective 10-15-24 for 2024-2025.

M. Harmon-Vaught seconded the motion.

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

#### **C. Approval of BPCS District Safety Plan**

G. Kuriakose made a motion to approve the Bridge Preparatory Charter School District Safety Plan for 2024-2025 as presented to the board by Executive Director T. Castanza.

M. Harmon-Vaught seconded the motion.

The District Safety Plan was updated on 07-31-24.

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

#### **D.**

### **Approval of Staten Island Media Contract**

G. Kuriakose made a motion to approve the Advertising Agreement contract with Staten Island Media Group for the period 09-01-24 to 04-01-25.

T. Frey seconded the motion.

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

## **V. Other Business**

### **A. Update from the Family Association**

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

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

There's really not much to update on.

### **B. Public Comment**

## **VI. Closing Items**

### **A. Review of Action Items & Next Steps**

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

T. Frey responded that:

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

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

**B. Adjourn Meeting**

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

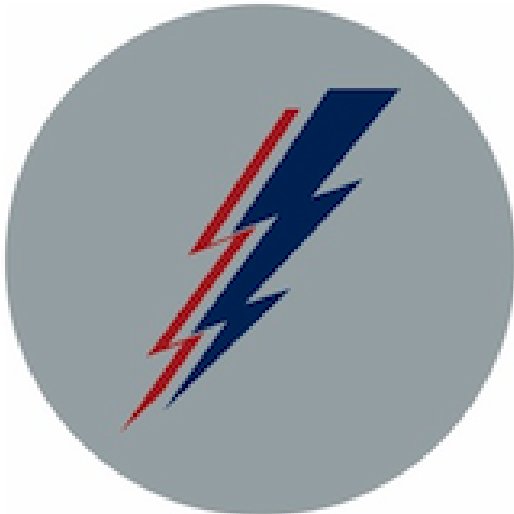
Respectfully Submitted,  
K. Baldassano

# Coversheet

## Financial Policy and Procedures Manual

**Section:** III. New Business  
**Item:** A. Financial Policy and Procedures Manual  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** Financial Policy and Procedures Manual (BOT approved 9.12.24).pdf





**Bridge Preparatory Charter School**  
*Accounting & Finance Procedures Manual*

*2024-2025 School Year*  
*September 2024*

## Confidentiality Agreement

I agree and understand that in connection with the performance of my employment, I may be exposed to Confidential Information regarding the business affairs, customers and processes of Bridge Preparatory Charter School (Bridge Prep, The School).

I agree that during my employment term with Bridge Prep and thereafter, I will not (a) use any such Confidential Information (including information contained in this handbook) for any purpose other than a Bridge Prep purpose or (b) disclose any such Confidential Information to any person, firm, corporation, partnership or other entity.

I agree and understand that this provision is reasonable and necessary to prevent the improper use or disclosure of Confidential Information of Bridge Prep. My obligation to keep such information confidential in accordance with this provision shall survive termination of my employment with Bridge Prep.

**NAME (print)** \_\_\_\_\_

**SIGNATURE** \_\_\_\_\_

**DATE** \_\_\_\_\_

**Note:** This page should remain in the manual. Please return a signed copy to the main office at Bridge Prep.

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This policy is not a vehicle for reporting violations of the School’s applicable human resources policies or problems with co-workers or managers, nor for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the School’s Employee Handbook, which is applicable to such matters.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, or accounting or auditing irregularities; bribery, kickbacks, or misuse of the School’s assets; or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

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## Purpose and Revision of this Manual

This manual has been established to incorporate the financial policies and procedures for Bridge Preparatory Charter School (Bridge Prep, the School). The manual will be updated as needed in order to maintain a comprehensive guide for the school and its staff. We welcome ongoing input and suggestions as to what we might add, delete, or change. Other school policies and procedures are included in Bridge Prep's *Employee Handbook*.

This manual is reviewed annually and revisions are made where applicable, based on feedback from the school's independent auditor, Executive Director, Director of Operations and members of the Board of Trustees' Finance Committee. Should there be any modification made during the school year, policies and procedures supplementing or superseding the enclosed will be distributed via memo or email. When you receive such a memo or email over the course of a year, insert it at the front of the relevant section of this manual. Insert a copy of the first page of the memo in the last section of the manual, Memos and Updates.

## Our Mission and Vision

The mission of Bridge Prep is to provide all students, especially those struggling with literacy acquisition, an innovative, student-centered learning environment that challenges them through academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. In order to assure that students struggling with literacy are able to catch up with their peers, they must be fully immersed in an academic environment designed to meet their needs.

With increased emphasis on literacy in early-childhood programs locally and nationwide, students are being exposed to literacy at an earlier age, which often brings to light the struggles children face with literacy earlier than ever before. The goal of Bridge Prep is to graduate confident and creative learners prepared for secondary school and beyond. Bridge Prep will provide a unique and rigorous educational option for students on Staten Island, where many students remain at risk of academic failure as a result of their continued struggles with literacy. Bridge Prep will position these students for long-term and sustained academic success. In order to put our students on a path of expanded opportunity, we will create a caring school community where all students, family and staff feel valued, safe, and respected. We have high behavioral and academic standards for all students, we encourage family engagement, and our faculty and staff serve students with our mission in mind.

## Code of Ethics

**Code of Conduct:** Employees have an obligation to observe and follow the School's policies and to maintain proper standards of conduct at all times. The conduct of our employees reflects on the School, so all employees are encouraged to observe the highest standards of professionalism and integrity. The School expects employees to conduct themselves ethically and appropriately. This not only involves sincere respect for the rights and feelings of others, but also demands that employees avoid any behavior that might be harmful to themselves, co-workers, students 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.

**Conflict of Interest:** Any Bridge Prep employee or member of the School's Board of Trustees ("Board") may not participate or benefit directly or indirectly in negotiating a contract for the purchase of a good or service in which any employee, officer, trustee, or their family member or associate has a financial interest. To do so would be a conflict of interest and is a breach of Bridge Prep's ethical standards. These provisions are consistent with the New York State General Municipal Law and with the Board's Conflict of Interest Policy, which outlines the process for reviewing, approving and documenting any related party transactions that arise.

**Gratuities and Kickbacks:** Neither an employee, nor anyone under their direction, control or advice, may solicit, demand, accept or agree to accept a gratuity, kickback or offer of employment in connection with any business transaction conducted on behalf of the School. Such transactions include, but are not limited to,

approvals on purchase requests, influencing the content of any procurement standard, or auditing or rendering of other consultative advice.

**Use of Confidential Information:** In accordance with the Confidentiality Agreement that appears in this manual, employees must not knowingly use or disclose Confidential Information acquired in the course of their official duties for actual or anticipated personal gain, or for the actual or anticipated personal gain of any other person.

**Reprimands and Penalties:** If an employee knowingly and intentionally participates in any breach of ethical standards, according to the School's Code of Ethics, the Executive Director and the Board may impose oral or written warnings or reprimands; suspension of the employee with or without pay for specified periods of time; and/or a termination of employment, in the manner provided by law.

**Whistleblower Policy:** The School requires all of its employees to observe high standards of professional and personal ethics 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. This policy is not a vehicle for reporting violations of the School's applicable human resources policies or problems with co-workers or managers, nor for reporting issues related to alleged employment discrimination or sexual or any other form of unlawful harassment, all of which should be dealt with in accordance with the School's Employee Handbook, which is applicable to such matters.

The matters which should be reported under this policy include suspected fraud, theft, embezzlement, or accounting or auditing irregularities; bribery, kickbacks, or misuse of the School's assets; or suspected regulatory, compliance, or ethics-related issues, concerns or violations.

**Reporting Responsibility:** It is the responsibility of all employees, trustees and representatives of the School to report in good faith violations or suspected violations of high business and personal ethical standards, as such personal ethics relate to the organization 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 Executive Director or the Board. The Executive Director shall report all such communications to the Board in a timely manner.

**Accounting and Auditing Matters:** The Executive Director shall address all reported concerns or complaints regarding the School's accounting practices, internal controls, or auditing. The Executive Director shall notify the Board of any such complaint and work with the Board until the matter is resolved. Promptly, upon receipt, the Board 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 s 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 a 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. The 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.

Notwithstanding anything contained herein to the contrary, the Whistleblower Policy is not an employment contract and does not modify the employment relationship between the School and its employees, nor does it change the fact that employees of the School are employees at will. Where provisions exist elsewhere under law and/or School policy governing the disclosure of information and other obligations, and /or retaliation

relative to such disclosure, such laws and/or School policies shall govern in accordance with applicable law and these policies and procedures.

Please refer to Bridge Prep’s Employee Handbook for additional School Policies and Procedures.

## Team Member Financial Roles and Responsibilities

### Board of Trustees

Responsible for approving substantial policies related to the school's finances and provide support and oversight on the following:

- Signing of purchase order and check request for any non-contractually approved expenditure over \$15,000.
- Annual review of School's financial policies.
- Annual budget review and approval
- Annual Financial Audit Report review and approval
- The selection of the School's independent auditor.

### Executive Director

Responsible for supervision of all school level staff and specific financial and operational procedures including but not limited to:

- Approval of order requisition, purchase order, and check request up to \$15,000.
- Signing of any contracts/agreements up to \$15,000 or those previously approved by the Board of Trustees.
- Annual budget production, review and approval.
- Annual Financial Audit Report review and approval
- Review of monthly financials, discussion and resolution of any issues and delivery of feedback.
- Manage monthly budgets with Financial Services Provider
- Oversee the District Billing Process
- Oversee all grant development and submissions and serve as FS10, FS25, FS10A signer or assign an authorized designee.

### Director of Operations

Responsible for supervising school operations staff and for day to day school operations including but not limited to:

- Approval of order requisitions, purchase orders, and check requests up to \$5,000. If \$5,000 or over, approval of the Executive Director is required;
- Approval of Contracts/Agreements up to \$5,000;
- Maintain and manage processes related to the purchases of goods and services (purchase orders)
- Managing day to day accounting processes of the school (accounts payable and receivable, cash receipts and disbursements);
- Maintain book keeping records utilizing software applications as needed.
- Managing and overseeing the payroll process with the school's HR provider.
- Maintaining records of the check stub and supporting backup
- Maintaining petty cash controls and approvals (including cash distribution and reconciliation as well as replenishment submission

*Note: In the event that the Director of Operations is unavailable or unable to perform these responsibilities, the Executive Director or his/her designee will maintain these responsibilities.*

### Operations Assistant

- Gathering and reviewing supporting documents such as invoices, packing slips, order requisition forms, W-9s, contracts (if applicable)
- Submitting orders via email or fax to vendors.
- Creating documents, such as check requests, and employee reimbursement forms and obtaining corresponding approvals



## Internal Controls: Structure and Procedures

**Internal Controls Structure:** The School receives funds granted by government agencies, private foundations and individual contributors. It is imperative that spending of these resources is properly recorded and applied in accordance with state law and generally accepted accounting principles.

Internal Controls are established by the School to maintain integrity, promote accountability, and provide policies and procedures that serve as guidelines in achieving the highest standards for Bridge Prep’s financial management. The Fiscal Control Structure exists to:

- Provide clarity of roles and responsibilities;
- Ensure efficient use of resources;
- Safeguard the organization’s assets;
- Facilitate the organization’s ability to accurately record, process, summarize, and report financial information;
- Serve as a reference point during staff transitions; and
- Detect fraud or reduce its risk.

**Segregation of Duties:** It is important to recognize that “no one person should perform all accounting functions, nor have the ability to cover up errors.” By separating responsibilities to different hierarchies, segregation of duties provides the school multiple levels of oversight and review to detect error and avoid fraud. The Executive Director provides final approval on the segregation of duties within the School, which may be modified during the Fiscal Year.

**Document Control:** All documents and their appropriate support must be neatly stacked, properly approved and safely filed away.

**Records Retention:** Like all businesses, the School is required to maintain all records long enough to meet the needs of the Internal Revenue Service (IRS), government agencies, legal counsel, and external auditors. Bridge Prep maintains a policy of retaining all accounting records for a minimum of 7 years. Records will be maintained for the periods sufficient to satisfy IRS regulations, federal grants requirements, A-133 requirements and other legal needs, as may be determined. All document destruction will be suspended if the School becomes aware of any investigations. Records must be securely stored and easily accessible for review and retrieval.

**Reconciliation Control:** The reconciliation process is critical not only for the opportunity to review beginning and ending balances, but also to verify each transaction that has been posted to the various accounts held by the School. This step is significant in determining the accuracy of the school’s accounts. A non-signatory completes the bank reconciliation process for Bridge Prep.

**Fraud Prevention:** Bridge Prep’s policies and procedures are implemented to deter and detect fraud. Through segregation of duties, multiple levels of review, approval process adherence, and regular accounts reconciliation, management can help avoid the risk of misappropriation of school assets and finances.

**Accounting System:** Bridge Prep has established an accounting system to record, classify, and retain financial and accounting data for current, past and future reference. This system provides the School the ability to:

- Enter revenue and expenditures by account and classification;
- Track accounts balances by time period;
- Generate reports for financial reporting and business requirements; and
- Obtain detailed or summarized reports to determine the School’s financial status.

**Account Numbers and Classifications:** Account numbers and classifications are used to organize and consolidate the School’s financial recording for internal management reports and for external compliance reports.

Any time the School receives or sends money, a General Ledger (GL) Account Number must be used to describe the purpose of the transaction. For example, a GL Account Number must be used on every payroll, purchase order (PO), or expense reimbursement request.

Bridge Prep's Chart of Accounts, which can be found as Appendix 1 attached, lists the GL Account Numbers as four-digit numbers with the following guidelines:

- 1000 – 1999 Assets
- 2000 – 2999 Liabilities
- 3000 – 3999 Equity
- 4000 – 4999 (Unused)
- 5000 – 5999 Revenue
- 6000 – 9999 Expense

When applicable, a classification should also be included on transaction reports. Classifications are groupings of expenses/revenue that might cut across multiple Account Numbers. Examples of classifications include Title I, SSF (State Startup Fund), and PCSP (Public Charter School Project). For example, Title I money (expended to help students who are not on grade level) may be used for teacher salaries (account 6020), texts and materials (account 8100), or teaching assistant salaries (account 6040).

**Procurement Goals:** Understanding why procedures are designed as they are will facilitate adherence to them. With that in mind, Bridge Prep's procurement procedures are designed to achieve the following goals in the most straightforward manner possible

- Obtain goods and services at the lowest possible cost;
- Receive all goods and services ordered in a timely manner;
- Pay vendors in a timely manner only for those goods approved for purchase by appropriate administrators and actually received;
- Properly account for all purchases on Bridge Prep's financial statements;
- Maintain an accurate list of assets and unused consumables to facilitate future ordering and financial reporting;
- Ensure advance notice to and approval from financially-accountable school administrators for high cost purchases;
- Allow school staff some flexibility in procurement method for expenditures for which purchase orders are not a practical method of procurement; and
- Require the smallest administrative burden necessary to achieve all other goals.

Bridge Prep's Accounts Payable department (or any external financial services provider it has so authorized) processes all payments made by the School. In cases where it is necessary for the Executive Director or their designee to process payments to vendors, the procedures outlined in this manual will be followed.

## **ORDER REQUISITION**

When requesting the purchase of certain goods or services, members of the staff must complete an order requisition form with the Director of Operations via the following process:

- Staff should go to the Director of Operations to get supplies needed from the inventory of supplies and materials available. If supplies are not available, staff should submit a request via email to the Director of Operations for review and approval using the order requisition form;
- The Director of Operations will review the form for approval and advise the requestor accordingly.

Once the requisition is approved, the Director of Operations or their designee prepares a PO, if necessary; otherwise, the order will be submitted to the vendor via email, fax, or through the merchant's website.

## **PURCHASE ORDERS**

POs are the preferred method for obtaining goods and are to be used for procurement in every case possible. POs are preferred because they clearly communicate to the School and the vendor exactly what is being purchased and provide a systematic way for the School to follow up on orders not completed. They help ensure that the School pays only for items ordered *and* received. Additionally, they allow the school to accrue expenses, if necessary, in order to prepare accurate financial statements when delivery of goods is anticipated. PO approvals will follow the Levels of Authorization below.

If purchasing a new item for the first time, the School will consider numerous vendors to find the best price quote (or structures bidding where applicable and necessary). Factors considered in sourcing should include not only pricing, quality, reliability and past experience, but also group purchasing opportunities or vendor agreements with state agencies specifying a set price for any purchase by a State agency. In New York these are available through the New York State Office of General Services and typically confer cost savings.

The Director of Operations will work with the Executive Director to consult the budget to get a rough estimate of the availability of funds. If funds are available, the Executive Director will approve the purchase, and the Director of Operations will complete a PO, which must include the following information:

- **PO Number**
  - The PO number format begins with the first four characters of the School’s acronym, (e.g., BPCS for Bridge Prep Charter School).
  - The next two digits denote the fiscal year in which the purchase order is prepared and approved, e.g., “25” would be used in a PO completed in fiscal year 2025.
  - The last 3 numbers of the PO represent the sequential order of the school’s purchase orders as they are prepared in any fiscal year, e.g., “BPCS-25-001” would identify the first PO written in FY 2025 at Bridge Prep. At the beginning of each fiscal year, the first PO number is assigned 001, and subsequent purchase orders are assigned 002, 003 etc.
- **PO Total** to determine the authorization required.

### **LEVELS OF AUTHORIZATION**

- \$0 - \$5,000            Director of Operations
- \$0 - \$15,000        Executive Director
- Over \$15,000        Board of Trustees

**Account Number and Funding Classification:** A General Ledger (G/L) Account Number must be included on the PO for every line. The Director of Operations or his/her designee will indicate whether PO falls under any relevant funding classifications, such as Title I or Title IIA, for example.

**Shipping and delivery Specifics:** The Director of Operations should indicate if the order is a rush, whether inside delivery is required, and if advance notification of delivery date is required.

**Tax:** Bridge Prep is tax exempt and the School’s Tax Exempt form, which is maintained by the School, must be forwarded to every vendor.

**Submitting PO to Vendor:** The Operations Assistant will fax or email the signed copy of the Purchase Order to the vendor.

**Purchase Order Filing:** POs are maintained in the School’s PO binder. POs are filed by fiscal year in reverse chronological order according to PO number, within the PO binder for their corresponding fiscal year. The binder will be maintained by the School and will be easily accessible.

## **RECEIVING PROCEDURES FOR GOODS AND MATERIALS**

The following procedures are for the tracking and receiving of purchases made via PO. Prompt delivery of supplies and equipment is crucial to school operations; accordingly, the Office Manager will track and follow-up on scheduled delivery of all goods and materials. The steps are as follows:

- All delivery personnel are to be notified that, unless otherwise specified, deliveries are to go directly to the school's Main Office;
- As goods are received, the Director of Operations or their designee will inspect and assess the condition of all packages upon arrival. If packages show damage, or if a different number of packages is delivered than is indicated on the delivery receipt, the Operations Assistant will note the condition or discrepancy on the delivery receipt, providing a copy for delivery personnel and retaining a copy for the school. This is to ensure that the school has a basis for a claim to the vendor should it require replacement of a damaged or missing item.
  - If there is evidence at delivery that any item is damaged or has been incorrectly delivered, the Director of Operations must refuse the delivery, request that the delivery personnel take it back, and follow-up with the vendor. All packages, regardless of total cost must be opened and their contents inspected by the end of the week received;
- Upon opening the package and examining the contents of the delivery package, the Director of Operations should locate the packing slip. If no packing slip exists, the Director of Operations must fill out an Acknowledgment of Receipt Form and then open and examine the contents of the box.
- In examining the contents of the package, the Director of Operations will carefully check the packing slip against the contents of the package. For every item included in the shipment, he/she must assess its condition and initial the corresponding line on the packing slip, noting the item's condition.
- If the packing slip does not match the exact contents of the box, the Director of Operations notes on the packing slip and contacts the appropriate vendor to arrange delivery of missing items or replacement of damaged items;
- The Director of Operations must compare all Packing Slips or Acknowledgment of Receipt forms to the corresponding PO on file; and
- The Director of Operations must attach the receiving documents to the PO and provide the documents to the Operations Assistant for retention in the PO binder for audit purposes.

**Follow up for purchase:** If goods or services are not provided, the Director of Operations will follow up with the vendor. The Director of Operations must keep a record of POs with undelivered or outstanding items, along with a log of follow-up calls, emails or other contact until delivery is completed, credited or otherwise resolved.

## RECEIVING PROCEDURES FOR SERVICES

The following steps outline procedures for contract services performed:

- A signed Work Order must be completed to request services. For services contracted on an hourly basis, it is the responsibility of the Director of Operations to see that hours worked are tracked and documented via a sign in/out log. This may be done directly by the Director of Operations or by the appropriate designee, provided such designee is noted on the work order and informed of this obligation. In all cases the contractor will submit an invoice in order to be paid and will in no case be paid off of a timesheet only. The Director of Operations must discuss all work to be performed with the Executive Director.
- Once the service is completed to the School's satisfaction, the Director of Operations matches the services performed against the agreed contract detailing the services. In some cases, the Work Order can serve as the receiving document.

## OPENING A CREDIT ACCOUNT WITH A VENDOR

Vendors may require the school to substantiate that payment will promptly be processed if an order is placed without advance payment. For most vendors, this substantiation is a credit application that contains bank information and credit references for the School.

When opening a credit account with a vendor, the vendor must be informed of the School’s non-profit status, which confers exemption from sales tax and the vendor’s obligation to charge it. Customarily, a vendor will accept one of three documents to validate the School’s exemption:

- A letter from the New York State Department of Tax and Finance stating the school pays no sales tax;
- Bridge Prep’s Provisional Charter issued by NYSED, stating the school is a 501(c)(3) organization; or
- The School’s 501(c)(3) status confirmation issued by the IRS.

The Director of Operations will complete or assist the vendor in completion of the credit application, furnishing the School’s current bank information and the names of vendors who have agreed to serve as credit references for the School. All accounts with vendors are to be in the name of the school (not any other entity), and all POs must have the school’s address as the shipping and billing address.

### **OTHER METHODS OF PAYMENT**

In circumstances when a PO is not an option, alternative methods of payment must be authorized. In these cases, as with a PO, the same Authorization Levels outlined above apply.

### **CHECK REQUEST**

For any payment to a vendor that is not captured under the PO system, please follow the following steps:

- The Operations Assistant opens the mail and sets aside invoices to be paid;
- The Operations Assistant gathers the necessary backup, such as quotes, POs, packing slips, contracts and W-9s, and matches them to the proper invoice. A completed W-9 form is required from every vendor;
- The Director of Operations reviews all bills/invoices and creates a check request, attaching all supporting documents, and submits the check request for approval; and
- Once the check request is approved, the Director of Operations submits the entire documentation to the School’s financial services provider for payment processing.

### **SCHOOL BASED CHECKING ACCOUNT**

Bridge Prep has established a School-Based Checking Account, maintained by the School for necessary purchases, expense reimbursements, and emergency expenditures. This account exists in addition to the School’s other main operating accounts, which are authorized also by the board.

Bills are only paid following verification that services were actually performed or goods delivered. Payment documentation must be attached to a check copy and filed. In order to issue a check from the school-based checking account, supporting documents must be provided such as expense receipts and/or invoice.

Any check request for an amount of \$15,000 or more requires approval by any two of the following:

- The Chair of the Board of Trustees;
- The Executive Director; and
- Another member of the Executive Committee of the Board of Trustees.

The check signer or non-signing approver for amounts over \$15,000 is responsible for reviewing all supporting documents. Blank checks must never be signed in advance. Pre-numbered checks are used for all disbursements and any unused check supply will be kept in a locked drawer or file cabinet at all times. Voided checks must be defaced and clearly marked VOID across payee and signature lines. Receipts or bills are attached to a check copy and filed in numerical order by check. Copies are kept in the School-Based Checking Account binder. The use of school- based checks will follow proper check handling procedures.

### **CREDIT CARD**

The Executive Director and the Director of Operations may be issued a credit card in the name of the School for use in circumstances where standard procurement methods (e.g., POs, check requests, school-based checks or petty cash) are not feasible. Such circumstances may include Travel & Entertainment charges as well as emergency purchases for school operations where a vendor will not accept a purchase order or check. Credit cards are to be used only when all other options have been exhausted. Generally, the School credit card(s) should not be used for regular operating expenses, unless the purchase does not allow for payment to be completed by check at which point the circumstances necessitating such use must be provided as part of the request for securing approval for usage. The cardholder is responsible for maintaining and submitting all receipts and supporting documents.

**Processing of Charges:** The card holder receives and matches the account's purchase receipts against the charges on the monthly statement and subsequently submits the credit card statement and receipts to the Director of Operations for approval, processing and payment to the card issuer. Approvals of expenses made on the school credit card will follow the school's levels of approval for purchasing. Credit card charges are to be submitted for processing no later than 10 business days ahead of the payment due date that appears on the monthly statement.

**Pre-Approval of Charges:** The School's schedule and tiers of approval authority apply for all instances where pre-approval of charges is feasible, including those instances where purchases are made by credit card.

**Credit Line Maximum:** There will be a \$15,000 limit on the line of credit on any credit card established in the School's name.

**Personal Charges:** The School credit card is issued only for school-related use, and there must be no other expenses charged to the credit card. In the event this does happen, the employee must reimburse the School the full amount via check payable and submitted to the school when the billing statement is received and processed.

**Authorized Use:** Only the cardholder is authorized to maintain and use the card. Cards should be kept on the person at all times and will be surrendered to the school upon request or at the time of separation from employment at the school. Lost or stolen cards must be reported to school administration and the credit card company immediately. Violation of the school's credit card policy may result in revocation of credit card privileges and other disciplinary action, up to and including termination.

## PETTY CASH

There will be no more than \$300.00 of Petty Cash on hand at the School at a given time, and funds can be distributed to employees only after approval is obtained from the Director of Operations. Anyone who receives Petty Cash is personally responsible for that money. All requests for Petty Cash are to be presented to the Director of Operations for approval and distribution of the approved amount to the requestor.

Petty Cash is only to be used for urgent, inexpensive purchases from a business or vendor that does not accept checks or on an "immediate need" basis, such as for providing a tip to a delivery driver, and is to be stored in the School safe.

At the time of disbursement of, a Petty Cash Receipt (PCR) must be filled out with the date, the recipient's name and signature, and the amount received noted on the form. After making the purchase, the recipient must present the Director of Operations with a store receipt and any change. The store receipt should always match the money taken from Petty Cash and, along with any change received, should always add up to the amount on the PCR.

The Director of Operations must put the change and store receipt in the School safe, mark the PCR "closed," and return the PCR to the recipient. If the employee contributes towards the purchase with his or her own

money, he or she should be reimbursed from Petty Cash and the amount of contributed personal funds reimbursed should be noted on the store receipt retained in the School safe and the closed PCR should be returned to the recipient.

**Reconciling Petty Cash:** The Director of Operations will reconcile Petty Cash once a week, or any time Petty Cash is replenished, by adding up the cash, store receipts and any open PCR. The total of these should always be exactly equal to the original Petty Cash Balance.

In order to replenish Petty Cash, the following procedure must be followed:

- Number the store receipts;
- Enter the store receipts on the Petty Cash Expenditure Report (see Appendix for form blank), which must contain the following information:
  - School Name
  - Week Ending Date
  - Receipt Date
  - Receipt #
  - Purpose of Purchase
  - Account Number
  - Amount
- Enter the total amount of receipts on the box marked “Receipts Total” and log the receipt amounts again by Account Number in the columns on the lower half of the report;
- Total each account’s column and enter the total on the “Total Expenses” line at the bottom of the report (the total of all the account columns should be the same as the “Receipts Total”);
- Enter the total on the “Total Expenses” line at the bottom of the report;
- Affix the store receipts to sheets of paper in numerical order and staple the sheets, together with the Petty Cash Expenditures Report, on top;
- Submit the Petty Cash Expenditure Report along with the back up to the School’s Financial Services provider for cash replenishment; and
- Cash and return the funds into the lockbox.

## **MONEY RECEIVED AT SCHOOL (INCOMING MONEY)**

Bridge Prep collects money from students for transportation, meals, field trips and fundraising. In accordance with New York Education Law, Bridge Prep may not charge students for any item that students at another local public school student would not be charged for. This includes, but is not limited to, books, summer-school programs, school clubs/after-school programs and supplemental books and educational materials.

While Bridge Prep may not charge students for activities associated with an after-school program, an outside agency may run an after-school program in conjunction with the school on or off School premises and charge a fee. The School may collect fees from students for programs run by an outside agency on the student’s behalf. In such instances, the School will do so according to the procedures described herein.

The collection of money from students or families by Bridge Prep will be accounted for and will follow proper cash and check handling procedures. Any money collected by the school, including cash and personal check, must be turned in to the Director of Family and Community Development that day and should be stored in the school safe. At the Executive Director’s discretion, Bridge Prep can require all money received to be in the form of a personal check and refuse cash payments.

All personal checks should be made payable to Bridge Prep and include the student’s name, teacher, and the name of the activity. The cashed check will serve as a receipt for those submitting payment.

In the event that cash is collected as a method of payment from a student or family, a receipt will be written and will be provided to the family, with a copy being kept for the school's records. Receipts must be dated and signed by the person receiving the money and must include the following information:

- Student's name and class designation;
- Parent/Guardian name and name of person paying, if different;
- Amount received; and
- Name of the activity.

The responsibility for receiving payments and preparing cash receipts must be segregated from that for issuing disbursements of funds to cover an activity, in accordance with proper cash handling procedures. While staff might be responsible for collecting cash and checks, the Director of Operations is ultimately responsible for accounting for all of these transactions and making bank deposits. In no case are expenditures to be made directly from cash collections without approval of the Director of Operations and proper documentation. Such documentation must specify the reason other forms of payment are not possible.

## **EXPENSE REIMBURSEMENT**

Each year, Bridge Prep will provide teaching staff with discretionary funding for the purchase of materials to be used within classrooms. The total amount of discretionary funding is subject to change annually. Employees who need to purchase materials out of pocket will be reimbursed according to the procedures outlined below. For the 2024-2025 school year, the individual limit for each teachers' discretionary is \$150.

In order to reimburse employees for expenses paid out of pocket, the following process should be followed:

- Employees must obtain approval of an expense before it is incurred by completing and signing an Expense Reimbursement Request form obtained from the Director of Operations. Without prior approval, reimbursement cannot be made to the purchaser.
- Approval of reimbursement requests must be directed to either the Director of Operations or the Executive Director, depending on the reporting relationship of the employee seeking approval.
- The Executive Director will approve the expenses of the Director of Operations, the Director of Teaching and Learning, Director of Family and Community Development and the Board of Trustees will approve those of the Executive Director. Authorizing signatures must be obtained. No employee may approve his or her own expenses.
- In the event approval cannot be granted prior to the incurrence of an expense by an employee, any follow-up request for approval for reimbursement must include a description or documentation of the circumstance that prevented timely request for pre-approval. All expense reimbursement requests must include the original receipt or a faxed copy.
- The school has NO obligation to reimburse expenses without a receipt.
- Expenses associated with the use of a personal vehicle are reimbursed at the applicable per mile rate established by the Internal Revenue Service.
- In order to be eligible for reimbursement of travel expenses, employees must follow the protocols outlined in the Business Travel policy below.

## **BUSINESS TRAVEL AND RELATED EXPENSES**

Bridge Prep is 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.

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 Executive Director. 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 Executive Director 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 Executive Director 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 Executive Director 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). 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.

**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.

## **CONTRACTS (PROCUREMENT)**

A contract is used for recurring provision of goods or services. Examples of this include food preparation, maintenance, and professional development services. Any purchase of a service lasting more than one year should be specified by a contract unless it is for general school operations (e.g., utilities). Contracts over \$20,000 must go through a competitive process, with a minimum of 2 offers required.

**Federal Procurement Policy:** Entities that receive federal grants are required to follow specific cost principles and regulations that are detailed in the Uniform Administrative Requirements, Cost Principles and Audit Requirements for Federal Awards (“UG”). These cost principles require written procurement policies relating to the purchases of goods and services charged to federal grants:

- Micro purchases, which apply to goods and services less than \$10,000, do not require competitive quotes but do require attempts at equitable distribution to avoid all purchases from the same vendor.
- Small purchases, which apply to goods and services directly charged to federal awards that are more than \$10,000 but below the Simplified Acquisition Threshold (\$250,000), require multiple rate quotes from qualified sources.
- Sealed bids are to be used when services are above the \$250,000 level and are most applicable for construction.
- Competitive proposals are to be used when sealed bids are not practical.

**Negotiating a contract:** Before a contract is signed, the expense of the contract must be considered and the legal language must be agreed upon. The School should seek professional and legal advice whenever necessary. The advisor will assist the school to negotiate the contract, draft the contract, or provide the school with a form and contract to use, as may be required.

**Authorization for contracts:** As with other methods of procurement, escalating levels of approval are necessary. Levels of approval are based on the annual cost for goods and services. Contracts may be approved and signed only at the following levels of authorization:

### **Authorization Levels**

- |                  |                        |
|------------------|------------------------|
| ● \$0 - \$5,000  | Director of Operations |
| ● \$0 - \$15,000 | Executive Director     |
| ● Over \$15,000  | Board of Trustees      |

**Automatic Recurring Payment:** Bills for certain goods and services furnished on a regular or continual basis will be automatically paid by the School. These include items specified in advance by contract and items, such as telephone and electric service, and other types of goods and services where non-payment or delayed payment may disrupt the operation of the school.

The Executive Director will work with the Director of Operations to identify and confirm which services will receive automatic payment. The Executive Director must be aware of all goods and services that will be

automatically paid. Any automatic recurring payments will be set up using the Recurring Payment Request form, found in the attached Appendices.

Copies of invoices for all automatic payments will be forwarded to the Director of Operations for review no later than one week before the payment due date. The Director of Operations must review these invoices for erroneous, excessive or unexplained charges, and work with the School's financial consultant, and the vendor to resolve any issues. If certain goods or services are being paid automatically and the School is to no longer receive them, then the Director of Operations must confirm cancellation of the automatic payment.

## PER PUPIL ENROLLMENT BILLING

Per Pupil Enrollment Billing at the School will follow the standard billing process for other NYC public schools.

### **There are six bi-monthly invoices submitted for each fiscal year and one reconciliation:**

- Generally, billing is submitted in the following months: May (projection), July (projection), September, November, January, and March, with Reconciliation being submitted in July of the subsequent new fiscal year .
- Six bi-monthly payments follow the invoices by the first of the next month. NYC's portal titles invoices based on the payment date, not the due date.
- On or before the last day of July, enrollment reconciliation must be submitted to adjust for any enrollment changes that took place between April and June. Any payment adjustments will generally be reflected in the November payment.

### **Invoicing/Reporting**

- Funding is based on student Full Time Equivalency (FTE), or the amount of *time* the student is enrolled.
- FTE is the decimal expression of the length of a student's enrollment in the school compared to the length of the annual school session. A student who is enrolled for the full school year has an FTE of 1.000, while a student who is only enrolled for half of the school year may have an FTE of 0.500. The length of the school year and each student's period of enrollment are measured in weeks for this purpose. The same FTE calculations apply to the amount of time students receive IEP-mandated services.
- Enrollment invoices for NYC-resident students are now submitted through NYC's Vendor Portal (<https://vendorportal.nycenet.edu/vendorportal/Login.aspx>), which automatically calculates students' FTE's based on their enrollment dates.
- Enrollment invoices for students who reside outside of NYC should be sent to their district of residence. Their FTE's may be calculated in the NYSED FTE calculator (<https://stateaid.nysed.gov/ftecalculator/calcfte.htm>). The start and end dates for the year and the student's individual enrollment dates will be necessary to calculate this.

### **NYC Vendor Portal Instructions:**

- Calendar dates have to be added each year in order to calculate FTE for each student's period of attendance. Once logged into the portal, select 'Charter School' under 'Other App,' 'Miscellaneous,' then select the 'Calendar Management' from the dropdown menu. Select the current fiscal year, then enter start and end dates. Remember to update the end date during the year if it changes.
- Enter the current number of ELL students by grade, also under 'Miscellaneous,' then select 'ELL Report Count' from the dropdown menu. Select the current fiscal year then payment cycle. This will need to be updated during each invoice period before you can create an invoice.
- Under 'Invoicing,' select 'Create New Invoice' and enter the current fiscal year and payment cycle.
- For Gen Ed enrollment, work with the Office Manager to ensure that all students who have been enrolled during the current year are accurately reflected. Be sure to verify the following:

- o Compare data in the portal with school records to verify that all admission and discharge dates are accurate (make sure to sort and use the navigation buttons to view all student records, or export data to excel for easier viewing).
- o All students who appear on enrollment reports but did not physically attend during the current school year should be marked as “Never Attended.” This will change their FTE to 0.
- o Any students recently enrolled may need to be manually entered if they were not included in the most recent ATS import. You will need to enter the following:
  - Full Name
  - Birthdate
  - Grade
  - OSIS #
  - Admit & Discharge Dates
- o If your school’s year began before NYC public school’s year began, you may need to manually update dates to reflect when students actually first attended or left the school.
- o “As per School: Discharge” dates often need to be revised, as they do not always match the “As per ATS: Discharge” dates.
- o Make sure there are no duplicates in the system. These occasionally show up with a red “X” next to the FTE. Click an “X” to remove the extra enrollment dates, or revise one set of dates if the student was discharged and readmitted. The same set of dates often shows up twice, rather than as two distinct sets of enrollment dates.
- o Crosscheck to make sure all students in the portal have attended this school year. Occasionally students who were discharged in years prior will still show up. Students who previously had 2 OSIS ID’s that were later merged may also show up again under their old ID.
- o Any student who resides outside NYC should be marked “Never Attended” in the portal, and the invoice for that student’s FTE reimbursement should be sent to their local school district, per the instructions below under “*After Invoice Completion.*”
- Once all general education student (Gen Ed) info is complete, click “Proceed to Sp Ed.”
- For special education services, work with the Dean of Specialized Instruction and/or special education teacher(s) to ensure that all students who have received special education services during the current year are accurately reflected and invoiced. Be sure to verify the following:
  - o For any student who does not show up on the Sp Ed page, go back to the Gen Ed page and edit their entry to check-off “Sp Ed.”
  - o Enter all services that are currently received according to the student’s IEP. Select the service (e.g., Collaborative Team Teaching, Speech Individual, etc.), and then check-off whether the service is provided by a School employee or an external agency or consultant paid by the School. Leave blank for services provided by district staff.
  - o Enter the frequency (number of times per week), duration (number of minutes), group size, and start and end dates for each service).
  - o Select each student’s “Sp Ed Category” and enter the “Category Start Date” and “Category End Date” in order to calculate the student’s special education FTE. Only include services provided by the school in your calculation of Sp Ed category (e.g., if a student has a full time paraprofessional provided by NYCDOE but no services provided by the school, they would be in the “<20%” category, meaning they receive services less than 20% of the day per their IEP). Follow NYSED guidelines ([http://www.oms.nysed.gov/stac/schoolage/policy/school-age\\_reporting.html](http://www.oms.nysed.gov/stac/schoolage/policy/school-age_reporting.html)) to determine the number of minutes services are provided in each category based on students’ grade levels.
  - o If a student’s category changes during the year, as a result of IEP changes, make sure this is reflected in both the service details and the category details noted for the student on the invoice. Update the end date for any old service and category, and add rows for any new service and category start date.

- o Notify the Director of Teaching and Learning or their designee of any student who automatically shows up with special education data on the invoice and is not on the Director of Teaching and Learning or their designee’s list of students who have IEPs. Students may show up in error for various reasons, but occasionally students have valid IEPs that the Director of Teaching and Learning or their designee is not aware of.
- Make sure that the school has records that can be used as backup for all manually entered data. The NYC DOE periodically cross-references data with the source systems (ATS and CAP/SEGIS) and asks for backup for conflicting information. Schools can be denied payment for student information not found in the system(s) if backup cannot be provided.
- If you are submitting a projection invoice, you will only need to enter the number of anticipated students in each grade, and in each category of service for special education services.
  - o General enrollment projections should be aligned with your charter’s enrollment plan as approved by your authorizer. If preliminary registration data are trending higher or lower than the approved enrollment plan, discuss whether the targeted enrollment can be met or whether a revision should be considered.
- Once the Gen Ed and Sp Ed data are complete and verified, continue by clicking “Next” and then clicking “Proceed to Summary.” Next enter the submitter’s name and title, and certify the invoice to submit for payment.

### **After Invoice Completion**

- Save and file the final summary, specifying the payment amount and Gen Ed and Sp Ed details as backup. Auditors may request this data.
- Send the final summary page to the Executive Director and to the School’s accounts receivable staff or provider.
- If you have students who live outside NYC that are marked as never attended on the School’s invoice, contact their District of residence to determine who should receive their FTE report and copy the Executive Director on all correspondence by the School and responses to it by the District of residence.
- If the School’s invoice includes a student who is not a resident of NYC who receives special education services, you must also include a list of those services in the School’s invoice to the student’s District of residence. Be sure to indicate whether the service is provided by the School or the District.
  - o Send copies of any non-NYC invoices to the School’s School’s accounts receivable staff or provider, so they can follow up with an invoice that includes the amount due.
  - o If the districts respond that they are unfamiliar with Charter School Funding and their obligations around tuition, you may refer them to the New York State Laws and Regulations, specifically Section 119.1, on the Financing of Charter Schools  
<http://www.p12.nysed.gov/psc/section119.html>.

## **Procedures For Contributions and Grants**

All contributions and grants received by the School will be recorded in accordance with GAAP and all expenditures are reviewed for grant and restricted contribution applicability. If it is determined that an expense is applicable, then the expense is tagged in the School’s accounting system against the specific grant or restricted contribution. Periodic financial statements are reviewed by the Executive Director and the School’s financial service provider to determine if the School is in compliance with the spending requirements of any grants or restricted contribution.

**Maintaining Documentation:** Any and all award letters or grant documents and budgets are kept by the School in accordance with the School’s Record Retention Policy. Any expenses related to restricted contributions and grants are copied and kept alongside the documents referenced above.

**Cash Donations:** As soon as a cash donation is made to the school, the funds are immediately deposited in the School's bank account and a Contribution Receipt is generated by the School to be sent to the donor along with a letter of acknowledgement and thanks from the Executive Director and, if appropriate, the Board or any other party involved with the sourcing of the donation.

**Donated Securities:** Any securities donated to the School will be delivered to the School's custodial investment account and handled according to the direction of the School's board or investment committee.

Once a donation of security has been delivered and received, the School will send a letter of acknowledgement and thanks, as specified under Cash Donations above, to the donor. This letter should acknowledge the gift of the security and identify it by name and quantity, if appropriate, but not establish or make reference to its value. For example, in the instance of a donation of equity securities, the name of the stock and the number of shares donated would be included in the letter, but the letter would not include or make reference to their value. The donor should have a record of the transaction from his or her broker which will serve as the basis of the donor's valuation.

The security becomes an asset of the School once it is transferred to and received by the School's securities custodian, which may or may not coincide with the time—and value—when it is subsequently sold by the School. In accordance with generally accepted accounting principles (GAAP) and IRS guidelines, once the School receives the security, it records it as a contribution at fair value as of the date it is received.

If a donor would like to use stock to pay a pledge, the School will reduce the balance of the corresponding pledge receivable by the fair value of the security on the date it is received per GAAP and IRS guidelines. If the fair value of the security upon receipt of the contribution is greater than the pledge receivable balance, the School will record a contribution for the difference.

If the School elects to sell the security, any difference between the proceeds resulting from its sale and its fair value recorded on the date it was received by the School's custodian will be recorded as a realized gain or loss on the School's books. If the School incurs any fee related to the selling of the security, that amount should be recorded as an investment fee expense.

**Donated Goods and Services:** Any donated goods or services to the School will be evaluated and recorded at Fair Market Value, as determined and documented by appropriate means according to GAAP and IRS guidelines.

## **Procedures For Title I, Title IIA and Title III-ELL Grants**

**Title I Grant:** This annual grant is available to K-12 public schools to provide academic intervention services to students identified as being in the greatest academic need. Application for Title I grant funds is done through an annual\* application submitted to the New York State Education Department (SED). The amount of the school's annual grant allocation is released by SED each year in June as a Preliminary Allocation and is subject to change in January, based on the School's actual number of enrolled students reporting to SED in November.

**Title IIA Grant:** This annual grant is available to K-12 public schools to support professional development activities for teachers, principals and other school leaders; recruitment and retention of teachers, principals and other school leaders; and support of Title I activities. Application for Title IIA grant funds is done through an annual\* application submitted to SED. The amount of the school's annual grant allocation, released by SED in June each year, will not change during the school year.

**Title III-ELL Grant:** This annual grant is available to K-12 public schools to support the academic needs of the school's English Language Learners. Application for Title III-ELL grant funds is done through an annual\*

application submitted to SED. The amount of the school's annual grant allocation, released by SED in July each year, is based on the number of ELL students that the school reported to SED in the previous school year; however, the amount of the allocation will not change during the subsequent school year. Schools receiving \$10,000 or more as an annual allocation are eligible to apply directly to SED to receive these grant funds. Schools receiving less than a \$10,000 annual allocation are not eligible to apply but may transfer their allocation to a regional organization that provides professional development services related to instruction of ELL students to the school's staff.

\* Note: The Fiscal Year for all three Title grants is always September 1 to August 31, and the LEA Application for ESSA-Funded Programs required to apply for these grants must be submitted annually to SED by August 31<sup>st</sup>.

### Grant Budgets – FS10

The initial FS10 grant budgets must be submitted to SED by August 31, along with the annual LEA Application for ESSA-Funded Programs. Staff completing the submission on behalf of the school should be mindful of the following:

- **FS10 Budgets** – the SED prefers that FS10's be submitted in Excel format.
- After completing the FS10, hard copies must be printed in portrait format for signing – *SED will not accept fiscal documents in landscape format.*
- Each FS10 must be signed by the Executive Director or another properly authorized designee of the School.
  - Only original signatures, executed in blue ink, are acceptable to SED – *no signature stamps.*
- 1 signed original + 2 copies of the signed original must be sent to
  - Grants Management
  - New York State Education Department
  - EBA-481
  - 89 Washington Avenue
  - Albany, NY 12234
- 1 copy of the signed original must be kept on file at the school in its Title Grants Compliance Binder.
- FS10s must be accompanied by a Budget Narrative in Word format.

### Grant Payments – FS25

**20% Initial Payment:** Upon SED's approval of a Title grant budget, the State will automatically make a 20% initial electronic payment of the approved grant award to the school.

**Additional Payments – FS25:** Once a school receives its initial payment – *normally in October/November*, it may request subsequent payments by submitting FS25 Request for Funds reports to the SED during the grant period. This will allow the school to be reimbursed for any expenditure that exceeds the first payment, as well as for expenditures the School expects to incur the next month.

- FS25 Request for Funds – the SED prefers that FS25's be submitted in Excel format.
- After completing the FS25, hard copies must be printed in portrait format for signing – *SED will not accept fiscal documents in landscape format.*
- Each FS25 must be signed by the Executive Director or another properly authorized designee of the School.
  - Only original signatures, executed in **blue ink**, are acceptable to SED – *no signature stamps.*
- 1 signed original must be sent to
  - Grants Finance
  - New York State Education Department
  - EB-510W
  - 89 Washington Avenue
  - Albany, NY 12234
- 1 copy of the signed original must be kept on file at the school in its Title Grants Compliance Binder.



## Changes to Grant Budgets – FS10A

If the School wishes to make a change in how it is using its Title grant funds **and/or** to add to or decrease from the approved budget amount, an official request must be made to the appropriate SED Program Office using an FS10A Budget Amendment and an accompanying Amended Budget Narrative. SED program offices want to receive, review and approve proposed budget changes before any changes are implemented by a school.

Legally, if a school implements a change before SED approves the change, the school is liable for any costs incurred if SED subsequently disapproves the change. However, if a school forgets to submit an amendment in a timely manner, they can still submit an amendment no later than June 1<sup>st</sup> if they want to have it considered by SED. SED program office staff want budget amendments processed before the end of the school year.

- FS10A Budget Amendments – the SED prefers that FS10A's be submitted in Excel format.
- After completing the FS10A, hard copies must be printed in portrait format for signing – SED will not accept fiscal documents in landscape format.
- Each FS10A must be signed by the Executive Director or another properly authorized designee of the School.
  - Only original signatures, signed in **blue ink**, are acceptable to SED – no signature stamps.
- 1 **signed** original + 2 copies of the signed original must be sent to:
  - Grants Management
  - New York State Education Department
  - EBA-481
  - 89 Washington Avenue
  - Albany, NY 12234
- 1 copy of the signed original must be kept on file at the school in its Title Grants Compliance Binder.
- FS10As must be accompanied by an Amended Budget Narrative in Word format.

## Completion of Grant – FS10F

Upon completion of the grant period (August 31<sup>st</sup>), or if grant funds have been fully expended prior to end of grant period, an FS10F Final Expenditure Report must be submitted to the SED for each Title grant for which the school received funds – but no later than November 30<sup>th</sup>.

- FS10F Final Expenditure Report (long form) – SED prefers that FS10F's be submitted in Excel format.
- After completing the FS10F, hard copies must be printed in portrait format for signing – SED will not accept fiscal documents in a landscape format.
- Each FS10F must be signed by the Executive Director or another properly authorized designee of the School.
  - Only original signatures, signed in **blue ink**, are acceptable to SED – no signature stamps.
- 1 **signed** original + 1 copy of the signed original must be sent to
  - Grants Finance
  - New York State Education Department
  - EB-510W
  - 89 Washington Avenue
  - Albany, NY 12234
- 1 copy of the signed original must be kept on file at the school in its Title Grants Compliance Binder.

**FS10, FS25, FS10A, and FS10F fiscal documents:** The most current Excel fiscal documents can be found at the following *SED website*: <http://www.oms.nysed.gov/cafe/forms/>

## Payroll Certification Form – Grant Funded Employees

Every school employee, funded partially or in whole by Title grants, is required to sign a **Payroll Certification Form** verifying that they are aware of the federal program supporting their salary and aware of their responsibilities under the program.

- Employees that are 100% supported by federal funds must sign their Form in December and June.
- Employees that are less than 100% supported by federal funds must sign their Form each month in which they provided services or support to Title I students.

This requirement includes both full and part-time staff supported by a Title grant during the regular school day, Before-School Program, After-School Program, Saturday Program, and Summer School Program.

Unless the School’s Board of Trustees decides otherwise, the School’s administration will obtain the required signatures and maintain the Forms on which they are executed on site with other official fiscal documents. These Forms will need to be made available to State monitors and auditors when requested by them.

At the end of school year, the School will transfer all of the signed Payroll Certification Forms to the **Title Grants Compliance Binder**.

**Use of Title Funded Equipment and Supplies & Materials**

Any items acquired by a school with Title I grant funds are intended for the primary use of Title I students and remain property of NYSED. While these items are in the school’s possession, Title I students have priority use of them. Other students in the school *may* have limited access to them – but only if they are not needed by a Title I student.

Equipment items acquired with Title I grant funds, such as desktop computers, laptop computers, iPads, Chromebooks, computer charging carts, and printers are technically considered Supplies & Materials because they normally have a unit cost less than \$5,000.

However, it is recommended that schools individually label each equipment item and take inventory of them at least once a year. The annual inventory record should be filed in **Title Grants Compliance Binder**. The label must include the following:

**Property of Title I  
SED Project  
#0021-16-4000\***

*\*The SED Project # above is simply an example – each school has its own specific project number that must be used.*

Include the name of the school on the label, mindful that:

- The school is essentially the caretaker of the equipment and its ownership remains with the NYSED.
- If the school wishes to dispose of, trade-in or sell the equipment, it must notify the NYSED Title I Office.

Title I School and Community Services  
New York State Education Department  
EB-320  
89 Washington Avenue  
Albany, NY 12234

**ACCOUNTS RECEIVABLE**

**District, State and Federal Revenues:** Bridge Prep is responsible for collecting money from district, state or federal resources, and will directly or through any business services provider it has engaged, undertake appropriate follow up if any of these funds are outstanding. This may include sending out a Current Balance Due notification to any school district, state government or other entity owing money to the school.

For all balances past due 60 days, or for balances greater than \$10,000 that are more than 30 days past due, the School will regularly contact the entity or person owing money to inquire why payment has not been made. All follow up billing notices will contain the Current Balance Due, corresponding to the report as well as a Past Due Balance form (e.g., bi-monthly NYCRR Section 119 Enrollment Report/Billing Document for Charter Schools). Agencies with unusual or ongoing payment problems will require escalated follow-up.

## BUDGETING

**Developing the budget:** Bridge Prep's budgets are developed annually based on input from the Executive Director, the Board of Trustees, any financial services provider or advisor it may engage, and other sources to support the School's medium and long-term financial planning process.

Bridge Prep's fiscal year runs from July 1 to June 30. Budgets for the upcoming fiscal year must be approved by the Board of Trustees and submitted to the school's chartering entity by June 30th. The schedule below is based on that deadline:

**December 15 – January 31:** The Executive Director reviews monthly financial reports to assess/anticipate budget amounts in each accounting code for the upcoming year. These amounts are based on a rough estimate of personnel and goods and services required to meet the developing needs of the school. Line-by-line analysis of the General Ledger and Purchase Orders and detailed review of non-personnel accounts, such as Texts and Materials, Classroom Supplies, Office Supplies, and Operational Supplies, will provide information on reasonable budgeted amounts.

**February 1 - 28:** The Executive Director meets with members of the School's Leadership Team, such as the Director of Operations and Director of Teaching and Learning, to assess budgetary needs for the upcoming fiscal year. In particular, personnel needs should be identified and priced out.

**March 1 - 15:** The Executive Director works with the School's financial leadership team, including any outside business service provider, and other members of the School's Leadership Team (at the discretion of the Executive Director) to develop a Framework Budget.

**March 15 - 31:** The Executive Director and other members of the School's leadership team and advisors will refine and revise the Framework Budget and agree upon a Draft Budget.

**April 30:** The Executive Director signs off on the approved staffing plan, including headcount and salaries reviewed with other members of the School's Leadership Team, and integrates it into the Draft Budget to formulate the proposed Comprehensive School Budget.

**May 1:** The Executive Director submits the proposed Comprehensive School Budget to the Board of Trustees' Finance Committee for feedback.

**May 1 - 30:** The Executive Directors revises the proposed Comprehensive School Budget based on feedback from the Board of Trustees and resubmits it to the Board of Trustees' Finance Committee.

**June 1 - 10:** The Board of Trustees reviews and approves the Final Budget.

**June 30:** The Executive director submits the approved Final Budget to the School’s authorizer.

## **INVENTORY: FIXED ASSETS**

Bridge Prep must maintain an ongoing inventory of its fixed assets and curricular materials. This ensures that the School has all the resources needed to support its educational mission and operational needs. As the School acquires and replaces items, the inventory must be updated. At a minimum, a physical count of all items must be made annually to confirm that the inventory is consistent with the School’s property. Additional counts of certain assets may be required more frequently.

**Fixed Assets:** Fixed assets are durable goods whose purchases cost \$1,000 or more, such as cafeteria tables, the Executive Director’s desk, a refrigerator or computers. These assets will be depreciated on a monthly basis, and the identification and classification of all fixed assets will be maintained by the School’s technology team or services provider.

All fixed assets purchased at the School must first be tagged or identified in accounting records by a control number. The Director of Operations or his/her designee, e.g., a technology staff member or consultant, will issue pre-numbered tags for computers and equipment. All tag numbers must be accounted for, as they identify the assets that belong to the School. Tags must identify the name of the school and must be affixed to the item permanently.

School assets are not loaned out. If the Executive Director should authorize a loan, the borrower and the Office Manager will sign a document attesting to the loan and subsequent return of the item. This document will include the date the item is loaned, the date of its expected return, the accounting control number per the item’s asset identification tag, and the purpose of the loan. The Director of Operations or his/her designee is responsible for confirming and logging the return and check-in of loaned equipment or follow-up on any outstanding loan.

**Inventory Procedure:** Schools must conduct an inventory annually of all current fixed assets. It is recommended that inventory is taken during the spring-recess, so needs for the School can be assessed and budgeted and orders for the following year can be placed—typically in early to mid-May. The inventory should be maintained in a Spreadsheet Record that includes

- The serial number on the tag that is permanently attached to the asset;
- A description of the asset;
- The location of the asset;
- The date the asset was received at the site;
- The value of the asset from the purchasing records;
- The date any improvement or additions were made and a description of those changes;
- The cost of any improvements or additions;
- The date the asset was retired from service, and what type or retirement;
- The date the asset was loaned, if applicable; and
- The date it was returned or is expected to be returned, if it was loaned.

The physical count is reported to the Director of Operations and the School’s technology services team, who will reconcile the physical count against the record of fixed assets on the School’s balance sheet. The Director of Operations or his/her designee must also conduct a physical count of all technology equipment and indicate whether it is working properly.

Any change in status of an asset, such as damage, location changes, or removal of the asset from the location for any reason must be recorded on inventory spreadsheets.

**“Sign Out” of Fixed Assets:** At the beginning of each year, the Director of Operations or his/her designee will develop and maintain a list of all fixed assets distributed to teachers and other staff members. Teachers and staff sign off on this list, indicating that they take responsibility for those items. At the end of the year, the Director of Operations meets with teachers and staff to inventory the actual items in their classrooms against the beginning of the year list. These inventories should be turned in to the Executive Director so that maintenance or replacement can be planned and the Executive Director can address any unusual level of material loss.

## **NYSTL, NYSLIBL, NYSSL**

**Background and General Information:** The New York State Textbook Law (NYSTL) provides state funds to facilitate adequate purchase of textbooks for each child. NYSTL funds up to a given amount per year for each student on register at district schools, chartered public schools, and non-public schools. The New York State Library Law (NYSLIBL) provides state funds for the purchase of single copies of books for use in a school library, classroom library or comparable settings. The New York State Software Law (NYSSL) allows for the purchase of software as detailed below.

NYSTL, NYSLIBL and NYSSL can be considered as alternate methods of procurement. In lieu of the school paying for books and software, the School may have the NYC DoE or the student’s District of Residence pay. Funds for this are available annually but do not carry over each year. These funds will expire if they are not used.

The **New York City deadline** to request orders using these funds usually falls at the **end of April**; funds should be used as needed throughout the year. This is especially applicable to materials, such as Direct Instruction texts and workbooks, as they are used based on the students’ needs throughout each school year. **Outside New York City the deadline** for school districts to receive NYSTL, NUSLIBL and NYSSL requests is **June 1**. The funding amount for these programs are:

- NYSTL: \$61.60 per student
- NYSLIBL: \$6.60 per student
- NYSSL: \$15.80 Per student

**NYSTL Specific Information:** Despite the name of the law, the funds are not restricted to only textbooks; a variety of books can be obtained for use within the curriculum. For example, most educators may not first describe works of authentic literature as textbooks; however, thirty copies of works like Charlotte’s Web may be obtained under NYSTL funds for classroom reading.

The local school district and New York State may have a list of approved books from which the School can request books for purchase using NYSTL funds. In New York City, the list of approved books is available on CD-ROM from the Board of Education Office of Purchasing Management. It is also available on FAMIS, the computer system that the School uses to request books from the district. To access the FAMIS website, a new user must complete a FAMIS User ID Request by clicking on this link;  
<http://schools.nyc.gov/NR/ronlyres/E31012F3-3C37-4E9E-98CD-D914663E1921/0/FAMISNewUserIDReq.pdf>.

**NYSLIBL Specific Information:** NYSLIBL funds can be used for classroom libraries (e.g., a set of supplemental art books) and for authentic literature for grades K-2, as often only one copy is required for group reading.

**NYSSL Specific Information:** Schools are able to transfer dollars around. Specifically:

- Textbook and Software funds may be used to purchase Library Books;
- Textbooks and Software funds may also be transferred to each other; and
- Library Books funds may **not** be used to purchase Textbooks or Software.

**How to Order and Receive Inventory:** Based on the School's current book inventory, items are ordered by placing a request to the local school district for needed items. The same approval levels are required as exist for other, standard methods of Procurement. Employees should use a Requisition Form to specify materials needed.

**Received Items:** When items are received, all of the outlined receiving procedures apply in regard to receiving requested goods. The Director of Community Development will send the packing slip/receiving document to the School's financial and accounting services team or provider, and these materials will automatically be included as both revenues and expenses.

As mandated by the State, all books purchased with NYSTL funds must be affixed with NYSTL identification. Bridge Prep should purchase a rubber stamp or printed stickers for this purpose. Inventory records for NYSTL materials must be designated as such.

## MANAGEMENT REPORTING

All financial reports at the School will be maintained in accordance with GAAP. In order to confirm that management reports accurately reflect the School's finances, all PO, non-cash Revenue Forms, and School-based account activity must be forwarded to the School's financial services team or provider. The School's financial services team or provider will depreciate fixed assets, calculate management fees, book any interest expense and address any other items required to ensure accurate financial statements for the School.

**Reviewing Reports:** The Executive Director and Director of Operations will assure review of these reports and do the following:

- Provide feedback and substantiation to correct any misallocation for misclassification of items;
- Evaluate levels of spending vs. current budget to estimate future expenditures or request budget amendments (see section Budgeting for more details.);
- Evaluate the necessity of every expenditure and implement procedures to correct for any inappropriate or unnecessary expenditure; and
- Provide feedback for designing the next year's budget and usual actual expenditures as guidelines.

**Steps for Evaluating Reports:** In order to properly assess reports, the Executive Director and the School's management team will follow these steps:

- Scan report for items that are unusually over or under budget or otherwise might need attention based on related circumstances;
- Look to corresponding categories on the General Ledger Trial Balance for a line-by-line detail of what made up the month's expenses of revenues; and
- Look at the Payroll Report, Purchase Orders, Accounting Department Check Requests Expense Reimbursements and other documents, which provide further detail on the lines for the General Ledger Trial Balance.

If these reports are found to be inaccurate in any respect, the Executive Director will resolve the inaccuracy with the School's financial services provider.

**Audits:** The financial procedures in this manual are in place to ensure appropriate use of the School's funds. External agencies will request to see documentation of these procedures and policies in connection with an audit.

Annually, the Board contracts an outside agency to conduct an independent audit of Bridge Prep's financials. Bridge Prep is also subject to scheduled and spot or ad-hoc audits by the New York State Education Department, NY State Office of Auditing, Department of Labor, and other government agencies.

**\*Note:** These external auditors require many of the policies, paperwork, and procedures within this manual.

## INSURANCE

Bridge Prep Charter School maintains the following insurance policies:

- General Liability
- Employee Benefit Liability
- Hired & Non-Owned Auto
- Sexual Abuse / Molestation
- Educators Legal Liability
- Excess Liability
- Property
- Workers Comp
- Crime / Fiduciary
- Student Accident
- Security Risk Management
- Cyber

Bridge Prep's insurance only covers employee use of non-School owned vehicles for school visits, and meetings, etc. on company business. Use of personal vehicles to transport children is not permitted. Please refer to the school's Employee Handbook for information regarding Disability & Unemployment Insurance and the School's policy on Paid Family Leave.

Copies of Bridge Prep's insurance policies are kept on file and maintained by the School.

**Insurance Required for Vendors and Independent Consultants:** A copy of the Risk Transfer manual that provides guidance on what the insurance requirements should be for various vendors will be given to the School by its designated Insurance provider.

Any vendor (including an Independent Consultant) doing business on School grounds, e.g., for food service, construction, maintenance etc., or with the School's students, e.g., a bus company, **MUST** carry adequate insurance that satisfies the requirements of the School's insurance providers and must issue a certificate of insurance that names the School and, when requested, any of the School's business and strategic partners or service providers who require to be so named, as Additional Insured.

When negotiating contracts for vendors performing services for the school, requirements for indemnification should be a part of each agreement. Based on guidance from Bridge Prep's insurance provider, when negotiating contracts and requesting Certificates of Insurance, a subcontractor must provide Bridge Prep with a Certificate of Insurance, the coverage and the following minimum limits:

- **Worker's Compensation:** Statutory, including Employers Liability with a minimum limit of:
  - \$500,000 Single Limit preferably \$1,000,000
- **Commercial General Liability** (occurrence form), (including Completed Operations, Broad Form Property Damage and Contractual Liability for the Indemnification Agreement included in this Agreement):
  - General Aggregate Limit: \$2,000,000
  - (Other than Products – Completed Operations)
  - Products – Completed Operations Aggregate Limit: \$2,000,000
  - Personal & Advertising Injury Limit: \$1,000,000
  - Each Occurrence Limit: \$1,000,000
- **Comprehensive Automobile Liability** (include Owned, non-owned and hired autos):
  - 1,000,000.00.....Combined Single Limit
- **All policies** shall be issued by responsible insurance companies licensed to do business in the state in which the Project is located that have a rating of "A-" or better by A.M. Best Company and shall

provide that the policies will not be canceled or modified without at least thirty (30) days' prior written notice to Bridge Prep.

- o All policies required to be carried by hereunder will name the school, its officers, employees, agents and volunteers to be covered as Additional Insured and be primary and noncontributory.
- o Commercial General Liability (occurrence form) coverage to include: Premises and Operations Coverage, Contractual Liability, Product/Completed Operations Coverage, and Broad Form Comprehensive General Liability Endorsement.
- o Worker's Compensation Insurance shall contain a waiver of subrogation clause for the benefit of the School.
- **Umbrella limits** with a **minimum** of \$1 million or more depending on the requirements of the contract in place with Bridge Prep.
  - o Charter Bus companies should carry at least \$5 million. Umbrella, \$2 million primary bodily injury, 30 day notice. The school must be named as Additional Insured, Indemnity and hold harmless.
- For **professional services** (a.k.a. Errors & Omissions) such as architects, engineers and consultants - \$1,000,000 per occurrence/claim. 30-day notice of intent to cancel, non-renew or make material changes to coverage. Indemnity & hold harmless. Additional Insured not required.
- **Medical Services** (physicians, dentists, psychologists etc.) Medical malpractice \$1,000,000 per occurrence/claim. 30-day notice of intent to cancel, non-renew or make material changes to coverage. Indemnity & hold harmless. Additional Insured not required.
- **Sexual Abuse or Molestation** - \$1,000,000 per occurrence/claim. Contractor's insurance to be primary and noncontributory and school's insurance shall not contribute to loss costs. Indemnity & hold harmless for any contractor with potential to harm. Bridge Prep must be named as an Additional Insured.
- **Cyber Liability** - \$1,000,000 limit per occurrence/claim for entities with access to Personal Identifiable Information (PII) with 3rd party liability coverage. Bridge Prep must be named as Additional Insured.

\*Note: The coverage shown on the certificate provided is not the school's insurance coverage.

## GENERAL PAYROLL PROCEDURE

Bridge Prep processes payroll on a bi-weekly basis (1 week arrears for all employees) over 26 pay periods each calendar year, and the School's fiscal year calendar is from July 1 through June 30. The School employs year-round administrative staff, who typically start the year on July 1 and instructional and operational staff, who typically in mid-August.

**Time and Attendance:** Bridge Prep tracks staff records via a system that manages time records by having staff login via an electronic clock. In addition, the School tracks time off requests as well as stipends and supplemental wages via the school's HR services partner time & labor portal. All records are reviewed and corrected (if necessary) prior to payroll processing.

**Payroll:** The payroll process begins with the approval of time records and migration of data from the time & attendance system to the payroll portal. Bridge Prep processes payroll via the system of the school's payroll partner.

Administrative approval of time records for all hourly employees is performed on Monday of the week following the conclusion of the pay period that has passed, since payroll for all hourly employees is processed with 1-week arrears. For all employees, with the approval and confirmation by the employee's Supervisor that all punches have been corrected, all time off requests approved, and additional stipends added, the records are passed over into the payroll platform/batch.



The Director of Operations generates the payroll batch with merged time records for the Executive Director to review, edit and approve. Bridge Prep reviews all pertinent information in the payroll batch, up to and including all merged time records as well as any recurring earnings, benefit deductions and retro calculations. Bridge Prep has the final say on all payroll records before payroll is processed.

Upon approval of the payroll batch, the school's payroll partner generates a preprocessing report for Bridge Prep to review and approve. It is best practice for Bridge Prep to review and compare the data with the prior processed payroll. Common areas for review include ensuring that existing staff receive all pay accordingly, that terminated employees are either removed or are receiving their final pay, and that new hires are receiving pay based on their hire date. Once the pre-process report is approved, Bridge Prep completes another audit of the batch to catch any errors or erroneous payments before submission of payroll.

Once payroll has been approved and submitted by Bridge Prep to the school's payroll partner, several audit steps are completed by the school's payroll partner, including but not limited to verification of payroll package delivery, confirmation that all benefit files have been processed on the check date (e.g., retirement and commuter benefits), and confirmation that no active employee remains unpaid unless on leave or not due pay.

### **AFTER-SCHOOL and SUMMER SCHOOL**

After school and summer school programs generally fall into two categories: Those run by the school and those run by outside agencies. Bridge Prep may not charge money for any programs run at the school. However, an outside agency may charge money for any programs that are run on the school's property.

**Budget:** The Executive Director must approve the budget for after-school, which is part of the overall After-school/Summer-school plan and is included in the school's overall budget each fiscal year. It is designed using the Chart of Accounts for the school and includes:

- Personnel;
- Payroll Taxes;
- Classroom Supplies;
- Office Supplies;
- Field trips;
- Transportation;
- Food;
- Government subsidies for food; and
- Texts and materials.

**Payroll:** The name of the employee who will be doing payroll, must be communicated to the Payroll Department in advance and that person must be named in the overall After/Summer-School Plan. The payroll schedule will be the same as the regular biweekly payroll schedule.

**Insurance:** Bridge Prep's insurance will cover any after-school and summer-school program run by the school as long as the program is conducted during normal school hours, on school-insured premises by school employees. Any extra-curricular activity or activity conducted off school premises require special insurance, including coverage from any community partner or vendor involved in the activity. Before signing any agreement or planning any extra-curricular activity, the Executive Director should discuss the activity with the School's insurance provider.

**Government Subsidies for Meals:** Bridge Prep follows normal reporting procedures to the State and local school district for government subsidized food. Bridge Prep will record and report all reimbursement, so it can be properly accounted for in the After/Summer-School financial reports.

**Outside Agency-run Programs:** If an outside agency becomes involved with Bridge Prep’s After- or Summer-school programs, the school must sign a Memorandum Of Understanding (M.O.U.) with the outside agency. The M.O.U. is subject to the approval process for contracts described earlier in this manual and must address the following:

- Budget;
- Payroll;
- Use of Premises;
- Procurement;
- Money received; and
- Insurance.

The outside agency must carry adequate insurance that satisfies the requirements of the School’s insurance providers and must name Bridge Prep as Additional Insured’s on its insurance policy. Bridge Prep must notify its insurance providers of any such associations. The outside agency must provide Bridge Prep with all necessary and proper documentation, which will be provided to the School’s insurance providers.

Bridge Prep may or may not be eligible for government subsidies on meals. The NYSED Child Nutrition Office can be consulted for questioning. Any Management Reports should come from the agency running the program and be copied to the Regional Director.

## Education Department General Administrative Regulations (EDGAR)

EDGAR is formerly known as the “Uniform Grants Guidance”, the “Omni Circular” and the “Super Circular. ”

### The New 2 CFR Part 200

Financial Management Rules 200.302: Under the new Edgar rules the following were added:

**a. *Identification of Awards (New)***

All Federal awards received and expended must include the following information:

- The name of the federal award
- THE CFDA title and number
- The Federal award Identification number and the year
- Federal Agency
- Pass-Through

**b. *Financial Reporting:*** Per the Federal Register (OMB) volume 78, accurate, current, complete disclosure of financial results of each Federal award or program in accordance with the reporting requirement set forth in 200.307 financial reporting and 200.328 monitoring and reporting program performances.

**c. *Accounting Records:*** A source document must be kept on accounting records that identify adequately the source and application of funds for federally-funded activities. These records must contain information pertaining to

- Federal Awards
- Authorization
- Obligations
- Unobligated Balance
- Assets
- Expenditures
- Income
- Interest

- d. Internal Control: 200.61 Internal control** means a process, implemented by a non-Federal entity, designed to provide reasonable assurance regarding the achievement of objectives in the following categories:
- a) Effectiveness and efficiency of operations;
  - b) Reliability of reporting for internal and external use and;
  - c) (c) Compliance with applicable laws and regulations.
- 200.62 Internal control over compliance requirement for Federal Awards** means a process implemented by a non-Federal entity designed to provide reasonable assurance regarding the achievement of the following objectives for Federal awards:
- a) Transactions are properly recorded and accounted for.
  - b) Transactions are executed in compliance with the Federal statutes, regulations and terms and conditions of the federal award that could have a direct and material effect on a Federal program; and with any other Federal statutes and regulations that are identified in the compliance supplement.
- e. Budget Control:** Each State must expend and account for Federal awards in accordance with state laws and procedures for expending and accounting for the state's own funds.
- f. Witten Cash Management Procedures (New):** The following written procedures are needed to implement the requirements of **200.305 payment**
- a) For States, payments are governed by treasury –State CMIA agreements and default procedures codified at 31 CFR 205
  - b) For non-Federal entities other than States, payment methods must minimize the time elapsing between the transfer of funds from the United States Treasury or the pass-through entity and the disbursement by the non-Federal entity, whether the payment is made by electronic fund transfer or issuance or redemption of checks, warrants, or other means.
    1. The non-Federal entity must be paid in advance, provided it maintains or demonstrates the willingness to maintain both written procedures that minimize the time elapsing between the transfer of funds and disbursement by the non-Federal entity, and financial management systems that meet the standards for fund control and accountability as established in this Part. Advance payments to a non-Federal entity must be limited to the minimum amounts needed and be timed to be in accordance with the actual, immediate cash requirements of the non-Federal entity in carrying out the purpose of the approved program or project. The timing and amount of advance payments must be as close as is administratively feasible to the actual disbursements by the non-Federal entity for direct program or project costs and the proportionate share of any allowable indirect costs. The non-Federal entity must make timely payment to contractors in accordance with the contract provisions.
    2. Whenever possible, advance payments must be consolidated to cover anticipated cash needs for all Federal awards made by the Federal awarding agency to the recipient.
      - 2.1. Advance payment mechanisms include, but are not limited to, Treasury check and electronic funds transfer and should comply with applicable guidance in 31 CFR Part 208
      - 2.2. Non-Federal entities must be authorized to submit requests for advance payments and reimbursements at least monthly when electronic fund transfers are not used, and as often as they like when electronic transfers are used, in accordance with the provisions of the Electronic Fund Transfer Act (15 U.S.C 1601)
    3. Reimbursement is the preferred method when the requirements in paragraph (b) cannot be met; when the Federal awarding agency sets a specific condition per § 200.207 Specific conditions; or when the non-Federal entity requests payment by reimbursement. This method may be used on any Federal award for construction, or if the major portion of the

construction project is accomplished through private market financing or Federal loans, and the Federal award constitutes a minor portion of the project. When the reimbursement method is used, the Federal awarding agency or pass-through entity must make payment within 30 calendar days after receipt of the billing, unless the Federal awarding agency or pass-through entity reasonably believes the request to be improper.

4. If the non-Federal entity cannot meet the criteria for advance payments and the Federal awarding agency or pass-through entity has determined that reimbursement is not feasible because the non-Federal entity lacks sufficient working capital, the Federal awarding agency or pass-through entity may provide cash on a working capital advance basis. Under this procedure, the Federal awarding agency or pass-through entity must advance cash payments to the non-Federal entity to cover its estimated disbursement needs for an initial period generally geared to the non-Federal entity's disbursing cycle.
5. Use of resources before requesting cash advance payments: To the extent available, the non-Federal entity must disburse funds available from program income (including repayments to a revolving fund), rebates, refunds, contract settlements, audit recoveries, and interest earned on such funds before requesting additional cash payments.
6. Unless otherwise required by Federal statutes, payments for allowable costs by non-Federal entities must not be withheld at any time during the period of performance unless the conditions of §§ 200.207 Specific conditions, Subpart D—Post Federal Award Requirements of this Part, 200.338 Remedies for Noncompliance apply.
7. Standards governing the use of banks and other institutions as depositories of advance payments under Federal awards are as follows.
  - 7.1. The Federal awarding agency and pass-through entity must not require separate depository accounts for funds provided to a non-Federal entity or establish any eligibility requirements for depositories for funds provided to the non-Federal entity. However, the non-Federal entity must be able to account for the receipt, obligation and expenditure of funds.
  - 7.2. Advance payments of Federal funds must be deposited and maintained in insured accounts whenever possible
8. The non-Federal entity must maintain advance payments of Federal awards in interest-bearing accounts, unless the following apply.
  - 8.1. The non-Federal entity receives less than \$120,000 in Federal awards per year.
  - 8.2. The best reasonably available interest-bearing account would not be expected to earn interest in excess of \$500 per year on Federal cash balances
  - 8.3. The depository would require an average or minimum balance so high that it would not be feasible within the expected Federal and non-Federal cash resources.
  - 8.4. A foreign government or banking system prohibits or precludes interest bearing accounts
9. Interest earned on Federal advance payments deposited in interest-bearing accounts must be remitted annually to the Department of Health and Human Services, Payment Management System, and Rockville, MD 20852. Interest amounts up to \$500 per year may be retained by the non-Federal entity for administrative expenses.

***g. Written Allowability Procedures for:***

**200.203(b)(7):** Written procedures for determining the allowability of costs in accordance with Subpart E—Cost Principles of this Part and the terms and conditions of the Federal award. 200.403 Factors affecting allowability of costs. Except where otherwise authorized by statute, costs must meet the following general criteria in order to be allowable under Federal awards:

1. Necessary, Reasonable and Allocable
2. Conform with federal law & grant terms
3. Consistent with state and local policies

4. Consistently treated
5. In accordance with GAAP
6. Not included as match
7. *Net of applicable credits (moved to 200.406)*
8. Adequately documented

**8.1) 200.335** Methods for Collection, Transmission and Storage of Information encourages non-Federal entities to, whenever practicable, collect, transmit and store Federal award-related information in open and machine-readable formats. When original records are electronic and cannot be altered, there is no need to create and retain paper copies

**200.404 Reasonable costs.** A cost is reasonable if, in its nature and amount, it does not exceed that which would be incurred by a prudent person under the circumstances prevailing at the time the decision was made to incur the cost. The question of reasonableness is particularly important when the non-Federal entity is predominantly federally-funded.

**200.405 Allocable costs.** A cost is allocable to a particular Federal award or other cost objective if the goods or services involved are chargeable or assignable to that Federal award or cost objective in accordance with relative benefits received.

**200.406 Applicable credits.** Applicable credits refer to those receipts or reduction-of-expenditure-type transactions that offset or reduce expense items allocable to the Federal award as direct or indirect (F&A) costs. Examples of such transactions are purchase discounts, rebates or allowances, recoveries or indemnities on losses, insurance refunds or rebates, and adjustments of overpayments or erroneous charges. To the extent that such credits accruing to or received by the non-Federal entity relate to allowable costs, they must be credited to the Federal award either as a cost reduction or cash refund, as appropriate.

**200.413 Direct costs.** General Direct costs are those costs that can be identified specifically with a particular final cost objective, such as a Federal award, or other internally or externally funded activity, or that can be directly assigned to such activities relatively easily with a high degree of accuracy. Costs incurred for the same purpose in like circumstances must be treated consistently as either direct or indirect (F&A) costs. (See also § 200.405 Allocable costs.)

# Coversheet

## Board Business Calendar, SY 2024-25 Draft

**Section:** III. New Business  
**Item:** B. Board Business Calendar, SY 2024-25 Draft  
**Purpose:** Vote  
**Submitted by:**  
**Related Material:** [\[DRAFT\] Board of Trustees Business Calendar, SY 2024-25](#)

# Coversheet

## School and Board Goal-Setting

**Section:** IV. Special Topics  
**Item:** A. School and Board Goal-Setting  
**Purpose:**  
**Submitted by:**  
**Related Material:** DRAFT Summary of ED Annual Goals.docx  
renewal-site-visit-report-bridge-prep-cs-05-01-24.pdf

**BOARD DISCUSSION DRAFT**  
AS OF 9/12/24

**Summary of ED Annual Goals, SY 2024-25**

**Goal #1: Improve Academic Outcomes for Students**

- **1a:** In the metrics listed below, BPCS will show increases on the 2024/2025 NYS Assessment compared to the 2023/2024 exam:
  - Aggregate Standards-Based Trend Toward Proficiency (All students)
  - SWD Standards-Based Trend Toward Proficiency
  - Aggregate School Level Proficiency in Math and ELA: at least 7% points in ELA and at least 6% points in Math
  - SWD School Level Proficiency in Math and ELA: at least 8% points in ELA and at least 6% points in Math
- **1b:** [Forthcoming grade-level Math and ELA targets for the NYS assessment)

**Goal #2: Improved Instructional Practices**

- In the 2024-2025 school year, a majority of returning teachers will be rated proficient in Domains 1f, 2b, 3b, 3c, and 3d of the Danielson Framework on their End-of-Year (EOY) rating.

**Goal #3: Establish a Deeply Engaged Community of Families**

By June 2025, BPCS will see increases in the number of families that are happy and engaged with the school, as measured by an average score of 4.5/5 on the annual family satisfaction survey.

**Goal #4: Effective Fiscal Management**

- By June 2025, BPCS will remain in sound and stable financial condition according to the NYSED Charter Performance Framework and will approve an FY26 budget aligned to the school's current and future needs.

**Goal #5: Strategic Planning**

- By June 2025, the Executive Director (ED) will develop and present Version 1 of a strategic growth plan inclusive of a needs analysis related to facilities, a revised strategic organizational structure, sustainable staff structures, and an improved renewal outcome.

**Goal #6: Improved Staff Culture**

- By June 2025, the ED will establish a positive, collaborative adult culture rooted in support, respect, and partnership among staff, as evidenced by feedback provided in teacher surveys and focus groups.





## New York State Education Department

### ***2023-2024 Renewal Site Visit Report for Board of Regents-Authorized Charter Schools under the 2015 Charter School Performance Framework***

#### **Bridge Preparatory Charter School**

**Renewal Site Visit Date: November 16-17, 2023**  
**Date of Final Draft Site Visit Report: March 29, 2024**  
**Date of Final Site Visit Report: May 1, 2024**

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## SCHOOL DESCRIPTION

### Charter School Summary<sup>1</sup>

<b>Name of Charter School</b>	Bridge Preparatory Charter School
<b>Board Chair</b>	Laurel Wedinger-Gyimesi
<b>District of Location</b>	New York City (NYC) Community School District (CSD) 31
<b>Initial Commencement of Instruction</b>	Fall 2019
<b>Charter Term</b>	Initial Charter Term: August 29, 2019 - June 30, 2024
<b>Current Term Authorized Grades/ Approved Enrollment</b>	Grades 1 - 5 / 242 students
<b>Proposed Renewal Term Authorized Grades/ Proposed Approved Enrollment</b>	K - Grade 5 / 272 students
<b>Comprehensive Management Service Provider</b>	None
<b>Facilities</b>	715 Ocean Terrace, Staten Island, NY 10301- Public Space
<b>Mission Statement</b>	<i>The mission of Bridge Preparatory Charter School (BPCS) is to provide all students, especially those struggling with literacy acquisition, with an innovative, student-centered learning environment that challenges them with academic rigor, builds their resiliency and fosters their academic progress and social and emotional growth. Our goal is to graduate students who are confident and creative learners prepared for secondary school and beyond.</i>
<b>Key Design Elements</b>	<ul style="list-style-type: none"> <li>• A multisensory, cross-curricular instructional design</li> <li>• Balanced approach to interdisciplinary literacy</li> <li>• Student-centered school structure</li> <li>• Supportive network for families</li> <li>• Extensive, supportive staff development</li> <li>• Connections to the larger community</li> </ul>
<b>Requested Revisions</b> (Revisions are not approved unless approved by the Board of Regents.)	<ul style="list-style-type: none"> <li>• Increase its grade span to include kindergarten through Grade 5 from its current Grade 1 through Grade 5 configuration; and to make a corresponding increase to its authorized enrollment from 242 to 272 students by year one of the renewal charter term.</li> <li>• Add the following Key Design Element to its charter beginning in the 2024-2025 school year: Innovative Charter Program: BPCS operates an Innovative Charter Program to serve our differing learners with Special Educational Needs. Our program is designed to support students who have difficulty with reading, phonemic awareness, vocabulary, literacy, and/or writing. The program we provide includes full-time ICT, plus an additional 60 minutes of structured literacy instruction following the Orton-Gillingham model, every day. During this period of structured</li> </ul>

<sup>1</sup> The information in this section was provided by the NYS Education Department Charter School Office.

	<p>literacy instruction, students are grouped based on their needs.</p> <ul style="list-style-type: none"> <li>Amend the Key Design Elements to its charter beginning in the 2024-2025 school year. (<a href="#">*additional information is available here</a>)</li> </ul>
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**Innovative and Noteworthy Programs:** Bridge Preparatory Charter School (BPCS) offers a highly structured and multisensory Orton-Gillingham (OG) approach to teach reading, writing, and spelling to all learners, including those with dyslexia and other language-based learning needs.

**Renewal Outcomes:** Reference the [Board of Regents Renewal Policy](#).

### SCHOOL CHARACTERISTICS

#### Current Grade Levels and Approved Enrollment

	Year 1 2019 to 2020	Year 2 2020 to 2021	Year 3 2021 to 2022	Year 4 2022 to 2023	Year 5 2023 to 2024
<b>Grade Configuration</b>	Grade 1	Grades 1 - 3	Grades 1 - 4	Grades 1 - 5	Grades 1 - 5
<b>Total Approved Enrollment</b>	86	148	195	242	242

#### Proposed Renewal Term Grade Levels and Proposed Enrollment Requested by the School<sup>2</sup>

	Year 1 2024-2025	Year 2 2025-2026	Year 3 2026-2027	Year 4 2027-2028	Year 5 2028-2029
<b>Grade Configuration</b>	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5	K - Grade 5
<b>Total Proposed Enrollment</b>	272	272	272	272	272

## METHODOLOGY

### Purpose of the Renewal Report

The primary purpose of the renewal site visit to Board of Regents-authorized charter schools is to supplement and validate the information collected over the charter term by the New York State Education Department (NYSED) Charter School Office (CSO). This information is used to inform the

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<sup>2</sup> This proposed chart was submitted by Bridge Preparatory Charter School in its renewal application. It is subject to change pending the final renewal recommendation and approval by the Board of Regents.

action taken by the Board of Regents to approve, modify, or disapprove the charter school's request for renewal. In advance of action by the Board of Regents, the CSO prepares a renewal recommendation that is based on the school's performance in three broad areas:

1. The school's **academic success** and ability to operate in an educationally sound manner;
2. The school's **organizational viability** and ability to operate in a fiscally sound manner; and
3. The school's faithfulness to the terms of its charter and **adherence to applicable laws and regulations**.

In addition, NYSED, on behalf of the New York State Board of Regents, is a community-based authorizer committed to principles of equity and access for all students across New York State. Community-based authorizing is based on the principle that community stakeholder voice, and response to community need, is an integral component of charter school decision making at all levels. During the renewal visit, the CSO will look for evidence of community voice across the school from governance to the educational program, as well as a commitment to the principles of diversity, equity, and inclusion, in the school's policies and practices.

A two-day renewal site visit was conducted at BPCS on November 16-17, 2023. The New York State Education Department's (NYSED) Charter School Office (CSO) team, accompanied by two members of the NYSED Special Education Quality Assurance (SEQA) Office, conducted interviews with the board of trustees, school leadership, teachers, and service providers.

The team conducted thirteen classroom observations in Grades 1 - 5 during the two-day visit. The observations were approximately 20 minutes in length and conducted jointly with members of the school leadership team composed by the dean of teaching and learning, dean of specialized instruction, and the executive director. NYSED utilizes the CSO's Classroom Observation Worksheet as a lens for classroom observations. It is shared with the school prior to the site visit, and can be found in the 2023-2024 [Renewal SV Protocol](#).

To draft this report, the CSO site visit team reviewed school-specific documents and data such as the school's 2023-2024 renewal application, 2022-2023 annual report, surveys, data, and fiscal dashboards, CSO site visit reports and memos, complaints, and corrective action plans.

## BENCHMARK ANALYSIS

The 2015 Performance Framework, which is part of the oversight plan included in the Charter Agreement for each school, outlines 10 Performance Framework benchmarks in three key areas of charter school performance:

- Educational Success
- Organizational Soundness
- Faithfulness to Charter and Law

Observational findings from the review of the renewal application, supporting data, and the site visit will be presented in alignment with the 2015 Performance Framework benchmarks and Indicators according to the rating scale below. A brief summary of the school’s strengths will precede the benchmark analysis. Each benchmark will be rated; and the report narrative will provide evidence-based information relative to each indicator.

Level	Description
<b>Exceeds</b>	The school meets the performance benchmark; potential exemplar in this area.
<b>Meets</b>	The school generally meets the performance benchmark; few concerns are noted.
<b>Approaches</b>	The school does not meet the performance benchmark; a number of concerns are noted.
<b>Falls Far Below</b>	The school falls far below the performance benchmark; significant concerns are noted.

## New York State Education Department 2015 Charter School Performance Framework Rating<sup>3</sup>

2015 Performance Benchmark		Level
<b>Educational Success</b>	<b>Benchmark 1: Student Performance:</b> The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).	<b>Approaches</b>
	<b>Benchmark 2: Teaching and Learning:</b> School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.	<b>Approaches</b>
	<b>Benchmark 3: Culture, Climate, and Family Engagement:</b> The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.	<b>Meets</b>
<b>Organizational Soundness</b>	<b>Benchmark 4: Financial Condition:</b> The school is in sound and stable financial condition as evidenced by performance on key financial indicators.	<b>Meets</b>
	<b>Benchmark 5: Financial Management:</b> The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.	<b>Meets</b>
	<b>Benchmark 6: Board Oversight and Governance:</b> The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.	<b>Meets</b>
	<b>Benchmark 7: Organizational Capacity:</b> The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.	<b>Approaches</b>
<b>Faithfulness to Charter &amp; Law</b>	<b>Benchmark 8: Mission and Key Design Elements:</b> The school is faithful to its mission and has implemented the key design elements included in its charter.	<b>Approaches</b>
	<b>Benchmark 9: Enrollment, Recruitment, and Retention:</b> The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.	<b>Approaches</b>
	<b>Benchmark 10: Legal Compliance:</b> The school complies with applicable laws, regulations, and the provisions of its charter.	<b>Approaches</b>

<sup>3</sup> Charter schools authorized or renewed beginning in the 2019-2020 school year and thereafter use the [2019 Charter School Performance Framework](#), and all other charter schools use the [2015 Charter School Performance Framework](#) until renewal. Refer to the appropriate framework for the applicable benchmark standards.

### **Summary of Findings**

- Bridge Preparatory Charter School (BPCS) is in year five of operation and serves students in Grades 1 through 5. During its current charter term, the school is rated in the following manner: meeting four benchmarks and approaching six. A summary of those ratings is provided below.
- **Summary of Areas of Growth and Strengths:** In its initial charter term, BPCS has created systems to support students' social and emotional health that have contributed to an observably safe and respectful learning environment. The facility is clean, bright, and conducive to a robust academic program. The school's population is primarily students with disabilities (SWD) and it has created an academic program that emphasizes literacy development, social-emotional learning, and a multisensory approach to learning.
- **Summary of Challenges:** BPCS has devoted significant time and resources into the Orton-Gillingham approach: training teachers, hosting an Orton-Gillingham coach, and programming daily OG and structured reading periods in addition to English Language Arts for two-and-a-half hours of daily literacy instruction. Teachers reported that Orton-Gillingham is the "heart" of everything they do. One challenge in the next charter term will be to link this approach with standards-aligned, rigorous instructional content consistently throughout the day.

When looking at the whole student population, BPCS performed far below the district of location (DOL), NYC CSD 31 and the state for in both ELA and math. While the rate of proficiency in ELA for SWD matched the state in 2022-2023, BPCS remains seven percentage points below the district of location for this subgroup during this testing year.

There were observed concerns with IEP compliance, namely that the CSO team was unable to see the accommodations recommended in the IEPs in any of the classes. While we agreed that the basic lesson plans shared with us and a basic level of differentiation was observed in class, we could not verify any of the individualized modifications recommended in the IEPs for the students in the classroom. During the teacher's forum, to our question on modifications, we understand that all is driven by the Ortho-Gilligan levels. There were multiple instances of health paraprofessionals providing 1:1 instruction in observed classes and other instances of the IEP not being implemented with fidelity (e.g., no data collection for students with Behavior Intervention Plans, Assistive Technology not provided, etc.).

While BPCS enrolls a higher percentage of SWD than the DOL, the school's enrollment of English language learner(s) (ELL) is -14 percentage points below NYC CSD 31. The school leadership was not able to elaborate on a plan for increasing the enrollment of this subgroup at the school's-chartered size and grade range. However, the renewal application discusses different support systems to boost enrollment.



### **Benchmark 1: Student Performance**

*The school has met or exceeded achievement indicators for academic trends toward proficiency, proficiency, and high school graduation. At all grade levels and all assessments, scoring proficiently means achieving a performance level of 3 or higher (high school Regents and Common Core Regents exam score of 65 or higher).*

#### **Finding: Approaches**

#### **Summative Evidence for Benchmark 1:**

Benchmark 1 could not have been rated at the time of the 2022 Midterm Site Visit as the school was in its initial charter term and there were no NYSTP 3-8 Assessment results available for this school. The current finding for this Benchmark is Approaches due to poor proficiency rates in both ELA and math.

The school has two years of NYSTP 3-8 Assessment data during this initial charter term. When looking at the whole student population, BPCS performed below NYC CSD 31 and NYS for both years in both ELA and math. In ELA, when looking at the entire student population, BPCS fell below the DOL by -35 or more percentage points in both years. In math, the proficiency rate for all students was -40 percentage points below the district and -35 and -34 percentage points below NYS in both testing years, respectively (2021-2022 and 2022-2023).

One of the most unique elements of BPCS is that 67 percent of students enrolled are students with disabilities. When looking at this subgroup specifically, the differential gap of performance with the district and NYS is reduced and slight improvement can be ascertained between the testing years. For ELA, the rate of proficiency for SWD at BPCS increased from 14 to 19 percent, which lessened the differential with both the DOL and NYS. While the rate of proficiency in ELA for SWDs matched the state in 2022-2023 (at 19 percent), BPCS remains -7 percentage points below the district of location for this subgroup. For math, while the rate of proficiency of SWD at BPCS grew (8 percent proficiency in 2021-2022 to 16 percent in 2022-2023), the differential with the district remained at -18 percentage points in both testing years and was -13 and -10 percentage points below NYS for both years, respectively.

On September 25, 2023, and based on the 2021-2022 NYSTP 3-8 Assessment results for ELA and math, the school was asked to provide a corrective action plan to the state, which it did on October 13, 2023. The plan contained strategies to improve ELA proficiency, math proficiency, and additional strategies to serve the needs of at-risk students. The plan is presently in its implementation phase.

***See Attachment 1 for data tables and additional academic information.***

**Benchmark 2: Teaching and Learning**

*School leaders have systems in place designed to cultivate shared accountability and high expectations and that lead to students’ well-being, improved academic outcomes, and educational success. The school has rigorous and coherent curriculum and assessments that are aligned to the New York State Learning Standards (NYSLS) for all students. Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn so that all students experience consistent high levels of engagement, thinking and achievement.*

**Finding: Approaches**

<i>Element</i>	<i>Indicators</i>
1. <i>Curriculum</i>	<ul style="list-style-type: none"> <li>a. The school has a documented curriculum that is aligned to the NYSLS.</li> <li>b. Teachers use unit and lesson plans that introduce complex materials, stimulate higher order thinking, and build deep conceptual understanding and knowledge around specific content.</li> <li>c. The curriculum is aligned horizontally across classrooms at the same grade level and vertically between grades.</li> <li>d. The curriculum is differentiated to provide opportunities for all students to master grade-level skills and concepts.</li> <li>e. The curriculum is systematically reviewed and revised.</li> </ul>
2. <i>Instruction</i>	<ul style="list-style-type: none"> <li>a. The school staff has a common understanding of high-quality instruction, and observed instructional practices align to this understanding.</li> <li>b. Instructional delivery fosters engagement with all students.</li> </ul>
3. <i>Assessment and Program Evaluation</i>	<ul style="list-style-type: none"> <li>a. The school uses a balanced system of formative, diagnostic and summative assessments.</li> <li>b. The school uses qualitative and quantitative data to inform instruction and improve student outcomes.</li> <li>c. The school uses qualitative and quantitative data to evaluate the quality and effectiveness of the academic program and modifies the program accordingly.</li> </ul>
4. <i>Supports for Diverse Learners</i>	<ul style="list-style-type: none"> <li>a. The school provides supports to meet the academic needs for all students, including but not limited to: students with disabilities, English language learners, and economically disadvantaged students.</li> <li>b. The school has systems to monitor the progress of individual students and facilitate communication between interventionists and classroom teachers regarding the needs of individual students.</li> </ul>

### **Academic Program for Elementary School:**

All students at BPCS follow the same academic program, including special populations (SWD, ELL and ED students).

- ELA: BPCS reported using Houghton Mifflin-Harcourt's (HMH) *Into Reading* and *The Writing Revolution (TWR)* as their ELA curricula. Both are aligned to the Next Generation Learning Standards. In addition to daily ELA instruction, the school programs another 105 minutes daily using the Orton-Gillingham (OG) framework for one OG small group (60 minutes) and one structured reading (45 minutes) period.
- Math: BPCS reported using *enVision* and a program created in-house called *Math and Movement*. This is a change from the *Singapore Math* curriculum that was utilized earlier in the charter term.
- Science: HMH *Science Dimensions*
- Social Studies / Humanities: HMH *Into Social Studies*
- Social Emotional Learning: *The Leader in Me*

### **Summative Evidence for Benchmark 2:**

Over this charter term, the trajectory for this benchmark has declined from Meets to Approaches due to a weakening support of diverse learners that includes a lack of differentiation for ELL students; CSE concerns about the school's use of grade retention and monitoring of students with extended absences from school; and the use of exit tickets and individualized goals not observed in classrooms.

#### 1. Element: ***Curriculum:***

- **Indicator a:** In the renewal application, BPCS reports the use of the aforementioned curricula. The CSO on-site team was provided with lesson plans to accompany each of the thirteen classroom observations. While these lesson plans consistently described the materials used for each lesson, only one lesson plan for core subjects (ELA, math, Science and Social Studies) referenced the curricula detailed above. In the teacher focus group, teachers stated that they use the curriculum as a framework but modify all materials for their students.

The CSO site visit team did observe the Orton-Gillingham framework in practice throughout the day and across content areas. The school also contracts with an OG coach who is in residence at BPCS three days a week. This coach and the dean of specialized instruction are responsible for working with teachers to incorporate OG strategies into lessons.

- **Indicator b:** In the teacher focus group and renewal application, BPCS reported that teachers submit their lesson plans weekly onto a shared Google Drive. Teachers reported that they were given choice on the format of their lesson plans and were able to choose from 16 different templates.

The school leadership reported that curriculum maps are created and refined during summer professional learning.

Classroom observations in all grade levels consistently showed students practicing skills (i.e., decoding, multiplication facts, counting, etc.), but not engaged with complex higher order thinking.

- **Indicator c:** The school leadership team and teachers reported that curricular mapping happens each summer with the goal of creating curricular alignment. The school partners with *The Core Collaborative* to support this mapping process. As will be described later in the report, all teachers participate in a school-based committee of their choice, including one focused on curriculum. In the CSO focus group, teachers reported that curricular maps were helpful to their instructional planning.
- **Indicator d:** BPCS reported that all classrooms adhere to the Integrated Co-Teaching model with at least one certified special education teacher. BPCS has differentiated its schedule to include additional small group instruction beyond the daily, 40-minute periods for ELA and math. Students receive an additional 105 minutes of daily literacy instruction for OG and structured reading periods. The CSO team also observed a fifth grade *Math in Movement* class where students were practicing math facts in a physical education classroom.

BPCS uses small group instruction to provide differentiation throughout the day. In most classrooms, students were organized into color-coded, leveled groups. The school leadership reported that these groups are created from assessment data and students can move fluidly between groups with each assessment cycle. No particular differentiation was observed for ELL students in class. At this school, and as mentioned above, all students follow the same academic program.

- **Indicator e:** The school leadership, with the support of the board and input of the teachers, reviews the curriculum annually. This review process is led by the director of teaching and learning. For the first three years of the charter term, BPCS utilized the *Singapore Math* curriculum, but switched to *enVision* in 2022-2023. The school reported that this curriculum better aligns with BPCS' multisensory approach.

## 2. Element: ***Instruction:***

- **Indicator a:** Many of the school's key design elements were reflected consistently in the instructional practices observed; most notably being a multisensory cross-curricular instructional design grounded in BPCS' implementation of OG. Orton-Gillingham strategies were observed consistently in classrooms throughout the two-day visit.

In the renewal application and corroborated in the CSO focus group, the school leadership reported that BPCS follows the Gradual Release of Responsibility model, which "shifts the responsibility of learning from the teacher to the student over the course of a lesson." This was reflected in the lesson plans provided and aligns to the "student-centered school structure," which is another key design element and instructional practice of BPCS.

BPCS also prioritizes the use of small groups as an instructional practice. These groups were observed across grade levels and content areas.

- **Indicator b:** Multisensory instruction, one of BPCS' key design elements, is utilized to foster engagement with students. In nearly every classroom observation, the students were observed as "being learning ready" on the classroom observation worksheets.

3. Element: **Assessment and Program Evaluation:**

- **Indicator a:** BPCS uses multiple assessments throughout the year. The *Reading Readiness Assessment* is given each trimester and the results are used to group students into OG classes and small groups throughout the day. The school leadership and teachers stressed during our focus groups that students move fluidly through the groups. The *NWEA MAP Growth Assessment* is given to all students at the beginning, middle and end of the year. The scores are reviewed by the school leadership, board, and classroom teachers. The school also reported using daily exit tickets, but this was not observed by the CSO team in classrooms and only included in math lesson plans rather than all subjects' plans.
- **Indicator b:** BPCS uses the *Reading Readiness Assessment* data to modify the students' schedule, provide for OG groups, and modify the curriculum. The school has a data team, led by the director of teaching and learning, who oversees the assessment cycle and data collection process. This team also includes the school's instructional math coach and a representative from every grade.

*NWEA Map* data is shared with teachers, parents, and the board three times a year. This data was included in the board meeting minutes from August 17, 2022, for example. The school leadership acknowledged that they are still working to identify the reasons for the gap between this internal assessment and the NYSTP 3-8 Assessments.

- **Indicator c:** The school leadership provided multiple examples of how data has evaluated the effectiveness of the BPCS academic program and prompted modifications. At the start of the charter term, *Singapore Math* was the chosen curriculum. After it was determined to not align with the school's multisensory approach and not yield the desired academic results, the math curriculum was changed to *enVision*. Another example is the addition of daily literacy instruction (i.e., OG and structured reading periods) to supplement the ELA instructional period.

4. Element: **Supports for Diverse Learners:**

- **Indicator a:** BPCS has been designed with the goal of serving students with dyslexia and other language-based learning differences. In the 2022-2023 school year, 67 percent of the student population were identified as SWDs. All classrooms are staffed by the Integrated Co-Teaching model.

The *Reading Readiness Assessment* (RRA) is administered three times a year and the results are used to group students homogeneously by OG level. These OG levels are assigned a color, which was observed in classrooms across content areas – OG block and math, for example. All staff members have been trained in OG and lead small groups so that the class size can be smaller during these instructional blocks.

The NYCDOE CSE states that Bridge Prep communicates often with families and with the CSE. However, the CSE has received concerns from parents that the school is unresponsive to their requests. The CSE has some difficulty in scheduling IEP meetings with the school, and there are many last-minute changes. An area of growth for the school is the provision of specially designed instruction and progress monitoring data. The CSE also has concerns about the school's use of grade retention and their monitoring of students who have extended absences from school.

There were observed concerns with IEP compliance, namely that the CSO team was unable to see the accommodations recommended in the IEPs in any of the classes. There were multiple

instances of health paras providing 1:1 instruction in observed classes during which time the teachers had no interaction with the 1:1 students. Other instances of the IEP not being implemented with fidelity included: no data collection for students with Behavior Intervention Plans, and Assistive Technology was not being provided even though required by students' IEPs.

The school's academic program is for all students, including ELL. Therefore, the school does not have an established ELL program, additional supports for these students were not observed in the classrooms, nor did the lesson plans show differentiation. The ELL students are evaluated in the same manner which other students are evaluated with a standard evaluation process for all students.

- **Indicator b:** During the on-site visit, the CSO team participated in a *supporting differing learners focus group* that had some of the school's leadership team (e.g., director of teaching and learning, dean of specialized instruction, and dean of student support) along with some of the school's in-house service providers. This group reported that a speech and language pathologist was hired this year to help monitor IEP goal setting and implementation. This role is intended to coordinate the services of the agency-provided service providers for speech, OT, PT, counseling, and other mandated services. The school reported that all SPED-related data is tracked on a shared drive and is monitored by the dean of specialized instruction. These individualized goals were not observed in the provided lesson plans.

The school staff also referred to the Pupil Progress Team, which meets biweekly and is led by the dean of specialized instruction. This group monitors the progress of students receiving interventions and is a space for teachers to share student concerns.

**Benchmark 3: Culture, Climate, and Family Engagement**

*The school has systems in place to support students’ social and emotional health and to provide for a safe and respectful learning environment. Families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being. Families and students are satisfied with the school’s academics and the overall leadership and management of the school.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Behavior Management and Safety</i>	<ul style="list-style-type: none"> <li>a. The school has a clear approach to behavioral management, including a written discipline policy.</li> <li>b. The school appears safe and all school constituents are able to articulate how the school community maintains a safe environment.</li> <li>c. The school has systems in place to ensure that the environment is free from harassment and discrimination.</li> <li>d. Classroom environments are conducive to learning and generally free from disruption.</li> </ul>
2. <i>Family Engagement and Communication</i>	<ul style="list-style-type: none"> <li>a. The school communicates with and engages families with the school community.</li> <li>b. Teachers communicate with parents to discuss students’ strengths and needs.</li> <li>c. The school assesses family and student satisfaction using strategies such as surveys, feedback sessions, community forums, or participation logs, and considers results when making schoolwide decisions.</li> <li>d. The school has a systematic process for responding to family or community concerns.</li> <li>e. The school shares school-level academic data with the broader school community to promote transparency and accountability among parents, students and school constituents.</li> </ul>
3. <i>Social-Emotional Supports</i>	<ul style="list-style-type: none"> <li>a. The school has systems or programs in place to support the social-emotional needs of students.</li> <li>b. School leaders collect and use data to track the socio-emotional needs of students.</li> <li>c. School leaders collect and use data regarding the impact of programs designed to support students’ social and emotional health.</li> </ul>

**Summative Evidence for Benchmark 3:**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: ***Behavior Management and Safety:***

- **Indicator a:** BPCS provided a copy of their Discipline Policy and Code of Conduct. BPCS provides this document to parents and staff in their handbooks.
- **Indicator b:** All observed classrooms were orderly and free from disruption. Throughout the renewal application and across focus groups, the school staff emphasized the importance of creating a culture where the students feel safe to learn. These structures were observed during a morning meeting that focused on *The Leader in Me (TLIM)* framework.

The director of teaching and learning and the dean of student supports reported that they and their teams are responsible for ensuring a safe learning environment. The school also partners with an outside agency, *Step-by-Step*, to train teachers in behavioral management. The school's Pupil Progress Team meets biweekly to document concerns and identify supports for individual students.

- **Indicator c:** The renewal application indicates that the school adheres to the district-wide safety plan and their authorizer-approved discipline policy remain free from harassment and discrimination. This was confirmed by the teachers and the parents in their focus groups.
- **Indicator d:** Classroom environments were consistently observed as being generally free from disruption. The school leadership attributes this, at least in part, to BPCS' focus on small-group instruction and *The Leader in Me* framework.

2. Element: ***Family Engagement and Communication:***

- **Indicator a:** The school reports that it communicates with and engages families. The school employs a director of family and community development to support with family engagement. The school hosts a *Connect Saturday* session every trimester to bring the community together and facilitate parent learning sessions. The school leadership also reported the Family Association is very active and appoints a voting member to the Board of Trustees.
- **Indicator b:** The leadership at BPCS organizes conferences three times a year to coincide with each trimester's report card. The leadership at the school also distributes progress reports three times a year.
- **Indicator c:** In their renewal application, the school reported launching a 2022-2023 survey by trimester for families and students.

The leadership at the school reported student retention as another indicator to measure satisfaction with an average overall retention rate of 86 percent over the initial charter term.

- **Indicator d:** BPCS distributes annually the complaint policy as part of the Family Handbook, and it is listed on the school's website.
- **Indicator e:** In the renewal application, the school reported publishing an annual report on the school's website. These reports were not on the website at the time of the CSO visit. The school leadership reported that the MAP data is shared with families during conferences, three times a year, but this could not be verified.



3. Element: ***Social-Emotional Supports:***

- **Indicator a:** Each classroom has weekly SEL lessons, using curricular resources from *TLIM* and each teacher is trained yearly in the framework. For the current school year, BPCS partnered with the YMCA to provide an eight-week series of SEL programming. One of these SEL lessons facilitated by a YMCA staff member was observed during the CSO on-site visit.

As per the organizational chart presented in the renewal application, the school employs a dean of student support and four social workers to support SEL.

- **Indicator b:** In the renewal report, the school reported that social workers and teachers identify trends in SEL needs through frequent observations. Teachers may also refer students to the PPT. A formalized process of tracking this data was not shared with the CSO team.
- **Indicator c:** During the focus group, the school leadership reported that SEL data is used to create weekly SEL lessons. The observed SEL lesson was focused on being thankful for Thanksgiving rather than a grade- and/or classroom-level trend. When asked about SEL priorities, the school leadership consistently reiterated the importance of students feeling safe at school, but presented no specific evidence on how this is implemented in classroom.

**Benchmark 4: Financial Condition**

*The school is in sound and stable financial condition as evidenced by performance on key financial indicators.*

**Finding: Meets**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

See the school’s fiscal dashboard attached to the end of this report (Charter School Fiscal Accountability Summary). The fiscal dashboard provides detailed information regarding the school’s compliance with Benchmark 4 of the Charter School Performance Framework. Unless otherwise indicated, financial data is derived from the school’s annual independently audited financial statements which can be found on the NYSED website at <http://www.p12.nysed.gov/psc/csdirectory/CSLaunchPage.html>.

- Financial Composite Score
- Working Capital
- Debt to Asset
- Cash Position
- Total Margin

**Financial Condition**

Bridge Preparatory Charter School appears to be in good financial condition as evidenced by performance on key indicators derived from the school’s independently audited financial statements.

**Overall Financial Outlook**

A financial composite score is an overall measure of financial health based on a weighting of primary reserves, equity, and net income. A charter school with a score between 1.50 and 3.00 is generally considered to be in good financial health. Bridge Preparatory Charter School’s 2022-2023 composite score is 3.00.

**Composite Scores  
2018-2019 to 2022-2023**

<i>Year</i>	<i>Composite Score</i>
2018-2019	-
2019-2020	2.88
2020-2021	3.00
2021-2022	3.00
2022-2023	3.00

### **Benchmark 5: Financial Management**

*The school operates in a fiscally sound manner with realistic budgets pursuant to a long-range financial plan, appropriate internal controls and procedures, and in accordance with state law and generally accepted accounting practices.*

#### **Finding: Meets**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

Renewal is based on evidence that the following indicators are generally present:

1. The school has an accurate and functional accounting system that includes monthly budgets.
2. The school sets budget objectives and regularly analyzes its budget in relation to those objectives.
3. The school has allocated budget surpluses in a manner that is fiscally sound and directly attends to the social and academic needs of the students attending the school.
4. The school has and follows a written set of fiscal policies.
5. The school has complied with state and federal financial reporting requirements.
6. The school has and is maintaining appropriate internal controls and procedures.
7. The school follows generally accepted accounting principles as evidenced by independent financial audits with an unqualified audit opinion, a limited number of findings that are quickly corrected, and the absence of a going concern disclosure.

#### **Summative Evidence for Benchmark 5:**

NYSED CSO reviewed Bridge Preparatory Charter School's 2022-2023 audited financial statements to determine whether the independent auditor observed sufficient internal controls over financial reporting. The auditor did not identify deficiencies in internal controls that could be considered material weaknesses.

**Benchmark 6: Board Oversight and Governance**

*The board of trustees provides competent stewardship and oversight of the school while maintaining policies, establishing performance goals, and implementing systems to ensure academic success, organizational viability, board effectiveness and faithfulness to the terms of its charter.*

**Finding: Meets**

<u>Element</u>	<u>Indicators</u>
1. <i>Board Oversight and Governance</i>	<ul style="list-style-type: none"> <li>a. The board recruits and selects board members with skills and expertise that meet the needs of the school.</li> <li>b. 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.</li> <li>c. The board demonstrates active oversight of the charter school management, fiscal operations, and progress toward meeting academic and other school goals.</li> <li>d. The board regularly updates school policies.</li> <li>e. The board utilizes a performance-based evaluation process for evaluating school leadership, itself, and providers.</li> <li>f. The board demonstrates full awareness of its legal obligations to the school and stakeholders.</li> </ul>

**Summative Evidence for Benchmark 6:**

Over this charter term, the trajectory for this benchmark has been consistent as a Meets.

1. Element: **Board Oversight and Governance:**

- **Indicator a:** The school leader and board chair report an active board. During the CSO visit, ten trustees were present on-site for the focus group. The by-laws state that no trustee may serve more than two consecutive, three-year terms. The board is actively recruiting to backfill and develop the succession plan for four founding trustees.

The board of trustees is comprised of a diverse group of business, educators, parents, and other professionals to meet the needs of the school and provide necessary oversight. Trustees shared a strong passion and deep understanding of the school’s performance during the CSO focus group.

- **Indicator b:** The board receives student data three times a year to coincide with the assessment cycle. One board-supported initiative was the creation of the *Structured Literacy Practicum Center*, which supports teachers with certification pathways in structured literacy. The board considers this initiative to retain teachers.
- **Indicator c:** The board contains four committees (i.e., governance, academic, finance, and executive) to maintain active oversight. The trustees reported that each committee meets monthly and reports to the full board at their monthly meeting. Board members reported

observing classroom instruction and participating in an observation collaboration with the school leaders. The board chair reported that they attend one leadership team meeting a month to observe and identify needs for the board to address.

- **Indicator d:** The renewal application states that the board conducts an annual review of policies and revised the code of conduct, discipline code, complaint policy, and family leave provision of the employee handbook over this charter term.
- **Indicator e:** The board reported a formal, annual self-evaluation for the past three years. One reported change resulting from this process was increasing the board members' involvement in the school's finances. The board reported that the evaluation committee evaluates the executive director annually using the *BoardOnTrack* platform.
- **Indicator f:** The board's by-laws reflect its awareness of its legal obligations to the school and stakeholders. The school's board meeting dates and meeting minutes are published on the school's website.

**Benchmark 7: Organizational Capacity**

*The school has established a well-functioning organizational structure, clearly delineated roles for staff, management, and board members. The school has systems and protocols that allow for the successful implementation, evaluation, and improvement of its academic program and operations.*

**Finding: Approaches**

<i>Element</i>	<i>Indicators</i>
1. <i>School Leadership</i>	<ul style="list-style-type: none"> <li>a. The school has an effective school leadership team that obtains staff commitment to a clearly defined mission and set of goals, allowing for continual improvement in student learning.</li> <li>b. Roles and responsibilities for leaders, staff, management, and board members are clearly defined. Members of the school community adhere to defined roles and responsibilities.</li> <li>c. The school has clear and well-established communication systems and decision-making processes in place which ensure effective communication across the school.</li> <li>d. The school successfully recruits, hires, and retains key personnel, and makes decisions – when warranted – to remove ineffective staff members.</li> </ul>
2. <i>Professional Climate</i>	<ul style="list-style-type: none"> <li>a. The school is fully staffed with high quality personnel to meet all educational and operational needs, including finance, human resources, and communication.</li> <li>b. The school has established structures for frequent collaboration among teachers.</li> <li>c. The school ensures that staff has requisite skills, expertise, and professional development necessary to meet students’ needs.</li> <li>d. The school has systems to monitor and maintain organizational and instructional quality—which includes a formal process for teacher evaluation geared toward improving instructional practice.</li> <li>e. The school has mechanisms to solicit teacher feedback and gauge teacher satisfaction.</li> </ul>
3. <i>Contractual Relationships</i> □N/A	<ul style="list-style-type: none"> <li>a. The board of trustees and school leadership establish effective working relationships with the management company or comprehensive service provider.</li> <li>b. Changes in the school’s charter management or comprehensive service provider contract comply with required charter amendment procedures.</li> <li>c. The school monitors the efficacy of contracted service providers or partners.</li> </ul>

## Summative Evidence for Benchmark 7:

Over this charter term, the trajectory for this benchmark has declined from a Meets to Approaches due to decreased effectiveness of the organizational capacity, including a continuing decline in student learning, and a lack of clearly defined processes and roles of the adults in the classroom.

### 1. Element: **School Leadership:**

- **Indicator a:** The executive director reports to the board of trustees. The school's leadership team is comprised of the executive director, director of teaching and learning, director of operations, dean of student support, dean of specialized instruction, and the director of family and community development. The school leadership and board report that the school leadership team is effective.

There was no survey data for the CSO team to corroborate that the staff is committed to a clearly defined mission and set of goals.

- **Indicator b:** According to the organizational chart and school leadership focus group, each role is clearly defined; however, there were several structures that were not solidified into a formal process (i.e., frequency of meetings, classroom observations, etc.). When asked about meeting cadence, for example, different answers were provided in different focus groups. The school leadership reported meeting weekly 1:1 with teachers and teachers reported that they have the option of meeting with school leaders during their common planning time. School leaders reported doing daily classroom observations, but when asked the role of the adults in the room for the Classroom Observation Worksheet, the leaders were unable to identify the role of many adults present in many classrooms.
- **Indicator c:** The school leadership team reported meeting weekly with their teams. The renewal application shared that the school messaging app facilitates communication with families. The school also creates a monthly newsletter for families and another for staff. All teachers sit on a school-wide committee (i.e., *The Leader in Me*, safety, academics, school events, and curriculum) to promote collaboration and staff retention.
- **Indicator d:** Based on the school's faculty/staff rosters submitted with their 2021-2022 and 2022-2023 Annual Reports, 71 percent of their overall staff were retained from year to year which is an improvement over the previous year's retention rate of 64 percent. The *Structured Literacy Practicum Center* is one initiative by the school leadership to retain and support teachers by providing a pathway to an additional credential. The school reports that its evaluation model provides a clear structure to remove ineffective staff members when necessary.

### 2. Element: **Professional Climate:**

- **Indicator a:** The school leadership reports that it is fully staffed with high-quality personnel to meet the academic and operational needs of the school. All observed classrooms had a minimum of two teachers, and most had multiple paraprofessionals and service providers present in the classroom at the time of the observation. The school was able to provide updated certifications for all teachers at the school.

- **Indicator b:** Another way BPCS fosters staff collaboration is by placing every teacher on a school-wide team. In the CSO focus group, the executive director reported that this re-invests teachers as they can self-select which team they are on. The teachers talked about the benefits of these committees during the CSO staff focus group.

In the CSO focus group, teachers reported that they have daily prep periods and approximately three hours after school each week for collaborative planning where they can reach out to the school's leadership during this time.

- **Indicator c:** BPCS organizes annual pre-service each summer with the goal of building the staff's skills and expertise. The in-house OG coach also provides weekly professional learning opportunities for teachers. This coach was observed modeling instruction during one of the OG periods. The school leadership reports that the professional learning schedule is determined by trends in student data, instructional quality, and other needs.
- **Indicator d:** Each teacher receives weekly, personalized coaching and professional learning, according to the school leadership. BPCS partners with *Edwards Orton-Gillingham Inc.* to have a coach in-residence at the school three days a week. This coach was observed coaching teachers during an OG block during the CSO visit.

The school utilizes the software *Bullseye* to record informal observation feedback and document next steps. The school utilizes the Danielson Framework for an annual, formal teacher observation and reported teachers are observed, informally, daily. During the CSO site visit, when the team asked the school leaders to identify the roles of the adults in the classroom, these roles were not known to the school leaders on multiple occasions.

- **Indicator e:** As mentioned previously, the 2022-2023 NYSED CSO and NYC School Surveys were well below the thresholds for statistical significance. The school reported that teachers receive a survey after all professional development sessions from the academic team. This data was not reviewed by the CSO team. The executive director also reported organizing focus groups to receive feedback.

3. Element: ***Contractual Relationships:***

- **Indicator a:** BPCS does not contract with a comprehensive service provider, charter management organization, or other entity that provides comprehensive management services.
- **Indicator b:** BPCS does not contract with a comprehensive service provider, charter management organization, or other entity that provides comprehensive management services.
- **Indicator c:** n/a



**Benchmark 8: Mission and Key Design Elements**

*The school is faithful to its mission and has implemented the key design elements included in its charter.*

**Finding: Approaches**

Indicators

<u>Element</u>	<u>Indicators</u>
1. <i>Mission and Key Design Elements</i>	<ul style="list-style-type: none"> <li>a. School stakeholders share a common and consistent understanding of the school’s mission and key design elements outlined in the charter.</li> <li>b. The school has fully implemented the key design elements in the approved charter and in any subsequently approved revisions.</li> </ul>

**Summative Evidence for Benchmark 8:**

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches as all key design elements are not fully implemented.

1. Element: **Missions and Key Design Elements:**

- **Indicator a:** The mission of BPCS is grounded in building students’ literacy acquisition. This was observed consistently in the school’s emphasis on Orton-Gillingham. As detailed in Benchmark 2, while students were observed practicing skills during classroom observations, the CSO team did not observe academic rigor.

**Indicator b:** The school has six key design elements and there was evidence of the implementation of each key design element:

- A multisensory, cross-curricular instructional design: The school cites Orton-Gillingham (OG) as a multisensory approach to teaching literacy and it was observed in classroom.
- A balanced approach to interdisciplinary literacy: All teachers trained are in OG and *The Writing Revolution (TWR)*.
- A student-centered school structure: The school leadership cites its use of small group instruction and ICT model as a student-centered school structure. This too was observed in the classrooms.
- A supportive network for families: The school has a director of family and community development on its leadership team. A member of the Family Association is a voting member of the board. This was corroborated by parents during the parent focus group.
- Extensive, supportive staff development: In the renewal application, the school states that there is daily professional learning. Modeling was observed by the OG coach, but not observed in other instructional blocks.
- Connections to the larger community: BPCS lists a wide array of community organizations that the school partners with (i.e., Staten Island Chamber of Commerce, YMCA, etc.). The YMCA staff facilitating an SEL lesson was observed.

**Benchmark 9: Enrollment, Recruitment, and Retention**

*The school is meeting or making annual progress toward meeting the enrollment plan outlined in its charter and its enrollment and retention targets for students with disabilities, English language learners, and students who are eligible applicants for the free and reduced priced lunch program; or has demonstrated that it has made extensive good faith efforts to attract, recruit, and retain such students.*

**Finding: Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Targets are met</i>	a. The school maintains sufficient enrollment demand for the school to meet or come close to meeting the enrollment plan outlined in the charter.
2. <i>Targets are not met</i>	<p>a. The school is making regular and significant annual progress toward meeting the targets.</p> <p>b. The school has implemented extensive recruitment strategies and program services to attract and retain students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch. Strategies include, but are not limited to: outreach to parents and families in the surrounding communities, widely publicizing the lottery for such school, efforts to academically support these students, and enrollment policy revisions, such as employing a weighted lottery or enrollment preference, to increase the proportion of enrolled students from the three priority populations.</p> <p>c. The school has implemented a systematic process for evaluating recruitment and outreach strategies and program services for each of the three categories of students, and makes strategic improvements as needed.</p>

**Summative Evidence for Benchmark 9:**

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to low enrollment of ELL.

1. Element: **Targets are met:**

- **Indicator a:** BPCS’s overall enrollment is sufficient to satisfy their contractual obligation and they are currently, 2022-2023, at 100% of their contracted enrollment. The school exceeds the DOL in SWD and ED student enrollment, +38 and +3 percentage points, respectively. The ELL students that they have enrolled are retained at 100 percent.

2. Element: **Targets are not met:**

- **Indicator a:** The school has been consistently below the DOL for the percentage of enrolled ELL students. This differential has remained consistent, -13 or -14 percentage points throughout the current term, rather than showing improvement over time. For the 2022-2023 school year, overall, SWD, and ED retention was also below the DOL: -8, -8, and -9 percentage points, respectively.

- **Indicator b:** BPCS has several admission preferences (e.g., siblings; resides in NYC CSD 31 with current IEP that indicates the student has dyslexia, an impairment in reading or difficulties with/an impairment in phonological awareness skills and development; resides in NYC CSD 31; children of full-time employees; and students residing outside of NYC CSD 31) targeted to attract SWD. There are not extensive recruitment strategies or program services to attract and retain ELL and/or ED students. While BPCS enrolls a higher percentage of SWD than the DOL, the school's enrollment of ELL is -14 percentage points below NYC CSD 31. The school leadership was not able to elaborate on a plan for increasing the enrollment of subgroups at the school's-chartered size and grade range, however, the renewal application discusses the following support systems to help enroll and retain students with disabilities:
  - Neurodiverse, Integrated Co-Taught Classrooms which provide at least two teachers in each classroom, one of whom is certified in SPED.
  - Daily small-group instruction periods when students participate in small-group instruction in every class each day.
  - Executive Functioning, when the school day, specifically at the beginning and end of the day, all students are provided time to work on Executive Functioning skills with teachers, which is critical for all students, especially our SWD.
  - Response to Intervention, where BPCS follows a Response to Intervention (RTI) model that provides students with tiered interventions and serves as an identification and pre-evaluation process for SWD.
  
- **Indicator c:** In the renewal application, the school states that they evaluate and compare the annual enrollment data with the district to adjust recruitment strategies for ELL, SWD, and ED students, and they continue to expand the recruitment efforts for ELL including the possible addition of a lottery weight for ELL. However, the school has not provided evidence of a systematic process for evaluating recruitment and outreach strategies to attract ELL students.

***See Attachment 1 for data tables and additional information.***

**Benchmark 10: Legal Compliance**

*The school complies with applicable laws, regulations, and the provisions of its charter.*

**Finding: Approaches**

<u>Element</u>	<u>Indicators</u>
1. <i>Legal Compliance</i>	<p>a. The school has compiled a record of substantial compliance with applicable state and federal laws and the provisions of its charter including, but not limited to: those related to student admissions and enrollment; FOIL and Open Meetings Law; protecting the rights of students and employees; financial management and oversight; governance and reporting; and health and safety requirements.</p> <p>b. The school has undertaken appropriate corrective action when needed and has implemented necessary safeguards to maintain compliance with all legal requirements.</p> <p>c. The school has sought Board of Regents and/or Charter School Office approval for significant revisions.</p>

**Summative Evidence for Benchmark 10:**

Over this charter term, the trajectory for this benchmark has been consistent as an Approaches due to continuing issues with fingerprinting and certification issues, and academic deficiencies identified in the school’s Notice of Deficiency.

1. Element: ***Legal Compliance:***

- **Indicator a:** During the current term, BPCS has been partially in compliance with applicable state and federal laws and the provisions of its charter. The school has struggled since the beginning with hiring practices: specifically, the obtaining of fingerprint clearances prior to having a new employee start work. The 2022-2023 school year shows improvement with only two new faculty/staff reported in the roster with the Annual Report having begun working prior to receiving fingerprint clearance. The executive director is working with the school’s liaison to come into compliance. The school is also working with the CSO and its counsel to make changes to its discipline policy. BPCS’s hiring policy for teachers and adherence to said policy has resulted in the school being within statutory limits for uncertified teachers.
- **Indicator b:** The CSO issued a Notice of Deficiency to the school in October of 2023, for academic deficiencies based on the proficiency data from the 2021-2022 administration of the NYSTP 3-8 Assessments in both ELA and math. BPCS’s overall performance was -37 percentage points below that of NYC CSD 31, the district of location, and -28 percentage points below NYS in ELA and for math, BPCS’s overall performance was -40 percentage points below that of NYC CSD 31, the district of location, and -35 percentage points below NYS. The school presented a corrective action plan to the CSO office on October 13, 2023, which was subsequently approved on October 24, 2023, and is currently under implementation.

- **Indicator c:** BPCS submitted and received approval for two non-material enrollment increases for the 2020-2021 and 2021-2022 school years. The school is submitting material revision requests as part of this renewal, aiming to expanding to kindergarten with an enrollment increase and to change the language in some of the key design elements.

# 2024 NYSED Charter School Information Dashboard

## Overview

### Charter School Selection

BRIDGE PREPARATORY CHARTER SCHOOL

### BEDS Code

353100861144

### 2022-2023 Enrollment

242

### ESEA Accountability Designation (2023-2024):

This school is designated as a school in need of **Local Support and Improvement** under current New York State criteria as defined by the Elementary and Secondary Education Act.

### Charter School Information

School District of Location:	NYC CSD 31
Total Public School Enrollment of Resident Students attending Charter Schools:	5%
Additional School District: (if applicable)*	-
Total Public School Enrollment of Resident Students attending Charter Schools:	-
Grades Served:	1-5
Address:	715 OCEAN TERRACE-BLDG E, STATEN ISLAND, NY, 10301
Website:	www.bridgeprepcharter.org
RIC:	NEW YORK CITY
Regents Region:	NEW YORK CITY - STATEN ISLAND
Regent:	Christine D. Cea
Active Date:	7/1/2019
Authorizer:	REGENTS
CEO:	MR. TIMOTHY CASTANZA
CEO Phone:	646-331-4561
CEO Email:	tim@bridgeprepcharter.org
BOT President:	MS. LAUREL WEDINGER-GYIMESI
BOT President Phone:	917-838-6048
BOT President Email:	lwedinger@bridgeprepcharter.org
Institution ID:	800000090253

\*An additional district may be used for comparison if a school is chartered to serve a school district other than the one in which they are located or if 40% of their students are residents of a district other than the district in which they are located.

### BoR Charter School Office Information

Regional Liaison:	Paolo Giovine
Performance Framework:	2015
Current Term:	07/01/19 - 06/30/24
2019-2020	Check-in
2020-2021	Check-in
2021-2022	Midterm
2022-2023	Check-in
2023-2024	Renewal

Benchmark Rating	Year of Rating
BM1	
BM2	
BM3	
BM4	
BM5	
BM6	
BM7	
BM8	
BM9	
BM10	

### CSO Survey Results

Confidence Interval	Response Rate	Survey Population	Total Responses
Parent Survey	N/A	N/A	N/A
Student Survey (Grades 9-12)	N/A	N/A	N/A
Teacher Survey	N/A	N/A	N/A

## 2024 NYSED Charter School Information Dashboard

### Benchmark 1 - Indicator 1: Similar Schools Comparison

#### Charter School

BRIDGE PREPARATORY CHARTER SCHOOL

*Not applicable to this charter school*

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### Charter School

BRIDGE PREPARATORY CHARTER SCHOOL

#### 2.a.i. and 2.a.ii. Trending Toward Proficiency – Aggregate and Subgroup Standards-Based Trend Toward Proficiency:

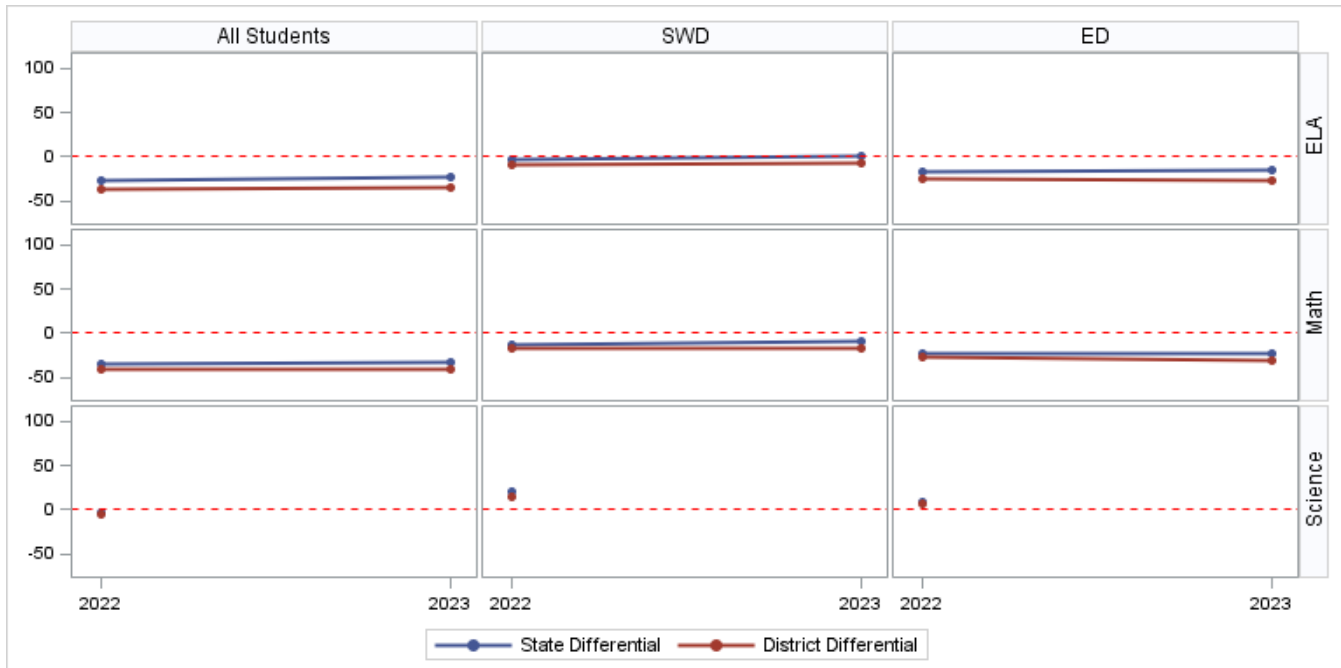
Elementary/Middle School Trending Toward Proficiency - Minimum Expectation = 80%

Bridge Preparatory CS	ELA			Math		
	All Students	SWD	ED	All Students	SWD	ED
2022-2023	31%	34%	29%	34%	34%	35%

\*See NOTES (2), (3), (7), and (8).

#### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

Elementary/Middle School Assessment Proficiency State and District Differentials Over Time  
Comparison of  
Bridge Preparatory Charter School and New York City CSD 31



\*See NOTES (1), (2), (3), and (6).



# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.i. and 2.b.ii Proficiency - Aggregate and Subgroup School Level Proficiency:

#### Elementary/Middle School Assessment Proficiency Outcomes: Charter School, District, and NYS

		ELA					Math					Science				
		Bridge Preparatory CS	NYC CSD 31	District Differential	NYS	NYS Differential	Bridge Preparatory CS	NYC CSD 31	District Differential	NYS	NYS Differential	Bridge Preparatory CS	NYC CSD 31	District Differential	NYS	NYS Differential
All Students	2021-2022	16%	53%	-37	44%	-28	10%	50%	-40	45%	-35	76%	82%	-6	80%	-4
	2022-2023	22%	57%	-35	46%	-24	19%	59%	-40	53%	-34	.	.	.	.	.
SWD	2021-2022	14%	24%	-10	17%	-3	8%	26%	-18	21%	-13	80%	66%	+14	60%	+20
	2022-2023	19%	26%	-7	19%	0	16%	34%	-18	26%	-10	.	.	.	.	.
ED	2021-2022	16%	41%	-25	33%	-17	10%	38%	-28	33%	-23	81%	75%	+6	72%	+9
	2022-2023	20%	47%	-27	36%	-16	17%	49%	-32	41%	-24	.	.	.	.	.

\*See NOTES (1), (3), (6), and (7).

### 2.b.iii. Aggregate Grade-Level Proficiency:

#### All Students Grade-Level Proficiency

All Students		ELA					Mathematics					Science				
		Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	26%	57%	-31	46%	-20	5%	53%	-48	48%	-43	.	.	.	.	.
	2023	24%	56%	-32	45%	-21	21%	61%	-40	54%	-33	.	.	.	.	.
Grade 4	2022	8%	49%	-41	42%	-34	14%	46%	-32	43%	-29	76%	82%	-6	80%	-4
	2023	26%	58%	-32	49%	-23	24%	57%	-33	54%	-30	.	.	.	.	.
Grade 5	2023	16%	56%	-40	45%	-29	13%	58%	-45	50%	-37	.	.	.	.	.

\*See NOTES (1), (2), (3), and (6).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 1 - Indicator 2: Elementary/Middle School Outcomes

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Students with Disabilities Grade-Level Proficiency

Students with Disabilities		ELA					Mathematics					Science				
		Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	21%	29%	-8	20%	+1	4%	29%	-25	24%	-20	.	.	.	.	.
	2023	17%	26%	-9	19%	-2	14%	36%	-22	29%	-15	.	.	.	.	.
Grade 4	2022	8%	19%	-11	14%	-6	11%	23%	-12	18%	-7	80%	66%	+14	60%	+20
	2023	24%	28%	-4	21%	+3	23%	32%	-9	27%	-4	.	.	.	.	.
Grade 5	2023	18%	24%	-6	17%	+1	11%	32%	-21	22%	-11	.	.	.	.	.

\*See NOTES (1), (2), (3), (6), and (7).

### 2.b.iv. Subgroup Grade-Level Proficiency:

#### Economically Disadvantaged Grade-Level Proficiency

Economically Disadvantaged		ELA					Mathematics					Science				
		Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS	Bridge Preparatory CS	NYC CSD 31	Differential to District	NYS	Differential to NYS
Grade 3	2022	28%	45%	-17	35%	-7	3%	40%	-37	36%	-33	.	.	.	.	.
	2023	21%	46%	-25	34%	-13	17%	51%	-34	42%	-25	.	.	.	.	.
Grade 4	2022	3%	37%	-34	30%	-27	17%	35%	-18	31%	-14	81%	75%	+6	72%	+9
	2023	25%	48%	-23	38%	-13	25%	47%	-22	42%	-17	.	.	.	.	.
Grade 5	2023	10%	46%	-36	36%	-26	5%	49%	-44	38%	-33	.	.	.	.	.

\*See NOTES (1), (2), (3), (6), and (7).

# 2024 NYSED Charter School Information Dashboard

## Benchmark 9 - Indicator 1: Enrollment and Retention

### Charter School

BRIDGE PREPARATORY CHARTER SCHOOL

#### 1.a.i. Aggregate Enrollment:

#### Aggregate Enrollment: Reported vs Contracted - Target = 100%

Bridge Preparatory CS	Contracted Enrollment	Reported Enrollment	Percent of Contracted Enrollment
2019-2020	86	87	101%
2020-2021	148	156	105%
2021-2022	195	203	104%
2022-2023	242	242	100%

#### 1.a.ii. Subgroup Enrollment:

#### Subgroup Enrollment: Students with Disabilities, English Language Learners, and Economically Disadvantaged

	SWD			ELL			ED		
	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District
2019-2020	66%	29%	+37	.	14%	-14	67%	59%	+8
2020-2021	64%	28%	+36	1%	14%	-13	66%	59%	+7
2021-2022	67%	28%	+39	2%	16%	-14	71%	61%	+10
2022-2023	67%	29%	+38	2%	16%	-14	65%	62%	+3

\*See NOTES (2) and (6).

## 2024 NYSED Charter School Information Dashboard

### Benchmark 9 - Indicator 1: Enrollment and Retention

**1.b.i. and 1.b.ii. Retention:**

**Retention - Aggregate and Subgroups**

	All Students			SWD			ELL			ED		
	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District	Bridge Preparatory CS	NYC CSD 31	Differential to District
2020-2021	87%	93%	-6	84%	93%	-9	.	.	.	88%	94%	-6
2021-2022	88%	87%	+1	92%	82%	+10	100%	94%	+6	85%	90%	-5
2022-2023	84%	92%	-8	84%	92%	-8	100%	93%	+7	83%	92%	-9

\*See NOTES (2) and (6) below.

**1.c.i. and 1.c.ii. High School Persistence:**

**Aggregate and Subgroup 4-, 5-, and 6-year Cohort Persistence Rates – Target = 85%**

*Not applicable to this charter school*

\*See NOTES (2), (3), and (10) below.

# 2024 NYSED Charter School Information Dashboard

## Notes

- (1) Data in the table above represents tested students who scored proficiently on the NYSTP ELA, math, or science assessments or on the Regents math or science exams.
- (2) For the students with disabilities and the English language learners subgroups, both current and former members of the subgroups have been combined.
- (3) Pursuant to NYSED business rules, the data was suppressed for subgroups containing <5 students and the subgroup category may not be included for the metric.
- (4) Data in the table above represents students who passed the Annual Regents or equivalents (score of 65 or better).
- (5) The 4- and 5-year graduation rates reported are as of August. The 6-year graduation rates are as of June.
- (6) Data in the table above represents a comparison between those grades served in the charter school to only those same grades in the district.
- (7) A "." in any table indicates that the data was suppressed, no student sat for the exam, or the exam was not given.
- (8) Data in the table above represents tested students who either maintained a proficient score from one year to the next or students whose proficiency level increased from one year to the next (a proficient score is level 3 or 4).
- (9) Data in the table above represents students within their respective subgroups who have passed three out of the five Annual Regents and Regents Common Core Examinations (score of 65 or better) or equivalents.
- (10) Data in the table above represents the percentage of students from the original 9th grade cohort who persisted within the same school to a 4-year graduation (includes August graduates).
- (11) Data in the table above is a comparison of the differentials of the 3-8 assessments and the 4-year graduation rate for the school and other schools with the same grade structure and similar subgroup enrollment pattern. The notation +/- 5, indicates the highest level of similarity.
- (12) Data in the table above represents students who passed their Regents ELA exam with a score equal to or higher than 75 and also passed at least one of their Regents math exams with a score equal to or higher than 80.
- (13) Schools are considered 'similar' for the purpose of this comparison when they serve the same grade band as the school in question. The degree of similarity is determined by comparison of the percentage of each subgroup's enrollment (students with disabilities, English language learners, and economically disadvantaged students). An assignment of +/- 5 (7.5, or 10) indicates that the schools' subgroup enrollments are within 5 (7.5, or 10) percentage points for each subgroup.



# Charter School Fiscal Accountability Summary

## BRIDGE PREPARATORY CHARTER SCHOOL

Grades Served  
Maximum Chartered Grades Served  
Chartered Enrollment  
Maximum Chartered Enrollment  
Actual Enrollment

	2018 19	2019 20	2020 21	2021 22	2022 23
Grades Served	-	1-2	1-3	1-4	1-5
Maximum Chartered Grades Served	-	1-5	1-5	1-5	1-5
Chartered Enrollment	-	86	148	195	242
Maximum Chartered Enrollment	-	242	242	242	242
Actual Enrollment	-	87	157	203	242

**ASSETS**

**Current Assets**

Cash and Cash Equivalents  
Grants and Contracts Receivable  
Prepaid Expenses  
Other Current Assets

	2018 19	2019 20	2020 21	2021 22	2022 23
Cash and Cash Equivalents	-	708,961	2,307,106	4,063,147	6,168,090
Grants and Contracts Receivable	-	260,183	38,214	212,210	311,291
Prepaid Expenses	-	-	80,387	-	-
Other Current Assets	-	-	-	-	-
<b>Total Current Assets</b>	-	<b>969,144</b>	<b>2,425,707</b>	<b>4,275,357</b>	<b>6,479,381</b>

**Non-Current Assets**

Property, Building and Equipment, net  
Restricted Cash  
Security Deposits  
Other Non-Current Assets

	2018 19	2019 20	2020 21	2021 22	2022 23
Property, Building and Equipment, net	-	148,510	204,138	157,171	291,751
Restricted Cash	-	20,113	60,243	75,420	102,620
Security Deposits	-	-	-	-	-
Other Non-Current Assets	-	-	-	-	-
<b>Total Non - Current Assets</b>	-	<b>168,623</b>	<b>264,381</b>	<b>232,591</b>	<b>394,371</b>
<b>Total Assets</b>	-	<b>1,137,767</b>	<b>2,690,088</b>	<b>4,507,948</b>	<b>6,873,752</b>

**LIABILITIES and NET ASSETS**

**Current Liabilities**

Accounts Payable and Accrued Expenses  
Accrued Payroll and Payroll Taxes  
Due to Related Parties  
Refundable Advances  
Other Current Liabilities

	2018 19	2019 20	2020 21	2021 22	2022 23
Accounts Payable and Accrued Expenses	-	272,087	280,229	356,978	514,849
Accrued Payroll and Payroll Taxes	-	-	-	-	-
Due to Related Parties	-	-	-	-	-
Refundable Advances	-	-	-	-	-
Other Current Liabilities	-	-	119,108	-	4,571
<b>Total Current Liabilities</b>	-	<b>272,087</b>	<b>399,337</b>	<b>356,978</b>	<b>519,420</b>

**Long-Term Liabilities**

Deferred Rent  
Other Long-Term Liabilities

	2018 19	2019 20	2020 21	2021 22	2022 23
Deferred Rent	-	-	-	-	-
Other Long-Term Liabilities	-	136,000	-	-	-
<b>Total Long-Term Liabilities</b>	-	<b>136,000</b>	-	-	-
<b>Total Liabilities</b>	-	<b>408,087</b>	<b>399,337</b>	<b>356,978</b>	<b>519,420</b>

**NET ASSETS**

Unrestricted  
Restricted

	2018 19	2019 20	2020 21	2021 22	2022 23
Unrestricted	-	729,680	2,290,751	4,150,970	6,354,332
Restricted	-	-	-	-	-
<b>Total Net Assets</b>	-	<b>729,680</b>	<b>2,290,751</b>	<b>4,150,970</b>	<b>6,354,332</b>
<b>Total Liabilities and Net Assets</b>	-	<b>1,137,767</b>	<b>2,690,088</b>	<b>4,507,948</b>	<b>6,873,752</b>

**OPERATING REVENUE**

State and Local Per Pupil Revenue - Reg, Ed  
State and Local Per Pupil Revenue - SPED  
State and Local Per Pupil Facilities Revenue  
Federal Grants  
State and City Grants  
Other Operating Income

	2018 19	2019 20	2020 21	2021 22	2022 23
State and Local Per Pupil Revenue - Reg, Ed	-	1,369,326	2,386,204	3,263,390	4,232,496
State and Local Per Pupil Revenue - SPED	-	777,488	1,582,925	2,062,822	2,594,770
State and Local Per Pupil Facilities Revenue	-	-	-	-	-
Federal Grants	-	882,677	105,831	298,023	-
State and City Grants	-	-	-	-	-
Other Operating Income	-	-	-	-	428,713
<b>Total Operating Revenue</b>	-	<b>3,029,491</b>	<b>4,074,960</b>	<b>5,624,235</b>	<b>7,255,979</b>

**EXPENSES**

**Program Services**

Regular Education  
Special Education  
Other Expenses

	2018 19	2019 20	2020 21	2021 22	2022 23
Regular Education	-	782,584	809,909	1,311,223	1,744,818
Special Education	-	1,259,212	1,424,695	2,186,818	3,147,771
Other Expenses	-	-	-	-	-
<b>Total Program Services</b>	-	<b>2,041,796</b>	<b>2,234,604</b>	<b>3,498,041</b>	<b>4,892,589</b>

**Supporting Services**

Management and General  
Fundraising

	2018 19	2019 20	2020 21	2021 22	2022 23
Management and General	-	606,384	423,637	762,123	806,320
Fundraising	-	-	-	-	-
<b>Total Support Services</b>	-	<b>606,384</b>	<b>423,637</b>	<b>762,123</b>	<b>806,320</b>
<b>Total Expenses</b>	-	<b>2,648,180</b>	<b>2,658,241</b>	<b>4,260,164</b>	<b>5,698,909</b>
<b>Surplus/Deficit from Operations</b>	-	<b>381,311</b>	<b>1,416,719</b>	<b>1,364,071</b>	<b>1,557,070</b>

**SUPPORT AND OTHER REVENUE**

Interest and Other Income  
Contributions and Grants  
Fundraising Support  
Other Support and Revenue

	2018 19	2019 20	2020 21	2021 22	2022 23
Interest and Other Income	-	-	-	-	-
Contributions and Grants	-	345,000	5,000	32,347	116,234
Fundraising Support	-	-	-	-	-
Other Support and Revenue	-	3,369	139,352	463,801	530,058
<b>Total Support and Other Revenue</b>	-	<b>348,369</b>	<b>144,352</b>	<b>496,148</b>	<b>646,292</b>
<b>Change in Net Assets</b>	-	<b>729,680</b>	<b>1,561,071</b>	<b>1,860,219</b>	<b>2,203,362</b>
<b>Net Assets - Beginning of Year</b>	-	-	<b>729,680</b>	<b>2,290,751</b>	<b>4,150,970</b>
<b>Net Assets - End of Year</b>	-	<b>729,680</b>	<b>2,290,751</b>	<b>4,150,970</b>	<b>6,354,332</b>

**REVENUE & EXPENSE BREAKDOWN**

**Revenue - Per Pupil**

Operating  
Support and Other Revenue

	2018 19	2019 20	2020 21	2021 22	2022 23
Operating	-	34,822	25,955	27,706	29,983
Support and Other Revenue	-	4,004	919	2,444	2,671
<b>Total Revenue</b>	-	<b>38,826</b>	<b>26,875</b>	<b>30,150</b>	<b>32,654</b>

**Expenses - Per Pupil**

Program Services  
Management and General, Fundraising

	2018 19	2019 20	2020 21	2021 22	2022 23
Program Services	-	23,469	14,233	17,232	20,217
Management and General, Fundraising	-	6,970	2,698	3,754	3,332
<b>Total Expenses</b>	-	<b>30,439</b>	<b>16,931</b>	<b>20,986</b>	<b>23,549</b>

% of Program Services  
% of Management and Other  
% of Revenue Exceeding Expenses

	2018 19	2019 20	2020 21	2021 22	2022 23	
% of Program Services	-	0.0%	77.1%	84.1%	82.1%	85.9%
% of Management and Other	-	0.0%	22.9%	15.9%	17.9%	14.1%
% of Revenue Exceeding Expenses	-	0.0%	27.6%	58.7%	43.7%	38.7%

**FINANCIAL COMPOSITE SCORE**

Composite Score  
**BENCHMARK and FINDING:**  
Strong: 1.5 - 3.0 / Adequate: 1.0 - 1.4 /  
Needs Monitoring: -1.0 - 0.9

	2018 19	2019 20	2020 21	2021 22	2022 23
Composite Score	-	2.88	3.00	3.00	3.00
<b>BENCHMARK and FINDING:</b>	-	Strong	Strong	Strong	Strong

**WORKING CAPITAL**

Net Working Capital  
Working Capital (Current) Ratio

	2018 19	2019 20	2020 21	2021 22	2022 23
Net Working Capital	-	697,057	2,026,370	3,918,379	5,959,961
Working Capital (Current) Ratio	-	3.6	6.1	12.0	12.5
<b>BENCHMARK and FINDING:</b>	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Ratio should be equal to or greater than 1.2

**DEBT TO ASSET**

Debt to Asset Ratio  
**BENCHMARK and FINDING:**

	2018 19	2019 20	2020 21	2021 22	2022 23
Debt to Asset Ratio	-	0.4	0.1	0.1	0.1
<b>BENCHMARK and FINDING:</b>	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Ratio should be equal to or less than 1.0

**CASH POSITION**

Days of Cash  
**BENCHMARK and FINDING:**

	2018 19	2019 20	2020 21	2021 22	2022 23
Days of Cash	-	97.7	316.8	348.1	395.0
<b>BENCHMARK and FINDING:</b>	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Ratio should be equal to or greater than 60 days

**TOTAL MARGIN**

Total Margin Ratio  
**BENCHMARK and FINDING:**

	2018 19	2019 20	2020 21	2021 22	2022 23
Total Margin Ratio	-	0.2	0.4	0.3	0.3
<b>BENCHMARK and FINDING:</b>	-	Meets Standard	Meets Standard	Meets Standard	Meets Standard

Ratio should be equal to or greater than 0.0

