



CHARTER SCHOOL OFFICE
ROOM 5N EB Mezzanine, 89 WASHINGTON AVENUE, ALBANY NY, 12234
Tel. 518/474-1762; Fax 518/474-7558; charterschools@nysed.gov

To: School District in which Bridge Preparatory Charter School is Located
Public and Nonpublic Schools in the Same Geographic Area as Bridge Preparatory Charter School

From: Lisa Long, Executive Director

Subject: Notice of Receipt of and Pending Action on Charter School Renewal with Revisions

Date: September 15, 2023

Name of Charter School:	Bridge Preparatory Charter School
BEDS Code:	353100861144
District/CSD of Location:	New York City Geographic District #31
District(s) Required to Hold a Hearing:	New York City Geographic District #31
Deadline to Hold Hearing:	October 16, 2023 (30 calendar days)
Type of Request:	Renewal with Revisions
Current Charter Term:	8/29/2019-6/30/2024
Proposed New Charter Term:	7/1/2024-6/30/2029
Management Company:	NA
Grades Served in the Current Academic Year:	1-5
Approved Grades and Maximum Enrollment:	1-5; 242
Proposed Revision(s):	*See Page 3.

The application of this school is being reviewed for possible action at an upcoming Board of Regents meeting. You are receiving this notice since the school is located in your school district and/or your school is located in the same geographic region as the charter school seeking this proposed action. If you are not the school's district of location, as indicated above, nothing further is required. However, if you seek to provide public comment regarding this proposed revision, additional information on how to do so is provided below.

Please note that pursuant to Education Law §2857(1) and 8 NYCRR §119.4 (available at <http://www.p12.nysed.gov/psc/aboutcharterschools/lawsandregs/law.html>), **the school district of location is required to hold a public hearing to solicit comments from the community in connection with the foregoing application. The hearing, which is required to be held within the community that is potentially impacted by the charter school, must be held within 30 calendar days of receipt of this letter.**

The charter school's district of location is required to provide the following required documentation to the Charter School Office:

1. A copy of the public hearing notice, at the **time of dissemination**.
2. Written confirmation that this hearing was held, no later than the **next business day** following the hearing.
3. Copies of any and all written records or comments generated from this hearing within **15 business days** after the hearing.

4. **A summary** (shown below) outlining the date and time of the hearing, the number of people who attended, the number of speakers, the number of people in favor, and the number of people opposed, and any comments received **in the following format:**

“The required public hearing was held by the ___[full name of School District/New York City Department of Education] on ___[Date]___, 20[YY]. ___[Number]___ people attended, and ___[Number]___ spoke. ___[Number]___ were in favor of the [renewal/revision/merger] and ___[Number]___ were opposed.”

All documentation listed above must be submitted to charterschools@nysed.gov. The subject line of the e-mail should read “[Name of Charter School] Public Hearing.”

In addition, as stated above, the Board of Regents welcomes all public comments on the proposed application, including those related to the programmatic and fiscal impact of the proposed application on other public and nonpublic schools in the area. Comments can be submitted during the public hearing or can be submitted to charterschools@nysed.gov with a subject line of “School District Response to [Name of Charter School] Application.”

Thank you for your assistance with this matter. If you have any questions, please contact the Charter School Office at charterschools@nysed.gov or (518) 474-1762.

*Proposed Revisions Referenced on Page 1

1. A revision requested by this charter school to 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. A determination regarding this revision has not yet been made and is currently under review by the New York State Education Department.

2. A revision requested by this charter school to 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 literacy instruction, students are grouped based on their needs. A determination regarding this revision has not yet been made and is currently under review by the New York State Education Department.

3. A revision requested by this charter school to amend the following Key Design Elements to its charter beginning in the 2024-2025 school year. A determination regarding this revision has not yet been made and is currently under review by the New York State Education Department.
 - a. **FROM:** A Multisensory, Cross-Curricular Instructional Design: The research is clear that explicit and structured language instruction is valuable for all students¹, especially students with language-based learning **disabilities** (LBLDs) such as dyslexia and for ELLs. A foundational component of our curricular design is the use of the highly structured Orton-Gillingham approach (OG) to teaching literacy. OG is widely known as a multisensory approach proven to work with all students, especially those who struggle to read and write. Our **curriculum will allow** students to use their learning strengths and deliberately utilize sensory modalities including sight, sound, movement and touch to connect language to words; moreover, multisensory **instruction based on the OG approach** will be interwoven across all subjects. Multisensory education provides students with more ways to connect to what they are learning. Dr. Sally Shaywitz notes that in the classroom, no matter the subject, “reading is king.” As writing competency is closely aligned with reading, we will also utilize the results-proven, research-based writing **program**, The Writing Revolution (TWR), developed by Dr. Judith Hochman. The program teaches students to transform their thoughts into effective, high-quality writing using clear, linguistically complex sentences and paragraphs.

 - TO:** A Multisensory, Cross-Curricular Instructional Design: The research is clear that explicit and structured language instruction is valuable for all students², especially students with language-based learning **differences** (LBLDs) such as dyslexia and for ELLs. A foundational component of our curricular design is the use of the highly structured Orton-Gillingham approach (OG) to teaching literacy. OG is widely known as a multisensory approach proven to work with all students, especially those who struggle to read and write. Our **instructional program allows** students to use their learning strengths and deliberately utilize sensory modalities including sight, sound, movement and touch to connect language to words; moreover, multisensory **instructional approaches, rooted in**

¹Shaywitz, S. E. (2003). *Overcoming dyslexia: a new and complete science-based program for reading problems at any level*. New York

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the Science of Reading, will be interwoven across all subjects. Multisensory education provides students with more ways to connect to what they are learning. Dr. Sally Shaywitz notes that in the classroom, no matter the subject, “reading is king.” As writing competency is closely aligned with reading, we also utilize the results-proven, research-based writing program, **instructional approaches, including those used by** The Writing Revolution (TWR), developed by Dr. Judith Hochman. The program teaches students to transform their thoughts into effective, high-quality writing using clear, linguistically complex sentences and paragraphs **through an evidenced-based framework**.

- b. **FROM: A Balanced Approach Interdisciplinary Literacy:** Our approach to literacy, using enhanced and individualized instruction **through OG and TWR, will be** aligned to the NGLS New York State Learning Standards, is rooted in the Science of Reading and **grounded in the Core Knowledge (CK) Sequence for ELA, science, social studies as well as Singapore Math**. The consistent reinforcement of these skills by teachers in all subject areas will **assure** that students learn to think and write with greater precision and confidence, no matter the content. This level of programming **will be** embedded into the daily curriculum, across all content and disciplines. **Our curriculum will capture elements of curricula and approaches used in highly successful schools with similar student populations, including: During the school day, students will be engaged in thematic Creative Learning Extensions (CLEs) which are meaningful extensions of the regular curriculum designed to promote students’ imaginative and inspirational growth. Some CLEs include themed activities and projects in visual, performing, and graphic arts, STEM, athletics, dance and structured play.**

TO: Interdisciplinary Literacy, Rooted in the Science of Reading: Our approach to literacy, using enhanced and individualized instruction, **which is** aligned to the **New York State Learning Standards, is rooted in the Science of Reading and focuses on the principles of sequential instruction**. The consistent reinforcement of **the skills students are taught through OG and structured literacy across** all subject areas will **ensure** that students learn to think and write with greater precision and confidence, no matter the content. This level of programming **is** embedded into the daily curriculum, across all content and disciplines. During the school day, students **are** engaged in thematic Creative Learning Extensions (CLEs) which are meaningful extensions of the regular curriculum designed to promote students’ imaginative and inspirational growth. Some CLEs include themed activities and projects in visual, performing, and graphic arts, STEM, athletics, dance and structured play.

- c. **FROM: A Student-Centered School Structure:** A key component of our work is to develop students as self-advocates by supporting them in identifying the lifelong strategies needed to maximize their strengths and achieve success. Through a combination of our multisensory instructional approach, which allows students to use their individual strengths to make connections to instruction, and our supportive school culture we will build confidence, grow self-esteem and inspire our students. Our collaborative **Triad** teaching model allows for rigorous and continual assessments, benchmarking, ability-based grouping and low student to teacher ratios all designed to meet the needs at all student levels. Our **planned** use of teacher looping, is aimed to minimize student anxiety as they transition between grades and provide much needed consistency for students, family and staff.

Our purposely-planned student schedule, which provides students with extra hours of instruction each year compared to the New York state average, provides students with sufficient time to engage in meaningful learning extensions and rigorous content, via a cadre of programming that supports the development of the whole child such as: a dedicated class period for Social Emotional Learning (SEL), **using the Morningside Center’s 4Rs program**; set aside time for academic skills enrichment; Executive Functioning and organizational sequencing; **and a SPARK fitness program**.

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- d. **FROM:** A Supportive Network for Families: Families are a student’s first teachers and strongest advocates. In order to make decisions for, and with their **students**, they must be well informed and involved. At BPCS, we believe a key factor in maintaining a culture of achievement is based on a true partnership and trusting relationship with our families, which will result in increased achievement for our students. We aim to incorporate the school-home connection intentionally in our structure and strategically dedicate a seat on the Board of Trustees (BOT) for a BPCS parent who will provide families with active voice in the decision-making body of the school.

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- e. **FROM:** Extensive, Supportive Staff Development: Teachers and staff are critical to achieving a culture of achievement at BPCS. **Our Center for Staff Development is** designed to provide staff with an extensive and balanced approach to professional development and an OG practicum, structured to increase their knowledge and skills in teaching literacy acquisition, leading to a preliminary certification credential in OG. The following staff support structures, will result in a highly qualified staff prepared to work with all student levels, and further our mission and ability to meet our goals:
- Pre-service and in-service staff development;
 - Access to participation in content and practice-based Institutes and seminars;
 - Daily supports and observations;
 - Dedicated collaborative planning time;
 - Access to on-site staff developers and mentors; and
 - Hands-on practical experiences.

TO: Extensive, Supportive Staff Development: Teachers and staff are critical to achieving a culture of achievement at BPCS. **Our Professional Learning Offerings are** designed to provide staff with an

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In addition to the unique professional learning and supports provided to all teachers at Bridge Prep in Orton Gillingham and The Science of Reading, Bridge Prep provides teachers with the opportunity to participate in three tiers of Orton Gillingham practicum, which will result in certification through The International Dyslexia Association and The Academy of Orton-Gillingham. Bridge Prep's Structured Literacy Practicum Center, is a first of its kind center to support teacher certification and practicum in a public school in New York and is a key offering provided to support the school in the achievement of our mission and supporting teacher development.

- f. **FROM: Connections to the Larger Community: We have been in contact with several community and citywide organizations to develop** partnerships which will supplement our school design and will further our mission. **Additionally, we will partner with several colleges and universities to develop** these connections may include, for example, the facilitation of a student-teacher pipeline program. **We are especially excited about the ability to partner with CCNY and other CUNY institutions, who through their Dyslexia (Plus) Taskforce, have been working with various stakeholders (including BPCS's founder and proposed ED) to support students with LBLDs in public schools. Using successes highlighted in A Smarter Charter, and our already- developed relationships within the district and charter school communities,** individual school-to-school partnerships for the sharing of best practices and professional development with schools in CSD 31 and across NYC. **Specifically, we intend to join the NYCDOE's District-Charter Collaborative and the NYC Special Education Collaborative**

TO: Connections to the Larger Community: BPCS will maintain partnerships with the larger community, which will supplement our school design and further our mission. **These connections may include, for example, the facilitation of a student-teacher pipeline program and further opportunities that support** students with LBLDs in our community in partnership with local colleges; and individual school-to-school partnerships for the sharing of best practices and professional development with schools in CSD 31 and across NYC.