

# I. SCHOOL INFORMATION AND COVER PAGE

Created Tuesday, July 30, 2013

Updated Wednesday, July 31, 2013

## Page 1

### 1. SCHOOL NAME

(Select School name from dropdown menu; BEDS # appears first)

331900860958 BROOKLYN SOLARS CS

### 2. CHARTER AUTHORIZER

NYCDOE-Authorized Charter School

### 3. DISTRICT / CSD OF LOCATION

NYC CSD 19

### 4. SCHOOL INFORMATION

PRIMARY ADDRESS	PHONE NUMBER	FAX NUMBER	EMAIL ADDRESS
2635 Linden Blvd. Brooklyn, NY 11208	718-348-9360		79.DKIRTON@nhaschools.com

### 4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES

4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Contact Name	Desiree Kirton
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Title	Principal
4a. PHONE CONTACT NUMBER FOR AFTER HOURS EMERGENCIES   Emergency Phone Number (###-###-####)	

### 5. SCHOOL WEB ADDRESS (URL)

brooklynscholarscharterschool.org

### 6. DATE OF INITIAL CHARTER

2008-10-01 00:00:00

### 7. DATE FIRST OPENED FOR INSTRUCTION

2009-09-01 00:00:00

### 8. TOTAL NUMBER OF STUDENTS ENROLLED IN 2012-13 (as reported on BEDS Day)

(as reported on BEDS Day)

## 9. GRADES SERVED IN SCHOOL YEAR 2012-13

Check all that apply

• K
• 1
• 2
• 3
• 4
• 5
• 6
• 7

## 10. DOES THE SCHOOL CONTRACT WITH A CHARTER OR EDUCATIONAL MANAGEMENT ORGANIZATION?

Yes/No	Name of CMO/EMO
Yes	National Heritage Academies

### 10a. Please provide the name and contact information for each of the following individuals who are management level personnel associated with the CMO.

	Name	Work Phone	Alternate Phone	Email Address	Contact this individual also in emergencies
CEO (e.g., network superintendent)	Chip Hurlbur	[REDACTED]		[REDACTED]	No
CFO (e.g., network CFO)	Susan Beans	[REDACTED]		[REDACTED]	No
Compliance Contact	Shane Pranger	[REDACTED]		[REDACTED]	No
Complaint Contact	Shane Pranger	[REDACTED]		[REDACTED]	No

## 11. FACILITIES

Will the School maintain or operate multiple sites?

No, just one site.

## 12. SCHOOL SITES

Please list the sites where the school will operate in 2013-14.

	Physical Address	Phone Number	District/CS D	Grades Served at Site	School at Full Capacity at Site	Facilities Agreement
Site 1 (same as primary site)	2635 Linden Blvd. Brooklyn, NY 11208	718-348-9360	CSD 19	K-7	No	Rent/Lease
Site 2						
Site 3						

12a. Please provide the contact information for Site 1 (same as the primary site).

	Name	Work Phone	Alternate Phone	Email Address
School Leader	Desiree Kirton	[REDACTED]		[REDACTED]
Operational Leader				
Compliance Contact				
Complaint Contact				

13. Are the School sites co-located?

No

14. Were there any revisions to the school's charter during the 2012-2013 school year? (Please include both those that required authorizer approval and those that did not require authorizer approval).

No

16. Our signatures below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

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• Yes

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Signature, Head of Charter School

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Signature, President of the Board of Trustees

Thank you.

# Signature Page for President of Board of Trustees

Created Wednesday, July 31, 2013

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Page 1

331900860958 BROOKLYN SOLARS CS

16. My signature below attest that all of the information contained herein is truthful and accurate and that this charter school is in compliance with all aspects of its charter, and with all pertinent Federal, State, and local laws, regulations, and rules. We understand that if any information in any part of this report is found to have been deliberately misrepresented, that will constitute grounds for the revocation of our charter. Check **YES** if you agree and use the mouse on your PC or the stylus on your mobile device to sign your name).

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- Yes
- 

Signature, Board President

A handwritten signature in black ink, appearing to read "Brooklyn Solars CS". The signature is written in a cursive, flowing style with a large initial 'B'.

Thank you.

# Appendix A: Progress Toward Goals

Created Thursday, August 01, 2013

Updated Friday, November 01, 2013

## Page 1

Charter School Name: 331900860958 BROOKLYN SOLARS CS

### 1. NEW YORK STATE REPORT CARD

Provide a direct URL or web link to the most recent New York State School Report Card for the charter school (See <https://reportcards.nysed.gov/>).

(Charter schools completing year one will not yet have a School Report Card or link to one. Please type "URL is not available" in the space provided).

<https://reportcards.nysed.gov/files/2011-12/RC-2012-331900860958.pdf>

### 2. APPENDIX A: PROGRESS TOWARD CHARTER GOALS

#### 2a. ACADEMIC STUDENT PERFORMANCE GOALS

If the Progress Toward Charter Goals are based on student performance data that the school will not have access to by August 1, 2013 (e.g., the NYS Assessment results), please list goals and explain this in the "Progress Towards Attainment" column. This information can be updated for Appendix A when available but no later than November 1, 2013. Board of Regents-authorized charter schools that opened for instruction in the fall of 2012 or that were renewed in 2012-13 will be held to the same charter-specific academic goals. Board of Regents-authorized charter schools will also be held accountable to Student Performance Benchmark 1 of the Performance Framework.

#### 2012-13 Progress Toward Attainment of Academic Goals

Academic Student Performance Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Academic Goal 1	Goal 1: 75% of 3-8 graders enrolled for two or more consecutive years will perform at or above Level 3 on New York State ELA, Mathematics, and Science examinations.	NYS Testing Program  ELA: Not Met  Math: Not Met  Science:  Met	In 2012-13, Brooklyn Scholars did not meet its goal in English Language Arts, with 19% of students scoring at or above Level 3. However, with the shift to the new common core test, scores dropped significantly statewide.  Subject Grade # Tested % > Level 3 ELA 3 67 31% ELA 4 51 16% ELA 5 48 8% ELA 6 20 20% ELA 7 25 16%

ELA Total 255 19%

Brooklyn Scholars scored below the goal of 75% in math. However with the shift to the new common core test, scores dropped significantly statewide.

Subject Grade # Tested % > Level 3  
Math 3 67 42%  
Math 4 51 22%  
Math 5 48 13%  
Math 6 20 25%  
Math 7 25 4%  
Math Total 211 24%

Brooklyn Scholars met the goal in science with 88% of fourth grade students scoring at or above Level 3 in 2012-13.

Subject Grade # Tested % Passing  
Science 4 48 88%  
Science Total 42 88%

Academic Goal 2	Goal 2: For years 2-5, grade-level cohorts of the same students will reduce by ½ the gap between the % at or above Level 3 on the previous year’s State ELA and Math exam and 75% at or above Level 3 on the current year’s State ELA and Math exam. If the percentage of students scoring above proficiency in a grade level cohort exceeded 75% on the previous year’s ELA or Math exam, the school will demonstrate growth in the current year.	NYS Testing Program	ELA: Not Met  Math: Not Met	Brooklyn Scholars did not meet this measure in English Language Arts or Mathematics. However with the shift to the new common core test scores dropped significantly statewide, making this a very difficult target to meet.  Percent of Students Scoring at or above Level 3 in English Language Arts 2011-12 Grade 2011-12 Target 2012-13 Met? 4 31% 53% 14% Not Met 5 69% 72% 8% Not Met 6 60% 67% 20% Not Met 7 60% 67% 16% Not Met Total 53% 64% 13% Not Met
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				<p>Students Scoring at or above Level 3 in Math</p> <p>2011-12 Grade 2011-12 Target 2012-13 Met?</p> <p>4 21% 48% 21% Not Met</p> <p>5 81% 82% 13% Not Met</p> <p>6 70% 72% 25% Not Met</p> <p>7 56% 66% 4% Not Met</p> <p>Total 55% 65% 16% Not Met</p>
Academic Goal 3	Goal 3: The percent of Brooklyn Scholars Charter School students performing at or above Level 3 on the State ELA and Math exams in each tested grade will, in the majority of grades, exceed the average performance of students tested in the same grades of the Community School District in which the school is located.	NYS Testing Program	<p>ELA: Met</p> <p>Math: Not Met</p>	<p>Brooklyn Scholars met this measure in ELA, but not in Math. Brooklyn Scholars outperformed the CSD #19 in 4 of the 6 subject and grade level combinations in ELA, and 3 of 6 in Math.</p> <p>Percent of Students Scoring at or above Level 3 in English Language Arts Grade Scholars CSD #19 Difference</p> <p>3 31% 14% 17%</p> <p>4 10% 15% -5%</p> <p>5 8% 17% -9%</p> <p>6 15% 12% 3%</p> <p>7 15% 12% 3%</p> <p>Total 17% 14% 3%</p> <p>Percent of Students Scoring at or above Level 3 in Math Grade Scholars CSD #19 Difference</p> <p>3 43% 19% 24%</p> <p>4 17% 20% -3%</p> <p>5 12% 16% -4%</p> <p>6 23% 15% 8%</p> <p>7 4% 11% -7%</p> <p>Total 23% 16% 7%</p>
Academic Goal 4	Goal 4: The school's AYP Status will be deemed "In Good Standing."	NYSED Annual Measurable Objectives	Met	The school was not identified as a focus or priority school under the NCLB waiver.
Academic Goal 5	Goal 5: Each year, more than 50% of students in grades K-2 who have been enrolled at Brooklyn Scholars Charter School on BEDS day for at least two consecutive years will perform at or above the 50th percentile nationally on the	NWEA-MA P	<p>Reading: Met</p> <p>Math: Met</p>	Brooklyn Scholars met this measure. With 60.1% of students scoring at or above the 50th percentile nationally on the Spring administration of the NWEA math assessment, the school was ten percentage points above its goal. In reading, 61.4%

Spring administration of the NWEA reading and mathematics assessment.

of students scored at or above the 50th percentile nationally – eleven percentage points above its goal. Please note that no kindergarten student was included, as kindergarten students would not have been enrolled for two consecutive years.

Percent of Students Scoring above the 50th Percentile Nationally on the NWEA Primary Grades Assessment  
Subject Above Below # Students  
Math 60.1% 39.9% 153  
Reading 61.4% 38.6% 153

Academic Goal 6: From years 2-5, Brooklyn Scholars Charter School will receive a 'B' or higher on the Student Progress section of the NYCDOE Progress Report.

NYCDOE Progress Report

N/A

Progress Reports for 2012-13 have not yet been released by NYCDOE.

2a1. Do have more academic goals to add?

No

2a2. Do have more academic goals to add?

No

2b. ORGANIZATIONAL GOALS

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Org Goal 1	The School will have a daily student attendance rate of at least 95%.	Daily attendance percentages.	Met.  The school achieved a daily attendance average of 95.57%.	N/A
Org Goal 2	95% of all students enrolled during the course of a year will return the following year.	Re-enrollment count	Not Met.  94% of students enrolled during the 2012-13 school year reenrolled in the fall of 2013.	Brooklyn Scholars has historically experienced very low student attrition. This year, we had several families move from the area; therefore, we experienced a slight increase in our student turnover and missed our goal by one percentage point. Due to our high levels of parent satisfaction (94%) and lengthy waiting list (1,820 students), we believe ongoing demand for our school is strong and we expect to meet this goal in the future.
Org Goal 3	The School will comply will all applicable laws, rules, regulations, and contract terms.	The Board monitors compliance on a regular basis with the assistance of Board counsel, our management partner, and the authorizer.	Met.  The school has complied with all applicable laws, rules and regulations.	N/A
Org Goal 4	The Core Leadership Team will provide 30 minute weekly one-on-ones with all staff members	Core Leadership Team's Daily Schedule	Met.  30 minute weekly one-on-one meetings were conducted.	N/A
Org Goal 5	The Core Leadership Team will perform 30 minute weekly observations of all staff members and provide feedback	Core Leadership Team's Daily Schedule	Met.  30 minute weekly observations of all staff members were conducted .	N/A

2b.1 Do you have more organizational goals to add?

Yes

2012-13 Progress Toward Attainment of Organizational Goals

	Organizational Goal	Measure Used to	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
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		Evaluate Progress		
Org Goal 6	Professional Development will be provided by the Core Leadership Team during staff meetings dealing with classroom management, curriculum, lesson modeling, and instruction	Professional development	Met.  The staff meeting calendar shows a robust variety of professional development in these areas.	N/A
Org Goal 7	Parent satisfaction survey in which 80% of all parents provide a positive response.	NHA annual parent survey	Met.  94% of parents reported that they were 'satisfied' or 'highly satisfied' with the school.	N/A
Org Goal 8	Teacher satisfaction survey in which 80% of teachers express a positive response with school leadership and professional development opportunities.	NHA annual employee survey	Not Met.  64% of employees expressed overall satisfaction.	We analyzed the reasons for the decrease in staff satisfaction and learned that, primarily, our staff was struggling with implementation of the student discipline program. It was clear that more support was needed for teachers and, as a result of this information, we are providing staff with professional development on the Behave with Care school-wide discipline program. Specifically, we will provide training prior to the start of school and again mid-year. In between formal training sessions, deans will monitor implementation to ensure fidelity and to determine if additional training is needed. Our goal is to better support our teachers with the implementation of positive behavior reinforcement methods in the classroom.
Org Goal 9	Student satisfaction in which 80% of students express satisfaction with the learning environment.	New York City Learning Environment Survey	Not met.  - Academic Expectations: 8.0 Met - Communication: 7.5 Not Met - Engagement: 6.2 Not Met - Safety and Respect: 7.2 Not Met	We are pleased with the "Academic Expectations" results of the student survey. Nonetheless, we still see opportunities to improve, particularly with regard to student engagement. We recognize that student engagement is a key component of the learning process and we are taking steps to improve in this area. During the 2012-13 school year, middle school students will have an opportunity to attend preparation classes for specialized high schools. Additionally, we will engage students in the learning process by building background knowledge through field experiences. Both students and

their families will receive passes to attend cultural events throughout New York City that are tied to classroom content.

## 2c. FINANCIAL GOALS

### 2012-13 Progress Toward Attainment of Financial Goals

	Financial Goals	Measure Used to Evaluate Progress	2012-2013 Progress Toward Attainment	If Not Met, Describe Efforts to be Taken
Financial Goal 1	Student enrollment will be within 15% of full enrollment	Total enrollment on BEDS day compared to total capacity enrollment.	Met.  Brooklyn Scholars Charter School was 99% enrolled on count day.	N/A
Financial Goal 2	The School will undergo an independent fiscal audit that will result in an unqualified opinion and no major findings upon completion of the School's first year of operation and thereafter.	An independent audit has been conducted and has been submitted with this report.	Met.  An independent fiscal audit was conducted which resulted in an unqualified opinion and no major findings.	N/A
Financial Goal 3	The School will operate on a balanced budget and maintain a stable cash flow.	The Board will approve a revised, balanced budget at its annual meeting.	Met.  The Board approved a balanced, Revised Budget at the 2012-13 annual meeting.	N/A

***Appendix B: Total Expenditures and Administrative Expenditures per  
Child***

**Required of ALL charter schools**

UPLOAD REQUIRED DOCUMENTATION– No form provided

Brooklyn Scholars Charter School:

Total expenditure per student: \$15,068.24

Brooklyn Scholars Charter School:

Administrative expenditure per student: \$1,552.18

# Audited Financial Statement Checklist

Created Thursday, October 31, 2013

Updated Friday, November 01, 2013

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## Page 1

Charter School Name:

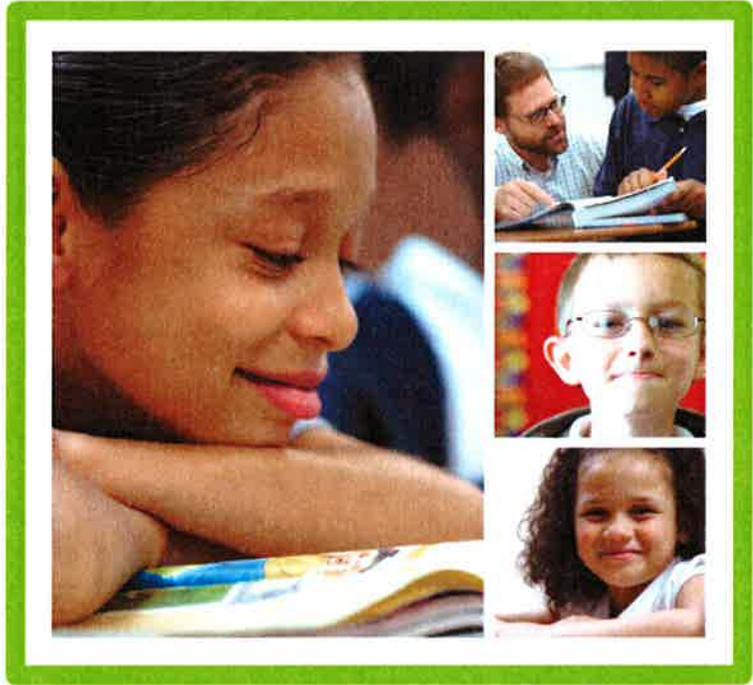
1. Please check each item that is included in the 2012-13 Audited Financial Statement submitted for your charter school.

	Yes	No	NA
Audited Financial Statements (including report on compliance and report on internal control over financial reporting)	True	False	False
Single Audit (if applicable)	True	False	False
CSP Agreed Upon Procedures (if applicable)	False	False	True
Management Letter	True	False	False
Report on Extracurricular Student Activity Accounts (if applicable)	False	False	True
Corrective Action Plans for any Findings	False	False	True

2. Please indicated if there is a finding(s) noted in any of the following sections of your charter school's 2012-13 Audited Financial Statement.

	Yes	No
Report on Compliance	False	True
Report on Internal Control over Financial Reporting	False	True
Single Audit	False	True
CSP Agreed Upon Procedures Report	False	True
Management Letter	False	True

Thank you Andrew .



Financial Statements, Additional Information, and  
Federal Awards Supplemental Information as of  
and for the Year Ended June 30, 2013 and  
Independent Auditor's Reports



**BROOKLYN SCHOLARS  
CHARTER SCHOOL**

A PUBLIC CHARTER SCHOOL MANAGED BY NATIONAL HERITAGE ACADEMIES

# **BROOKLYN SCHOLARS CHARTER SCHOOL**

## **TABLE OF CONTENTS**

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	<b>Page</b>
INDEPENDENT AUDITOR'S REPORT	1-2
FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2013:	
Statement of Financial Position	3
Statement of Activities and Change in Net Assets	4
Statement of Cash Flows	5
Notes to Financial Statements	6-8
ADDITIONAL INFORMATION ---	9
Schedule of Functional Expenses	10
REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS	11-12
SUPPLEMENTAL INFORMATION:	13
REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE	14-15
Schedule of Expenditures of Federal Awards	16
Notes to Schedule of Expenditure of Federal Awards	17
Schedule of Findings and Questioned Costs	18-19

## Independent Auditor's Report

To the Board of Directors  
Brooklyn Scholars Charter School

### **Report on the Financial Statements**

We have audited the accompanying financial statements of Brooklyn Scholars Charter School, which comprise the statement of financial position as of June 30, 2013 and the related statements of activities and changes in net assets and of cash flows for the year then ended, and the related notes to the financial statements.

### ***Management's Responsibility for the Financial Statements***

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

### ***Auditor's Responsibility***

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

### ***Opinion***

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Brooklyn Scholars Charter School as of June 30, 2013 and the results of its operations and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

To the Board of Directors  
Brooklyn Scholars Charter School

**Other Matters**

*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements that collectively comprise Brooklyn Scholars Charter School's basic financial statements. The schedule of expenditures of federal awards and supplemental schedule of functional expenses, as identified in the table of contents, are presented for the purpose of additional analysis and are not a required part of the basic financial statements.

The schedule of expenditures of federal awards, as identified in the table of contents, is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards, as identified in the table of contents, is fairly stated in all material respects in relation to the basic financial statements as a whole.

The supplemental schedule of functional expenses, as identified in the table of contents, has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated October 28, 2013 on our consideration of Brooklyn Scholars Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, grant agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Brooklyn Scholars Charter School's internal control over financial reporting and compliance.

*Plant & Moran, PLLC*

October 28, 2013

**BROOKLYN SCHOLARS CHARTER SCHOOL**

**STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2013**

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**ASSETS**

**CURRENT ASSETS:**

Cash	\$	102,419
Due from governmental revenue sources		<u>128,493</u>

<b>TOTAL</b>	<b>\$</b>	<b><u>230,912</u></b>
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**LIABILITIES AND NET ASSETS**

**LIABILITIES:**

Deferred revenue	\$	607
Contracted service fee payable		<u>202,895</u>

Total liabilities		<u>203,502</u>
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**NET ASSETS:**

Unrestricted and undesignated		<u>27,410</u>
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<b>TOTAL</b>	<b>\$</b>	<b><u>230,912</u></b>
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See notes to financial statements.

**BROOKLYN SCHOLARS CHARTER SCHOOL**

**STATEMENT OF ACTIVITIES AND CHANGE IN NET ASSETS  
YEAR ENDED JUNE 30, 2013**

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REVENUES, GAINS AND OTHER SUPPORT:	
State aid	\$ 6,669,487
Other state sources	38,178
Federal sources	648,467
Private sources	<u>20,606</u>
Total revenues, gains and other support	7,376,738
EXPENSES — Contracted service fee	<u>7,368,368</u>
CHANGE IN UNRESTRICTED NET ASSETS	8,370
NET ASSETS:	
Beginning of year	<u>19,040</u>
End of year	<u>\$ 27,410</u>

See notes to financial statements.

## BROOKLYN SCHOLARS CHARTER SCHOOL

### STATEMENT OF CASH FLOWS YEAR ENDED JUNE 30, 2013

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CASH FLOWS PROVIDED BY (USED IN) OPERATING ACTIVITIES:	
State aid	\$ 6,669,487
Other state sources	84,160
Federal sources	581,331
Private sources	20,618
Payments for services rendered	<u>(7,347,238)</u>
Net cash provided by operating activities	<u>8,358</u>
NET INCREASE IN CASH	8,358
CASH — Beginning of year	<u>94,061</u>
CASH — End of year	<u>\$ 102,419</u>
RECONCILIATION OF CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES:	
Change in net assets	\$ 8,370
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Change in due from governmental revenue sources	(18,556)
Change in deferred revenue	(2,586)
Change in contracted service fee payable	<u>21,130</u>
NET CASH PROVIDED BY OPERATING ACTIVITIES	<u>\$ 8,358</u>

See notes to financial statements.

# **BROOKLYN SCHOLARS CHARTER SCHOOL**

## **NOTES TO THE FINANCIAL STATEMENTS AS OF AND FOR THE YEAR ENDED JUNE 30, 2013**

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### **1. NATURE OF OPERATIONS**

Brooklyn Scholars Charter School (the "School") is a public charter school as defined by Article 56 of the New York State Education Law which provides education based on rigorous teaching methods, parental involvement, student responsibility, and basic moral values. The School operates under a charter approved by the New York City Department of Education, which is responsible for oversight of the School's operations. The charter expires June 30, 2015 and is subject to renewal. Management believes the charter will be renewed in the ordinary course of business. The School provides education, at no cost to the parent, to students in kindergarten through the seventh grade. Enrollment is open to all appropriately aged children without regard to gender, ethnic background, disability, and/or religious affiliation. The School is exempt from federal income tax under Section 501(a) of the Internal Revenue Code as an organization described in Section 501(c)(3).

The School's primary source of revenue is provided by the State of New York and consists of an amount per student multiplied by weighted average student counts. The state revenue is recognized ratably over the school year and was funded through payments from July 2012 through May 2013 for the year ended June 30, 2013.

The Board of Trustees of the School has entered into a management agreement (the "agreement") with National Heritage Academies, Inc. (NHA) which requires NHA to provide administration, strategic planning and all labor, materials, equipment, and supervision necessary for the provision of educational services to students. As part of the consideration received under the agreement, NHA also provides the facility in which the School operates. The agreement will continue until termination or expiration of the charter, unless at least 90 days written notice of intent to terminate or renegotiate is given by either the School or NHA.

Under the terms of the agreement, NHA receives as remuneration for its services an amount equal to the total revenue received by the School from all revenue sources. These funds are property of the School and may be used by the School at the discretion of the board. Revenues — private sources — NHA represent a contribution granted by NHA for the excess of School expenditures over public revenues available.

### **2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES**

**Basis of Accounting** — The financial statements have been prepared in accordance with Section 2851 of the Education Law of the State of New York which requires such statements to be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles accepted in the United States of America for not-for-profit organizations.

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

**Cash** — Cash as of June 30, 2013, represents bank deposits which are covered by federal depository insurance.

**Deferred Revenue** — Deferred revenue as of June 30, 2013, consists of funds received for services which have not yet been performed.

**Contracted Service Fee Payable** — Contracted service fee payable represents a timing difference between funds received from governmental sources and amounts payable to NHA in accordance with the services agreement.

**The Financial Statements** — The financial statements are presented as follows:

Net assets and changes therein are classified and reported as follows:

- *Unrestricted Net Assets* — Net assets which are not subject to donor imposed or governmental stipulations.

Revenues and contributions are reported as follows:

- Revenues, gains and other support are reported as increases in unrestricted net assets unless use of the related assets is limited by donor-imposed or governmental restrictions. Expenses are reported as decreases in unrestricted net assets. Other assets or liabilities are reported as increases or decreases in unrestricted net assets unless their use is restricted by explicit donor stipulation or governmental restriction. Expiration of temporary restrictions on net assets (i.e., the donor-stipulated purposes has been fulfilled and/or the stipulated time period has elapsed) are reported as reclassifications between the applicable classes of net assets.
- Revenue is recorded when earned, regardless of the timing of related cash flows. Grants are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

**Income Taxes** — The School operates as a nonprofit organization that is exempt from income taxes under Section 501(c)(3) of the Internal Revenue Code. The School has received notification from the Internal Revenue Service (IRS) that they are considered exempt from Federal income tax under Section 501(c)(3) of the internal revenue code.

The School has evaluated its position regarding the accounting for uncertain income tax positions and does not believe that it has any material uncertain tax positions. The School recognizes the effect of income tax positions only if the positions are more likely than not of being sustained. Recognized income tax positions are recorded at the largest amount that is greater than 50% likely of being realized upon settlement with a taxing authority that has full knowledge of all relevant information. The determination of whether or not a tax position has

met the more-likely-than-not recognition threshold considers the facts, circumstances and other information available at the reporting date and is subject to management's judgment. Changes in the recognition or measurement are reflected in the period in which the change in judgment occurs. The School is subject to routine audits by taxing jurisdictions; however, there are currently no audits for any tax periods in progress. Management believes it is no longer subject to income tax examinations prior to June 30, 2010.

**3. RISK MANAGEMENT**

The School is exposed to various risks of loss related to general liability. Commercial insurance policies to cover certain risks of loss have been obtained. There have been no significant reductions in insurance coverage during fiscal year 2013, and claims did not exceed coverage less retained risk deductible amounts in the past fiscal year.

**4. CONTINGENCIES**

The School has received proceeds from several federal and state grants. Periodic audits of these grants are required and certain costs may be questioned as not being appropriate expenditures under the grant agreements. Such audits could result in the refund of grant monies to the grantor agencies. Management believes that any required refunds will be immaterial. No provision has been made in the accompanying financial statements for the refund of grant monies.

**5. OPERATING LEASE**

The School has entered into a sublease agreement with NHA for a facility to house the School. The lease term is from July 1, 2009 through June 30, 2014 with automatic renewals concurrent with the School's charter agreement. Annual rental payments required by the lease are \$2,130,000 payable in twelve monthly payments of \$177,500.

**6. FUNCTIONAL EXPENSES**

The School provides a comprehensive education programs to enrolled students. Expenses incurred for these programs and other expenses are as follows:

Program services:	
Regular education	\$ 6,037,104
Special education	136,278
Supporting services — management and general	<u>1,194,986</u>
 Total contracted service fee	 <u>\$ 7,368,368</u>

**7. SUBSEQUENT EVENTS**

Events or transactions occurring June 30, 2013 have been evaluated through October 28, 2013, the date the financial statements were available to be issued. The financial statements and the notes thereto do not reflect events or transactions after this date.

\* \* \* \* \*

## **ADDITIONAL INFORMATION**

**BROOKLYN SCHOLARS CHARTER SCHOOL**

**SCHEDULE OF FUNCTIONAL EXPENSES  
YEAR ENDED JUNE 30, 2013**

	Program Services		Supporting Services	Total
	Regular Education	Special Education	Management and General	
Contracted service fee:				
Salaries and wages	\$ 1,999,886	\$ 55,502	\$ -	\$ 2,055,388
Retirement contributions	37,672	206	-	37,878
Other employee benefits	321,564	10,684	-	332,248
Payroll taxes	168,451	5,241	-	173,692
Accounting fees	10,116	-	153,248	163,364
Supplies	159,586	3,499	12,521	175,606
Postage and shipping	6,976	-	-	6,976
Occupancy	2,703,930	-	-	2,703,930
Food service	378,997	-	-	378,997
Equipment rental and maintenance	11,746	-	-	11,746
Printing and publications	22,783	-	-	22,783
Travel	9,440	-	-	9,440
Professional development and meetings	68,749	1,070	-	69,819
Professional fees	88,761	60,076	-	148,837
Instructional support	-	-	169,244	169,244
Academic and general support	-	-	268,032	268,032
Enrollment and parent relations	-	-	48,131	48,131
Board support	-	-	95,756	95,756
Human resources	-	-	210,577	210,577
Support services	-	-	31,137	31,137
Technology services	1,451	-	157,611	159,062
Marketing and business development	1,930	-	48,729	50,659
Insurance	26,972	-	-	26,972
Miscellaneous	18,094	-	-	18,094
<b>Total contracted service fee</b>	<b>\$ 6,037,104</b>	<b>\$ 136,278</b>	<b>\$ 1,194,986</b>	<b>\$ 7,368,368</b>

Report on Internal Control Over Financial Reporting and on Compliance  
and Other Matters Based on an Audit of Financial Statements  
Performed in Accordance with *Government Auditing Standards*

Independent Auditor's Report

To Management and the Board of Directors  
Brooklyn Scholars Charter School

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Brooklyn Scholars Charter School, which comprise the basic statement of financial position as of June 30, 2013 and the related basic statements of activities and changes in net assets and cash flows for the year then ended, and related notes to the financial statements and have issued our report thereon dated October 28, 2013.

**Internal Control Over Financial Reporting**

In planning and performing our audit of the financial statements, we considered Brooklyn Scholars Charter School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control.

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

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

To Management and the Board of Directors  
Brooklyn Scholars Charter School

**Compliance and Other Matters**

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

**Purpose of this Report**

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

*Plante & Moran, PLLC*

Grand Rapids, Michigan  
October 28, 2013

## **SUPPLEMENTAL INFORMATION**

Report on Compliance For Each Major Federal Program;  
Report on Internal Control Over Compliance

Independent Auditor's Report

To the Board of Directors  
Brooklyn Scholars Charter School

**Report on Compliance for Each Major Federal Program**

We have audited Brooklyn Scholars Charter School's compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013. Brooklyn Scholars Charter School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

***Management's Responsibility***

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its federal programs.

***Auditor's Responsibility***

Our responsibility is to express an opinion on compliance of Brooklyn Scholars Charter School's major federal programs based on our audit of the types of compliance requirements referred to above.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on each major federal program occurred. An audit includes examining, on a test basis, evidence about Brooklyn Scholars Charter School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each of its major federal programs. However, our audit does not provide a legal determination of Brooklyn Scholars Charter School's compliance.

***Opinion on Each Major Federal Program***

In our opinion, Brooklyn Scholars Charter School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2013.

To the Board of Directors  
Brooklyn Scholars Charter School

### **Report on Internal Control Over Compliance**

Management of Brooklyn Scholars Charter School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Brooklyn Scholars Charter School's internal control over compliance with the types of requirements that could have a direct and material effect on each of its major federal programs to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each of its major federal programs and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the entity's internal control over compliance.

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

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

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

*Plant & Moran, PLLC*

Grand Rapids, Michigan  
October 28, 2013

# BROOKLYN SCHOLARS CHARTER SCHOOL

## SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-Through Grantor/ Program or Cluster Title	Federal CFDA Number	State/Pass- through Grantor's Number	Expenditures
Child Nutrition Cluster:			
U.S. Department of Agriculture - Passed through New York State Education Department:			
National School Breakfast Program	10.553		\$ 125,436
National School Lunch Program	10.555		<u>196,974</u>
Total U.S. Department of Agriculture			322,410
U.S. Department of Education:			
Passed through New York State Education Department:			
Title I, Part A Cluster - Title I, Grants to Local Educational Agencies	84.010	0021124590 0021134590	9,580 <u>279,324</u>
Total Title I, Part A Cluster			288,904
Title II, Improving Teacher Quality	84.367	0147124590 0147134590	2,057 <u>6,980</u>
Total Title II, Improving Teacher Quality			9,037
Race to the Top	84.395	5500134590	2,028
Passed through New York City Department of Education - IDEA Cluster - IDEA, Part B			
	84.027	84K740	<u>26,088</u>
Total U.S. Department of Education			<u>326,057</u>
<b>TOTAL FEDERAL ASSISTANCE</b>			<b>\$ <u>648,467</u></b>

## BROOKLYN SCHOLARS CHARTER SCHOOL

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### NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS YEAR ENDED JUNE 30, 2013

#### **Note 1 - Basis of Presentation and Significant Accounting Policies**

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of Brooklyn Scholars Charter School under programs of the federal government for the year ended June 30, 2013. Expenditures reported on the Schedule are reported on the same basis of accounting as the basic financial statements, although the basis for determining when federal awards are expended is presented in accordance with the requirements of OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. In addition, expenditures reported on the Schedule are recognized following the cost principles contained in OMB Circular A-87, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Therefore, some amounts presented in this Schedule may differ from amounts presented in, or used in the preparation of, the basic financial statements.

Because the Schedule presents only a selected portion of the operations of Brooklyn Scholars Charter School, it is not intended to and does not present the financial position, changes in net assets, or cash flows, if applicable, of Brooklyn Scholars Charter School. Pass-through entity identifying numbers are presented where available.

#### **Note 2 - Grant Auditor Report**

Management has utilized the Federal/State Grant Payments - End of Year Report as published by the New York State Education Department in preparing the schedule of expenditures of federal awards. Unreconciled differences, if any, have been disclosed to the auditor.

**BROOKLYN SCHOLARS CHARTER SCHOOL**

**SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2013**

**Section I - Summary of Auditor's Results**

**Financial Statements**

Type of auditor's report issued: Unqualified

Internal control over financial reporting:

- Material weakness(es) identified?                           Yes      X   No
- Significant deficiency(ies) identified that are not considered to be material weaknesses?                           Yes      X   None reported

Noncompliance material to financial statements noted?                           Yes      X   No

**Federal Awards**

Internal control over major programs:

- Material weakness(es) identified?                           Yes      X   No
- Significant deficiency(ies) identified that are not considered to be material weaknesses?                           Yes      X   None reported

Type of auditor's report issued on compliance for major programs: Unqualified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of Circular A-133?                           Yes      X   No

Identification of major programs:

CFDA Numbers	Name of Federal Program or Cluster
84.010	Title 1, Part A Cluster
10.553, 10.555	Child Nutrition Cluster

Dollar threshold used to distinguish between type A and type B programs: \$300,000

Auditee qualified as low-risk auditee?                           Yes      X   No

**BROOKLYN SCHOLARS CHARTER SCHOOL**

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**SCHEDULE OF FINDINGS AND QUESTIONED COSTS (CONTINUED)  
YEAR ENDED JUNE 30, 2013**

**Section II - Financial Statement Audit Findings**

None

**Section III - Federal Program Audit Findings**

None

October 28, 2013

To the Board of Directors  
Brooklyn Scholars Charter School

We have audited the financial statements of Brooklyn Scholars Charter School (the "School") as of and for the year ended June 30, 2013 and have issued our report thereon dated October 28, 2013. Professional standards require that we provide you with the following information related to our audit.

**Our Responsibility Under U.S. Generally Accepted Auditing Standards**

As stated in our engagement letter dated February 25, 2013, our responsibility, as described by professional standards, is to express an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles. Our audit of the financial statements does not relieve you or management of your responsibilities. Our responsibility is to plan and perform the audit to obtain reasonable, but not absolute, assurance that the financial statements are free of material misstatement.

As part of our audit, we considered the internal control of Brooklyn Scholars Charter School. Such considerations were solely for the purpose of determining our audit procedures and not to provide any assurance concerning such internal control.

We are responsible for communicating significant matters related to the audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.

Our audit of Brooklyn Scholars Charter School's financial statements has also been conducted in accordance with *Government Auditing Standards*, issued by the Comptroller General of the United States. Under *Government Auditing Standards*, we are obligated to communicate certain matters that come to our attention related to our audit to those responsible for the governance of Brooklyn Scholars Charter School, including compliance with certain provisions of laws, regulations, contracts, grant agreements, certain instances of error or fraud, illegal acts applicable to government agencies, and significant deficiencies in internal control that we identify during our audit. Toward this end, we issued a separate letter dated October 28, 2013 regarding our consideration of Brooklyn Scholars Charter School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements.

**Planned Scope and Timing of the Audit**

We performed the audit according to the planned scope and timing previously communicated to you in our communication about planning matters on June 17, 2013.

## **Significant Audit Findings**

### ***Qualitative Aspects of Accounting Practices***

Management is responsible for the selection and use of appropriate accounting policies. In accordance with the terms of our engagement letter, we will advise management about the appropriateness of accounting policies and their application. The significant accounting policies used by Brooklyn Scholars Charter School are described in Note 2 to the financial statements.

We noted no transactions entered into by the School during the year for which there is a lack of authoritative guidance or consensus.

There are no significant transactions that have been recognized in the financial statements in a different period than when the transaction occurred.

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

There were no significant balances, amounts, or disclosures in the financial statements based on sensitive management estimates.

The disclosures in the financial statements are neutral, consistent, and clear.

### ***Difficulties Encountered in Performing the Audit***

We encountered no significant difficulties in dealing with management in performing and completing our audit.

### ***Disagreements with Management***

For the purpose of this letter, professional standards define a disagreement with management as a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report.

We are pleased to report that no such disagreements arose during the course of our audit.

### ***Corrected and Uncorrected Misstatements***

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are trivial, and communicate them to the appropriate level of management.

We did not detect any misstatements as a result of audit procedures.

**Significant Findings or Issues**

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, business conditions affecting the School, and business plans and strategies that may affect the risks of material misstatement with management each year prior to retention as the School's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition of our retention.

**Management Representations**

We have requested certain representations from management that are included in the management representation letter dated October 28, 2013.

**Management Consultations with Other Independent Accountants**

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the School's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

This report is intended solely for the use of the board of directors and management of Brooklyn Scholars Charter School and is not intended to be and should not be used by anyone other than these specified parties.

We welcome any questions you may have regarding the following communications and we would be willing to discuss any of these or other questions that you might have at your convenience.

Very truly yours,

**Plante & Moran, PLLC**



Michael A. Lamfers, CPA  
Partner



Michelle M. Goss, CPA  
Partner

# Appendix E: Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

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## Page 1

331900860958 BROOKLYN SOLARS CS

An Appendix E: Disclosure of Financial Interest Form must be completed for each active Trustee who served on the charter school's Board of Trustees during the 2012-13 school year. Trustees are at times difficult to track down in the summer months. Trustees may complete and submit at their leisure (but before the deadline) their individual form at: <http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/>.

Trustees who are technologically advanced may complete the survey using their smartphones or other mobile devices by downloading the this bar code link to the survey <http://fluidsurveys.com/account/surveys/210748/publish/qrcode/>. (Make sure you have the bar code application reader on your phone).

If a Trustee is unable to complete the form by the deadline (i.e, out of the country), the school is responsible for submitting the information required on the form for that individual trustee.

Just send the links via email today to your Trustees requesting that they each complete their form as soon as possible.

Thank you.

Yes, each member of the school's Board of Trustees has received a link to the Disclosure of Financial Interest Form.

Yes

Thank you.

# Appendix F: BOT Membership Table

Created Tuesday, July 30, 2013

Updated Thursday, October 03, 2013

## Page 1

331900860958 BROOKLYN SOLARS CS

### 1. Current Board Member Information

	Full Name of Individual Trustees	Position on Board (Officer or Rep).	Voting Member	Area of Expertise &/or Additional Role	Terms Served & Length (include date of election and expiration)	Committee affiliations
1	Julia Chance	Member	Yes		Terms Served: 2 Length of Each Term: 1 Two Year, 1 Three Year Date of Election: February 2009 Expiration of Term: June 2014	
2	Kevin Clark	Secretary	Yes		Terms Served: 2 Length of Each Term: 2 Two Year, Date of Election: February 2009 Expiration of Term: June 2015	
3	John Kurtz	Member	Yes		Terms Served: 2 Length of Each Term: 2 Three Year Date of Election: June 2010 Expiration of Term: June 2016	
4	Chirs Owens	Treasurer	Yes		Terms Served: 3 Length of Each Term: 2 Three Year; 1 One Year Date of Election: February 2009 Expiration of Term: June 2016	
5	Brittiny Sessions	Chair/President	Yes		Terms Served: 2 Length of Each Term: 2 Three Year Date of Election: February 2009 Expiration of Term: June 2015	
6	Karen Thomson	Member	Yes		Terms Served: 2 Length of Each Term: 2 Three Year Date of Election: June 2010 Expiration of Term: Juen 2016	
7						
8						
9						
10						
11						
12						
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14						
15						

16

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19

20

2. Total Number of Members Joining Board during the 2012-13 school year

0

3. Total Number of Members Departing the Board during the 2012-13 school year

1

4. According to the School's by-laws, what is the maximum number of trustees that may comprise the governing board?

9

5. How many times did the Board meet during the 2012-13 school year?

10

6. How many times will the Board meet during the 2013-14 school year?

10

Thank you.

## ***Appendix H: Enrollment and Retention Efforts***

**Required of ALL charter schools**

### **UPLOAD DOCUMENTATION – No form provided**

**Describe the efforts the charter school has utilized in 2012-2013 and a plan for efforts to be taken in 2013-2014 to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.**

Based on the Enrollment Calculator tool provided by the New York State Education Department's Charter School Office, 92.4% of our students should qualify for free and reduced price lunch (FRL) with a retention rate of 79.4%, 12.0% should be classified as English Language Learners (ELL) with a retention rate of 43.0%, and 12.5% should be students with disabilities (SWD) with a retention rate of 65.0%. In the 2012-13 school year, 92.7% of students at Brooklyn Scholars Charter School (BSCS) qualified for free and reduced lunch with a retention rate of 95.6%, 0.6% were classified as ELL with a retention rate of 100.0%, and 7.3% are children with disabilities with a retention rate of 91.7%.

BSCS understands the need to enroll and retain these specific student populations in numbers comparable to Central School District (CSD) 19. With full enrollment and a significant waiting list (cf. Lottery Process), meeting the targets for SWD, ELL and SPED students is a challenge. Our FRL cohort is closer to our target goal. In the coming year, in addition to these steps, our Admissions Representative, our office personnel and all staff have been alerted to the need to be particularly sensitive to our desired goals in these areas.

#### **A. English Language Learner: Recruitment and Retention**

CSD 19 is a diverse community with many ELL families. Their children frequently need the support of a proven ELL program. The BSCS principal and ELL staff are prepared to meet, or make necessary accommodations to do so, with parents one-on-one to discuss how the school's program is able to meet the needs of their child(ren).

To comply with legal requirements to attract and retain ELL students, BSCS implemented the following strategies in the 2012-13 school year:

- Advertisements and notifications were placed in the following publications: La Voz Hispana, Haiti Observateur, V Novom Svete, Weekly Sada – E Pakistan, World Journal, and The Akhon Samoy. In these publications we specifically mentioned that the school provides services to students for whom English is their second language. Additionally, fliers were distributed in English, Bengali, and Spanish to families throughout the community including at daycare centers, grocery stores, community centers, and churches inviting families to attend the Enrollment Information Meetings.
- Hosted an Enrollment Information Meeting for all parents interested in the school
- Provided student applications available in a number of languages: Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu
- To ensure the retention of accepted students, and in compliance with federal requirements to identify potential ELL students, these children completed a "Home Language Questionnaire", with information from the survey ensuring that each child for

whom English is a second language was provided the services he/she needed to succeed in school.

- Students who were identified as both ELL and a student with a disability had their ELL services incorporated into their IEP

At the school's above mentioned open houses, information regarding the ELL Program and its ability to meet the needs of ELL students was provided. BSCS provided ELL families with strategies to help their children in school, specific English Language Development (ELD) strategies for such parents.

In order to retain our ELL students, we have undertaken the following strategies:

- Hired front office staff that speaks Spanish, one of the most predominant languages near our school.
- Hired teachers and deans that speak Spanish to better communicate with parents. This allows us to ensure that important information about each child is communicated to their parents in an easily understood manner.
- As needed, we hire interpreters in other languages for parent meetings and parent-teacher conferences.

Finally, we believe a key recruitment and retention strategy for our ELL students is the high-quality educational program that we provide and the intentional caring culture that we have established at Brooklyn Scholars.

#### **B. Recruitment of Students with Special Needs:**

BSCS is committed to attracting and retaining students with special learning needs and with disabilities. In order to reach the families of special needs students, we utilize many of the networks that already exist in the Brooklyn community. BSCS's Admissions Representative will continue to build relationships with support organizations to gain familiarity with the services they provide (so that we might recommend their support services to the families of accepted or interested students) and to familiarize these organizations with our school and special education program (so that they may recommend our school to the families they serve). We know that most families hear about our school by word-of-mouth and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

Families of students with special needs are also made aware of our school's programs through open meetings during the year. The school's parent meetings clearly identify that we offer a free and appropriate education (FAPE) to all our students in the Least Restrictive Environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its guise and has materials and applications to BSCS available for distribution to interested parents by the CSE. With the realization of the need to retain students, BSCS invites the parents of those children to meet with the Special Education team to develop an Individual Education Plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school

To retain our students with special needs, we have undertaken the following:

- Consistent, student focused communication on student progress toward IEP goals.

- An inclusive approach to special education in the least restrictive environment that provides ample opportunities for interaction with grade-level peers.
- Highly-qualified and dedicated special education staff.

Finally, we believe a key recruitment and retention strategy for our students with special needs is the high-quality educational program that we provide and the intentional caring culture that we have established at Brooklyn Scholars.

### **C. Recruitment of Students Qualifying for Free and Reduced-Priced Lunch**

At Brooklyn Scholars, we serve nearly the same free and reduced-priced lunch population as CSD 19. We will continue to be vigilant in our efforts to attract and retain a comparable population of students that qualify for free and reduced-priced lunch.

### **2013-14: Moving Forward**

While we do not intend to offer a specific admissions preference for ELL, SWD, and FRL students at this time, this policy may well be reconsidered. With our sight set on the targeted goals we will seek to improve the outcomes of established previously mentioned practices:

The school will continue utilizing a local Admissions Representative dedicated to student recruitment. He or she will continue to work with local organizations that serve these populations and distribute materials and/or holds meetings at their facilities. The Admissions team at NHA will continue to track the attendance and number of applications at the annual special meetings to measure impact and community interest.

As it has done, BSCS will monitor the efficacy of its recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through a robust data warehouse – the Enrollment Cube – we collect detailed information on trends in at-risk populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed, to ensure that parents of these children know that Brooklyn Scholars is dedicated to serving their children’s needs.

As previously mentioned, BSCS works proactively to engage parents in their child’s education. In addition, all parents receive weekly newsletters from each teacher in the students’ *Friday Folders*, a monthly newsletter from the principal, continuous access to student records through a secure website, invitations to participate in school events and are asked to participate two times per year in the Voice of the Parent satisfaction survey that allows the school and NHA to identify concerns and address them immediately. The Voice of the Parent surveys are provided in English and Spanish. The school provides for other translation resources as needed.

The school will also continue to use alternate means of communication with parents of students with students in the targeted cohorts, such as: home visits, informal principal chats, and regular invitations to participate in classroom activities. All this as we strive to involve parents of students in ways that are linguistically appropriate believing that engaged parents are likely to retain their children within the school.

In addition to the Friday Folders other efforts include:

- *Principal Coffees* to emphasize the NHA “open-door” policy to encourage a direct line of contact with the school administration.
- Exit interviews with families who chose to withdraw their child, in an effort to identify and address areas for improvement.

As a school partnered with a data-driven organization, a comprehensive student information system is used to track and report data patterns of retention for these student populations. A dedicated team of professionals works with the school’s leadership team to identify and address needs and concerns.

We will reach out to groups such as:

- **Advocates for Children of New York:** This organization works on behalf of children who are at greatest risk for school-based discrimination and/or academic failure due to poverty, disability, race, ethnicity, immigrant or ELL status, homelessness, or involvement in the foster care or juvenile justice systems.
- **Resources for Children with Special Needs (RCSN):** RCSN helps create bright futures for children and youth with any disability in all boroughs of New York City.
- **United We Stand - POINTS for Parents:** An online community for families of children with disabilities **Providing Opportunities for Information Networking, Training and Support** as they learn, share and connect about how they can support the educational and developmental needs of their children.

#### **Lottery Process:**

The random selection process, referenced previously, is conducted using electronic lottery software. The lottery is open to the public, and the school notifies all applicants of the time and place. A neutral third party person is present and is responsible for initiating the various transitions of the lottery process. This person has and will not be related to any student, staff member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. Preferences are honored during the lottery process in the following order: siblings of students who reside within the community district in which the school is located, siblings of students who reside outside the community district, applicants who reside within the community district, and applicants who reside outside the community district.

## ***Appendix H: Enrollment and Retention Efforts***

**Required of ALL charter schools**

### **UPLOAD DOCUMENTATION – No form provided**

**Describe the efforts the charter school has utilized in 2012-2013 and a plan for efforts to be taken in 2013-2014 to attract and retain a greater enrollment of students with disabilities, English language learners, and students who are eligible for free and reduced priced lunch.**

Based on the Enrollment Calculator tool provided by the New York State Education Department's Charter School Office, 92.4% of our students should qualify for free and reduced price lunch (FRL) with a retention rate of 79.4%, 12.0% should be classified as English Language Learners (ELL) with a retention rate of 43.0%, and 12.5% should be students with disabilities (SWD) with a retention rate of 65.0%. In the 2012-13 school year, 92.7% of students at Brooklyn Scholars Charter School (BSCS) qualified for free and reduced lunch with a retention rate of 95.6%, 0.6% were classified as ELL with a retention rate of 100.0%, and 7.3% are children with disabilities with a retention rate of 91.7%.

BSCS understands the need to enroll and retain these specific student populations in numbers comparable to Central School District (CSD) 19. With full enrollment and a significant waiting list (cf. Lottery Process), meeting the targets for SWD, ELL and SPED students is a challenge. Our FRL cohort is closer to our target goal. In the coming year, in addition to these steps, our Admissions Representative, our office personnel and all staff have been alerted to the need to be particularly sensitive to our desired goals in these areas.

#### **A. English Language Learner: Recruitment and Retention**

CSD 19 is a diverse community with many ELL families. Their children frequently need the support of a proven ELL program. The BSCS principal and ELL staff are prepared to meet, or make necessary accommodations to do so, with parents one-on-one to discuss how the school's program is able to meet the needs of their child(ren).

To comply with legal requirements to attract and retain ELL students, BSCS implemented the following strategies in the 2012-13 school year:

- Advertisements and notifications were placed in the following publications: La Voz Hispana, Haiti Observateur, V Novom Svete, Weekly Sada – E Pakistan, World Journal, and The Akhon Samoy. In these publications we specifically mentioned that the school provides services to students for whom English is their second language. Additionally, fliers were distributed in English, Bengali, and Spanish to families throughout the community including at daycare centers, grocery stores, community centers, and churches inviting families to attend the Enrollment Information Meetings.
- Hosted an Enrollment Information Meeting for all parents interested in the school
- Provided student applications available in a number of languages: Arabic, Bengali, Chinese, English, Haitian Creole, Italian, Korean, Polish, Russian, Spanish, and Urdu
- To ensure the retention of accepted students, and in compliance with federal requirements to identify potential ELL students, these children completed a "Home Language Questionnaire", with information from the survey ensuring that each child for

whom English is a second language was provided the services he/she needed to succeed in school.

- Students who were identified as both ELL and a student with a disability had their ELL services incorporated into their IEP

At the school's above mentioned open houses, information regarding the ELL Program and its ability to meet the needs of ELL students was provided. BSCS provided ELL families with strategies to help their children in school, specific English Language Development (ELD) strategies for such parents.

In order to retain our ELL students, we have undertaken the following strategies:

- Hired front office staff that speaks Spanish, one of the most predominant languages near our school.
- Hired teachers and deans that speak Spanish to better communicate with parents. This allows us to ensure that important information about each child is communicated to their parents in an easily understood manner.
- As needed, we hire interpreters in other languages for parent meetings and parent-teacher conferences.

Finally, we believe a key recruitment and retention strategy for our ELL students is the high-quality educational program that we provide and the intentional caring culture that we have established at Brooklyn Scholars.

#### **B. Recruitment of Students with Special Needs:**

BSCS is committed to attracting and retaining students with special learning needs and with disabilities. In order to reach the families of special needs students, we utilize many of the networks that already exist in the Brooklyn community. BSCS's Admissions Representative will continue to build relationships with support organizations to gain familiarity with the services they provide (so that we might recommend their support services to the families of accepted or interested students) and to familiarize these organizations with our school and special education program (so that they may recommend our school to the families they serve). We know that most families hear about our school by word-of-mouth and we believe that a relationship with these organizations lays the groundwork for informal communications and referrals. In addition, we will continue to work with these organizations to distribute information about our school, our special education program, and our enrollment procedures.

Families of students with special needs are also made aware of our school's programs through open meetings during the year. The school's parent meetings clearly identify that we offer a free and appropriate education (FAPE) to all our students in the Least Restrictive Environment. Furthermore, the school has an established relationship with the Committee for Special Education (CSE) for children under its guise and has materials and applications to BSCS available for distribution to interested parents by the CSE. With the realization of the need to retain students, BSCS invites the parents of those children to meet with the Special Education team to develop an Individual Education Plan (IEP) for the child or to work within the parameters of the plan already in place from the child's previous school

To retain our students with special needs, we have undertaken the following:

- Consistent, student focused communication on student progress toward IEP goals.

- An inclusive approach to special education in the least restrictive environment that provides ample opportunities for interaction with grade-level peers.
- Highly-qualified and dedicated special education staff.

Finally, we believe a key recruitment and retention strategy for our students with special needs is the high-quality educational program that we provide and the intentional caring culture that we have established at Brooklyn Scholars.

### **C. Recruitment of Students Qualifying for Free and Reduced-Priced Lunch**

At Brooklyn Scholars, we serve nearly the same free and reduced-priced lunch population as CSD 19. We will continue to be vigilant in our efforts to attract and retain a comparable population of students that qualify for free and reduced-priced lunch.

### **2013-14: Moving Forward**

While we do not intend to offer a specific admissions preference for ELL, SWD, and FRL students at this time, this policy may well be reconsidered. With our sight set on the targeted goals we will seek to improve the outcomes of established previously mentioned practices:

The school will continue utilizing a local Admissions Representative dedicated to student recruitment. He or she will continue to work with local organizations that serve these populations and distribute materials and/or holds meetings at their facilities. The Admissions team at NHA will continue to track the attendance and number of applications at the annual special meetings to measure impact and community interest.

As it has done, BSCS will monitor the efficacy of its recruitment and enrollment efforts by carefully tracking student enrollment numbers. Through a robust data warehouse – the Enrollment Cube – we collect detailed information on trends in at-risk populations, report to the Board on enrollment trends, and adjust the marketing strategy, as needed, to ensure that parents of these children know that Brooklyn Scholars is dedicated to serving their children’s needs.

As previously mentioned, BSCS works proactively to engage parents in their child’s education. In addition, all parents receive weekly newsletters from each teacher in the students’ *Friday Folders*, a monthly newsletter from the principal, continuous access to student records through a secure website, invitations to participate in school events and are asked to participate two times per year in the Voice of the Parent satisfaction survey that allows the school and NHA to identify concerns and address them immediately. The Voice of the Parent surveys are provided in English and Spanish. The school provides for other translation resources as needed.

The school will also continue to use alternate means of communication with parents of students with students in the targeted cohorts, such as: home visits, informal principal chats, and regular invitations to participate in classroom activities. All this as we strive to involve parents of students in ways that are linguistically appropriate believing that engaged parents are likely to retain their children within the school.

In addition to the Friday Folders other efforts include:

- *Principal Coffees* to emphasize the NHA “open-door” policy to encourage a direct line of contact with the school administration.
- Exit interviews with families who chose to withdraw their child, in an effort to identify and address areas for improvement.

As a school partnered with a data-driven organization, a comprehensive student information system is used to track and report data patterns of retention for these student populations. A dedicated team of professionals works with the school’s leadership team to identify and address needs and concerns.

We will reach out to groups such as:

- **Advocates for Children of New York:** This organization works on behalf of children who are at greatest risk for school-based discrimination and/or academic failure due to poverty, disability, race, ethnicity, immigrant or ELL status, homelessness, or involvement in the foster care or juvenile justice systems.
- **Resources for Children with Special Needs (RCSN):** RCSN helps create bright futures for children and youth with any disability in all boroughs of New York City.
- **United We Stand - POINTS for Parents:** An online community for families of children with disabilities **P**roviding **O**pportunities for **I**nformation **N**etworking, **T**raining and **S**upport as they learn, share and connect about how they can support the educational and developmental needs of their children.

#### **Lottery Process:**

The random selection process, referenced previously, is conducted using electronic lottery software. The lottery is open to the public, and the school notifies all applicants of the time and place. A neutral third party person is present and is responsible for initiating the various transitions of the lottery process. This person has and will not be related to any student, staff member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. Preferences are honored during the lottery process in the following order: siblings of students who reside within the community district in which the school is located, siblings of students who reside outside the community district, applicants who reside within the community district, and applicants who reside outside the community district.

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/4af8234f9ebd8a686b6b36b5c519670>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Julia Chance*

2. Charter School Name:

*Brooklyn Scholars Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. *Your Home Address:   Street Address	[REDACTED]
4. *Your Home Address:   City/State	[REDACTED]
4. *Your Home Address:   Zip	[REDACTED]

5. \*Your Business Address

5. *Your Business Address   Street Address	N/A
5. *Your Business Address   City/State	(No response)
5. *Your Business Address   Zip	(No response)

6. \*Daytime Phone Number:

[REDACTED]

7. \*E-mail Address:

[REDACTED]

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, September 19, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/abc53d9e37e9c39e7d40177a752de1>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. Trustee Name:

*Kevin Clark*

### 2. Charter School Name:

*Brooklyn Scholars Charter School*

### 3. Charter Authorizer:

*NYC Department of Education*

### 4. \*Your Home Address:

4. *Your Home Address:   Street Address	██
4. *Your Home Address:   City/State	██████████
4. *Your Home Address:   Zip	██████

### 5. \*Your Business Address

5. *Your Business Address   Street Address	N/A
5. *Your Business Address   City/State	N/A
5. *Your Business Address   Zip	00000

### 6. \*Daytime Phone Number:

██████████

### 7. \*E-mail Address:

██

### 8. Select all positions you held on Board:

(check all that apply)

- Secretary

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/8cf9a2ed9dcef43482e0147856b4cf7>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*John Kurtz*

2. Charter School Name:

*Brooklyn Scholars Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 01, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/22f94b577214bc4f0e5d2d8d3796c8>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. Trustee Name:

*Chris Owens*

### 2. Charter School Name:

*Brooklyn Scholars Charter School*

### 3. Charter Authorizer:

*NYC Department of Education*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

N/A

5. \*Your Business Address | City/State

(No response)

5. \*Your Business Address | Zip

(No response)

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

- Treasurer

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

*No*

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

*No*

Signature of Trustee

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/0cd34f30b04cd80a2c99aa90a19d04>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Brittany Sessions*

2. Charter School Name:

*Brooklyn Scholars Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Chair/President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Tuesday, July 30, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/cd23a1f2c106e1f8b762c7c990fe885>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

### 1. Trustee Name:

*Karen Thomson*

### 2. Charter School Name:

*Brooklyn Scholars Charter School*

### 3. Charter Authorizer:

*NYC Department of Education*

### 4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

### 5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

### 6. \*Daytime Phone Number:

### 7. \*E-mail Address:

### 8. Select all positions you held on Board:

(check all that apply)

- Other, please specify...: Member

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee

# Required Form: Appendix E - Disclosure of Financial Interest Form

Created Thursday, August 08, 2013

<http://fluidsurveys.com/surveys/vickie-smith/appendix-e-disclosure-of-financial-interest-form/1acb60a6fa8b1eaf7ab839aec2c4b0d>

## Page 1

Please open the link to this form using **Google Chrome** as your browser. Doing so will allow you to input your signature on page 2 of the form. Thank you.

1. Trustee Name:

*Ralph Wolf*

2. Charter School Name:

*Brooklyn Scholars Charter School*

3. Charter Authorizer:

*NYC Department of Education*

4. \*Your Home Address:

4. \*Your Home Address: | Street Address

4. \*Your Home Address: | City/State

4. \*Your Home Address: | Zip

5. \*Your Business Address

5. \*Your Business Address | Street Address

5. \*Your Business Address | City/State

5. \*Your Business Address | Zip

6. \*Daytime Phone Number:

7. \*E-mail Address:

8. Select all positions you held on Board:

(check all that apply)

- Vice Chair/Vice President

9. Are you a trustee and also an employee of the school?

No

10. Are you a trustee and an employee or agent of the management company or institutional partner of the charter school?

No

Page 2

13. Have you or any of your immediate family members or any persons who live with you in your house had an interest in or engaged in a transaction with the charter school during the time you have served on the board, and in the six-month period prior to such service?

No

14. Are you a member, director, officer or employee of an organization formally partnered with school that is doing business with the charter school and in which such entity, during your tenure as a trustee, you and/or your immediate family member or person living in your house had a financial interest or relationship?

No

Signature of Trustee