



NORTH CAROLINA CHARTER SCHOOL APPLICATION

Felix A. Penn School of the Arts

Public charter schools opening the fall of 2015

Due by 5:00 pm, December 6, 2013

North Carolina Department of Public Instruction
NCDPI/Office of Charter Schools
301 N. Wilmington Street
Raleigh NC 27601-2825
919-807-3491

Mailing Address:
6303 Mail Service Center
Raleigh, NC 27699-6303

CHARTER SCHOOL 2013 Application Process

To open a charter school in the 2015-2016 school year

APPLICATION DUE DATE/TIME

- September 6, 2013** A letter of intent to apply for the 2015-2016 school year **must** be received electronically to Deanna Townsend-Smith in the Office of Charter Schools **no later than 12:00 noon at deanna.townsend-smith@dpi.nc.gov**. If the Letter of Intent is not submitted, an application from this group will not be accepted. You can find the Letter of Intent requirements on the NC Office of Charter School web site.
- December 6, 2013** A complete online application package, in the Office of Charter Schools **by 5:00 pm.**
- December 13, 2013** A copy of the application due to the Local Education Agency in which the proposed charter school will reside in. Applicant must provide an attached PDF version as evidence to the Office of Charter Schools (i.e. signed letter).

APPLICATION SPECIFICATIONS

Applicants can submit applications prior to the deadline December 6, 2013 at 5:00 pm. **All applicants must be submitted using the online portal** and applicants are to use the following specifications:

1. All required Appendices should be clearly titled, include page numbers (i.e. Appendix A and page numbers as- A1, A2, B1...), and submitted as a FULL PDF document.
2. Review all elements of your application for completeness before submitting. **An incomplete application will result in the elimination of the application.**
3. Late submissions **will not** be accepted. No exceptions.
4. Provide confirmation electronically to the Office of Charter Schools to deanna.townsend-smith@dpi.nc.gov that within seven (7) days the applicant has provided one full copy of the application to the LEA in which the proposed charter school will be located.

TABLE OF CONTENTS

I. APPLICATION CONTACT INFORMATION 5
Grade Levels Served and Total Student Enrollment: 5

II. MISSION and PURPOSES 7
Mission: 7
Educational need and Targeted Student Population of the Proposed Charter School: 7
Purposes of the Proposed Charter School: 9
Goals for the Proposed Charter School: 10

III. EDUCATION PLAN 12
Instructional Program: 12
C
C
6-8 Curriculum and Instructional Design: 13
C
Special Programs and "At-Risk" Students 15
Exceptional Children 17
Student Performance Standards 21
Student Conduct: 22

IV. GOVERNANCE, OPERATIONS and CAPACITY 24
Governance: 24
Governance and Organizational Structure of Private Non-Profit Organization: 24
Proposed Management Organization (Educational Management Organization or Charter Management Organization) 28
Private School Conversions: complete 28
C
Projected Staff: 28
Staffing Plans, Hiring, and Management 29
Staff Evaluation and Professional Development 31
Enrollment and Marketing: 33
Marketing Plan 33
Parent and Community Involvement 34
Admissions Policy 35
PROJECTED ENROLLMENT 2015-16 through 2019-2020 37
Transportation Plan: 38
School Lunch Plan: 38
Civil Liability and Insurance 39
Health and Safety Requirements: 39
Facility:
Facility Contingency Plan: 40

V. FINANCIAL PLAN
Budget: Revenue Projections from each LEA 2015-16 42
Total Budget: Revenue Projections 2015-16 through 2019-2020 43
Personnel Budget: Expenditure Projections 2015-16 through 2019-2020 44
Operations Budget: Expenditure Projections 2015-16 through 2019-2020 47
Overall Budget: 49
Budget Narrative: 49
Financial Audits: 52

VI. AGREEMENT PAGE
LEA Impact Statement: 53

Applicant Signature: _____ 53

I. APPLICATION CONTACT INFORMATION

Name of proposed charter school: Felix A. Penn School of the Arts

Has the organization applied for 501(c)(3) non-profit status: Yes No X

Name of non-profit organization under which charter will be organized or operated: Felix A. Penn School of the Arts

Provide the name of the person who will serve as the primary contact for this Application. The primary contact should serve as the contact for follow-up, interviews, and notices regarding this Application.

Name of contact person: Blanche Penn

Title/Relationship to nonprofit: Chair/Founder

Mailing address: 2207 Century Oaks Lane
Charlotte NC 28262

Primary telephone: 704-890-4101 Alternative telephone: 980-230-5223

E-Mail address: blanche_penn@yahoo.com

Name of county and local education agency (LEA) in which charter school will reside:

County: MECKLENBURG

LEA: 600-Charlotte-Mecklenburg Schools

Is this application a Conversion from a traditional public school or private school?

No: X

Yes:

Is this application being submitted as a replication of a current charter school model?

No: X

Yes:

What is the name of the nonprofit organization that governs this charter school? Felix A. Penn School of the Arts

Is this application for Virtual charter school: Yes: No: X

Grade Levels Served and Total Student Enrollment:

Projected School Opening: Year 2015 Month August

Will this school operate on a year round schedule?

No: X

Yes:

Proposed Grade Levels Served and Total Student Enrollment (

10

Years)

Academic School Year	Grade Levels	Total Projected Student Enrollment
First Year	06,07	250
Second Year	06,07,08	325
Third Year	06,07,08	389
Fourth Year	06,07,08	465
Fifth Year	06,07,08	557
Sixth Year	06,07,08	600
Seventh Year	06,07,08	600
Eight Year	06,07,08	600
Ninth Year	06,07,08	600
Tenth Year	06,07,08	600

The State Board of Education provides funds to charter schools, approves the original members of the boards of directors of the charter schools, has the authority to grant, supervise, and revoke charters, and demands full accountability from charter schools for school finances and student performance.

I certify that I have the authority to submit this application and that the initial board members and I were regularly involved in the development of this application. All information contained herein is complete and accurate. I realize that any misrepresentation will result in disqualification from the application process or revocation after award. I understand that incomplete applications will not be considered. The person named as the contact person for the application is so authorized to serve as the primary contact for this application on behalf of the non-profit organization.

blanche1
Signature

W. Blanche Penn
Title

blanche1
Printed Name

12/05/2013
Date

II. MISSION and PURPOSES

(No more than three total pages in this section)

Mission:

*State the Mission of the proposed charter school in **one hundred words or less**. The mission statement defines the organization's purpose and primary objectives, describing why it exists. The mission statement provides the foundation for the entire proposal.*

The mission statement of the proposed charter school is as follows:

Felix A. Penn School of the Arts will motivate, develop, and prepare students for academic excellence by providing a superior academic experience shaped by performing and visual arts, evolving technology, and leadership.

Educational need and Targeted Student Population of the Proposed Charter School:

- 1. Provide a description of Targeted Population in terms of demographics. In your description, include how this population will reflect the racial and ethnic composition of the school system in which it is located. Describe the rationale for selecting the location and student body.*

Felix A. Penn School of the Arts will target a diverse population of middle school students from grades six through eight. Felix A. Penn will target students throughout Mecklenburg County. In the city Charlotte, we only have one middle school that specializes in the arts and that is Northwest School of the Arts.

The school will be located in the central Charlotte area with access to Uptown Charlotte, The Blumenthal Performing Arts Center, The Music Factory, University of North Carolina at Charlotte, East Charlotte, Central Piedmont Community College, Kings College, Queens College, Johnson C. Smith University and Johnson and Wales Culinary Arts School. The location will be close to the main highways, so students who would like to attend Felix A. Penn can have easier access to I-85 and I-77, the CATS bus route, and the light rail system to travel to the school. Felix A. Penn will serve students from all cultural and socioeconomic backgrounds. Having a diverse student body encourages children to learn from one another, which can result in a better rounded education not just academically but also socially.

Felix A. Penn School of the Arts target population will align with our proposed school mission to motivate, develop, and prepare students for academic excellence by providing a superior academic experience shaped by performing and visual arts, evolving technology, and leadership.

- 2. What will be the total projected enrollment at the charter school and what percentage of the Average Daily Membership (ADM) does that reflect when compared to the Local Education Agency (LEA) of the same offered grade levels? (i.e. If the proposed school will be grades 9-12, only compare the total enrollment to the total enrollment of the LEA is grades 9-12).*

The total projected enrollment at Felix A. Penn, in the first year, will be 250 students. The goal for student enrollment by the tenth year will be 600. In year one, this reflects 1.16% of Charlotte-Mecklenburg Schools'

total sixth and seventh grade Average Daily Membership. The total enrollment in year ten, reflects 1.86% of Charlotte Mecklenburg Middle School Average Daily Membership grades six through eight. Provided in Appendix T1, a graph is presented showing the numbers used for calculation.

3. *Explain how the charter school's education plan will compare to or differ from that of the local LEA(s).*

There is currently only one school in Charlotte-Mecklenburg Schools that focuses on the arts. This school is a magnet school. Due to the nature of Charlotte Mecklenburg Schools Magnet School Pacts, students are denied enrollment into this school due to spatial reasons. Being the only school of the arts in Charlotte, this school cannot physically accommodate all of the students who are qualified.

Students must successfully complete an audition to even be placed into the lottery to attend the school. While it is understood why this process is exercised, it is very exclusive. For the longest time, Northwest School of the Arts has been the only school of the arts and there currently is a need for a legitimate alternative choice that Felix A. Penn will provide. Felix A. Penn will fulfill a great need in our school system as well as the void in the hearts of students who have a desire to perform and learn. Similarly, we will use an audition process to allow students into our school; our school will only use these auditions for placement only and not for access or denial. If a student wants to attend Felix A. Penn for music and/or dance, that student would audition for the corresponding arts teacher. The music or dance teacher would assess that student's ability level and they would be placed in the appropriate level arts class. At Felix A. Penn, we will not be placing students in our arts classes by grade level. Placement by ability level ensures that students who come in at an advanced level continue to advance. Students who need to repeat a beginning level class will also be able to do that.

Charter schools have flexibility with how they implement curriculum and instruction. Our teachers respond to the necessity of moving ahead based on the students' present level of understanding. Teachers are also able to spend more time with each student to ensure that every student will be academically successful. Provided in Appendix T, is a sample of our placement audition process for band. (See Appendix T).

Felix A. Penn will use various tools to ensure our students will not fall behind the technology curve. Students will be instructed through arts, technology and leadership to develop their capacity to learn and become forward thinkers. The technological focus of the school will be to build individual students' capacity and experiences through leadership. Computers, tablets, as well as educational software and internet resources will be the tools students use on a daily basis to solve complex problems, organize their thinking and create projects. Our focus will be to teach students how to use technology to enhance their learning and ability to become leaders.

A chain is only as strong as its weakest link that is why at Felix A. Penn we will cater to each student's strengths making our chain unbreakable. Smaller classes will allow us to form personal relationships with students to better train them to be the best they can be as they develop an arts-based creative and culturally sensitive lens, and develop capacity as future

leaders.

We will use responsible members of our community to help as volunteers. Community leaders, business owners, and parents just to name a few, will be contributing to the wealth of knowledge each student will leave with each day. Felix A. Penn will focus on academic excellence in a culture of high expectation. Assisting students in reaching their academic goals and providing them with opportunities to display their creativity, will result in well-rounded young men and women prepared to take on the world. The education plan will align with the Common Core State and North Carolina Essential Standards while focusing on arts, technology, and leadership. Felix A. Penn will keep students and parents abreast of all school activities and the student's individual progress via Pearson PowerSchool just as Charlotte-Mecklenburg Schools is using PowerSchool to track their students.

4. *In the appendices (Appendix A), you must provide evidence through a narrative or visual of this educational need through survey data, or times and locations of public meetings discussing this proposed charter school. (Please do not provide more than one sample survey form).*

Purposes of the Proposed Charter School: *In one page or less, describe how the proposed charter school will achieve one or more of the six legislated purposes, as specifically addressed in the NC charter school statute GS 115C-238.29A, and the proposed school's operations.*

The Six Legislative Purposes of a Charter School are:

1. *Create new professional opportunities for teachers, including the opportunities to be responsible for the learning program at the school site.*
2. *Hold schools accountable for meeting measurable student achievement results.*
3. *Provide parents and students with expanded choices in the types of educational opportunities that are available within the public school system.*
4. *Improving student learning.*
5. *Increasing learning opportunities for all students, with a special emphasis on at-risk or gifted students.*
6. *Encourage the use of different and innovative teaching methods.*

1. Felix A. Penn School of the Arts will create new professional opportunities for teachers by allowing all faculty members to be a part of the complete educational process of the school. Job-embedded professional development will allow teachers to meet across grades and contents to share effective practices for arts and technology, review data to inform instruction, and address cultural challenges. In an effort to encourage innovation, teachers will employ a continuous improvement cycle of "review, reflect, and revise" to positively impact teacher practices. An arts and technology focus will require all teachers to use relevant and current technology in the classroom such as the mobile devices, tablets, computers, laptops, and perhaps interactive boards. Continuing professional

development will be an expectation of all staff at Felix A. Penn. There will be a focus on cross-curricular thematic instruction utilizing project based learning. All faculty members will also be encouraged to attend training by local and national leaders in the arts and technology field to further their understanding on how to implement the most effective ways to teach. This will ensure that teachers possess the skills and expertise to deliver a focused, aligned arts and technology-based curriculum. A central focus on relationships and differentiation of instruction will ensure that all students have the greatest opportunity for academic growth. Smaller class sizes will enhance the teachers ability to form relationships and differentiate instruction.

4. Felix A. Penn School of the Arts goal is improving student learning through motivating, developing, and preparing students for academic excellence by providing a superior academic experience shaped by performing and visual arts, evolving technology, and leadership. Teaching and learning at Felix A. Penn will yield 1 to 1.3 years of academic growth depending a students present level of functioning. Teachers will co-create formative assessments that address the individual performance levels of all students. Individual student assessment data will drive the instruction for each student. Individual learning plans will allow the student and the teacher to monitor academic work and achievement. This plan will also create a profile to assist the classroom instructor in extending learning time beyond the walls of the classroom. When you encourage growth, leadership, and caring, our students will learn.

Goals for the Proposed Charter School:

1. *Provide specific and measurable student achievement performance goals for the school's educational program and the method of demonstrating that students have attained the skills and knowledge specified for those goals. Address how often and when the information will be communicated to the governing board and other stakeholders. These goals should include specific and measurable performance objectives over the first five years of the schools existence.*

1. Students will grow an average of 1 to 1.3 years worth of growth on norm-referenced standardized assessments each year.

2. 90% of students will meet or exceed rubric proficiency targets on thematic art projects.

3. 90% of students will commit at least ten hours of service time to the community each year. Students will keep a log to track time that they have been involved with the community during and outside the school day. The teachers will collect this from the students and report this data to the teacher representative on the board, who will then report this to the board annually.

4. 90% of students will attend a mixture of ten arts, technology, or leadership related events during each school year. The student will acquire a program from the event. At the end of the second and fourth grading periods, the teachers will collect and report this data to the teacher representative on the board, who will then report this to the board annually.

5. In our third year, grades six through eight will meet and exceed state proficiency standards by at least 5%.

6. 95% of our students will read at or above their grade level standard within three years of the opening of our school in 2015.

7. 90% of graduating students will exit at or above grade level in math.

2. How will the governing board know that the proposed public charter school is working toward attaining their mission statement?

The Felix A. Penn School of the Arts Board of Directors will have an annual retreat. At our retreat, we will outline our mission, goals and objectives. The board will be involved in the schools strategic planning of academic and financial goals. Further, board policies, administrative guidelines and aligned forms will be co-created by the board and school leadership team to ensure compliance, alignment to the mission, and continuous academic improvement in the school. The governing board will receive monthly reports on financial, academic and the operational status of the school. The governing board will know our level of progress through continuous evaluation and assessment of the schools adherence to the approved educational program.

III. EDUCATION PLAN

(No more than ten total pages in this section)

NOTE: *All sections of the Education Plan should align with all other sections of this application. The State Board of Education shall give priority consideration to the applicants who demonstrate potential for significant, meaningful innovation in education. Provide precise and clear explanations. Lack of response to any question or proper documentation will deem the application incomplete.*

Instructional Program:

Provide a detailed description of the overall instructional program of the proposed charter school, including major instructional methods, assessment strategies, and explain how this instructional program and model meet the needs of the targeted student population.

Felix A. Penn School of the Arts instructional program will create a rigorous learning environment for the students to learn and have fun learning. The arts curriculum will teach and build on their core classes with the content of lifelong learning. The teacher will come up with different ways to teach the students with more hands on and creativity in working with our students. The mission of Felix A. Penn School of the Arts is to motivate, develop, and prepare students for academic excellence by providing a superior academic experience shaped by performing and visual arts, evolving technology, and leadership. We will use our mission to create a rigorous, intensive, fun, and exciting learning environment that will produce performers, consumers and patrons of the arts, using the latest technology and creating strong leadership skills.

Our curriculum has a Core Knowledge Sequence base. 1. The Core Knowledge Sequence was first introduced in 1986 as an effort to make sure that all students, regardless of their socioeconomic status, or location of their schools, received a complete education based on a strong foundation of knowledge needed to be successful in later schooling. It has been determined that gaps and deficiencies in the first six years of schooling are never overcome. The Core Knowledge Sequence ensures that the gaps are closed and that everyone receives a rigorous, well-rounded, and culturally inclusive education.

The Common Core State and North Carolina Essential Standards are content-rich and very specific in what should be covered, in what order and in what grades. This allows for creativity and flexibility in what students will learn year to year and will eliminate repetition, but will focus on content specific to each grade level. It calls for teachers at Felix A. Penn School of the Arts to be creative and open to individualizing lesson plans to serve all students at all levels. Teachers at Felix A. Penn will focus on more "how" to teach, rather than just "what" to teach.

Teachers at Felix A. Penn School of the Arts will collaborate within each grade as well as between grades and across content areas.

Students will be assessed utilizing a variety of formal and informal assessments. In addition to nationally normed assessments and North Carolina End of Grade assessments, students will be assessed using rubrics, traditional written exams, classroom participation, and grading of homework.

Teachers will use a comprehensive file in which students and teachers will contribute work and show progress. This will be used as evidence for teachers to use with their teacher evaluations, and for parents to monitor their child's progress.

Felix A. Penn School of the Arts will fully participate in the state's accountability models, including all end-of-grade and end-of-course testing. Currently our students have only one option for their learning needs. Charlotte-Mecklenburg Schools tend to score below the state average in Math and Reading; the exception being eighth grade math. We will offer a more rigorous and differentiated approach that gives the students real-world experience, while building on the Core Knowledge Sequence. At Felix A. Penn, we believe that this will create a culture of civic and cultural participation, academic achievement, and leadership with our school community.

1 <http://www.coreknowledge.org/ed-hirsch-jr>

6-8 Curriculum and Instructional Design:

Describe the basic learning environment (e.g., classroom-based, independent study), including class size and structure.

At Felix A. Penn, the average student to teacher ratio will be 16:1. All certified staff will meet the federal definition of highly qualified. We will maintain a minimum of 75% certified staff school-wide and instructional staff will hold and maintain North Carolina Teaching Licensure in the content area in which they teach. All classrooms will be equipped with the materials appropriate to the lessons being taught. Teachers will collaborate within grade level, across grade level, and across content areas on lesson plans and other student activities. Classrooms will be arranged so that students feel a sense of order and purpose. Decorations and displays will be presented in such a way as to complement, not compete, with instruction being given. Classroom materials will be ready at hand for students exploration and to use as called for by the lessons planned for the day. Classroom instruction will be supplemented by learning experiences outside the classroom, such as field trips, and community service projects. Professional Residencies will also be established on an as need basis to supplement teacher lessons. To assist each student to reach their maximum intellectual potential, students will be encouraged to engage in extensive study of the arts, use of the latest technology, and leadership by using reading, application, and independent study, designed in consultation with teachers on topics of interest. At Felix A. Penn, professional development for our teachers will focus on techniques for delivering the Common Core State and North Carolina Essential Standards in a way that prompts both excitement and a sense of ownership for the students and teachers. Teachers at Felix A. Penn will learn to act as facilitators of learning and creators of strong leadership skills. We will seek out and hire faculty and staff who are comfortable in the role of facilitator, but not lecturer, who will collaborate well with other peers, and who have the intellectual, social, and emotional capacity to engage students as individuals.

Provide a synopsis of the planned curriculum, including:

1. **One** sample course scope and sequence (preferably in graph form) in the Appendices (Appendix B1) for one core subject (specific to the school's purpose) for the middle school division the school would ultimately serve.
2. Identify how this curriculum aligns with the proposed charter school's mission, targeted student population, and North Carolina Accountability Model.

The mission of Felix A. Penn School of the Arts reflects the importance of performing and visual arts, role of computers and technology and having strong leadership skills in today's world and strives to provide a unique opportunity for Mecklenburg County youth to pursue professional careers as well as provide college preparation in those fields.

Recognizing that educational success will be realized only when the essential student-teacher-parent triad functions in harmony, Felix A. Penn will provide our youth with the support necessary to reach their highest intellectual, social, emotional, and physical potential. Our mission requires vision and innovation, as revealed in the educational process design provided in Appendix B9. This graph will be posted in each classroom, all areas of the school, and will be the primary "go to" for building uniformity in educating students in all classes; tested and nontested; front office staff, custodial staff, and board of directors.

Our curriculum will align with the Common Core State and North Carolina Essential Standards with the Core Knowledge Sequence as the base; will be the motivating force behind what we teach. Students will have to be creative minded artists, users of the latest technology, and strong leaders in their classroom. Our targeted population deserves a fair, equal, and comprehensive curriculum. We will intertwine the character development of our students throughout the program using the principles set forth by 4-H Positive Youth Development. Please see Appendix T10 for more information on 4-H Positive Youth Development. Teachers at Felix A. Penn will be expected to teach in a manner that will inspire their students to continue to obtain knowledge. It is the expectation that our teachers teach across content areas and collaborate with other grade levels and community partners. This will create students who are lifelong learners.

3. Describe the primary instructional strategies that the school will expect teachers to master and explain why these strategies will result in increased academic achievement for the targeted student population.

Our teachers and staff will be masters in their content area. They will teach students in all grade levels, focusing on their content area. This will help students understand the overarching goal of that content area. As teachers are teaching sixth grade, they are doing so with the next level in mind of what they want their students to know when they graduate from eighth grade. This will eliminate overlap in information and help teachers create, content-rich lessons across the content areas of the school. Grade level transitions issues will be kept to a minimum. This is the way arts area teachers have always done it and this will make learning in middle school more productive. Deeper learning takes place when students can make connections across their subject areas and have the same teachers throughout their middle school career.

4. Provide a school academic calendar in Appendix C (minimum of 185 instructional days or 1,025 hours).

5. *Describe in a brief narrative below on how the calendar coincides with the tenets of the proposed mission and education plan.*

The school calendar is 185 school days in length, with 1,248.75 hours of instructional time. There are ten teacher workdays built into our calendar. Five of those will be used to focus on the Common Core State and North Carolina Essential Standards. The other workdays are used for other staff development that will be content specific and some optional. In addition to the instructional school day, we will offer after-school instruction in instrumental music, dance, theatre arts, and other activities that will be instrumental for student success. We will also offer after-school tutoring for students who need extra time and assistance with their lessons. Felix A. Penn students and staff will benefit from strategically planned breaks in their yearly schedule. We have placed breaks centered on holidays so that general excitement shown by the students is kept to a minimum. Breaks have also been placed when students have been in school for multiple five day weeks. This allows the time that students are in school to truly be for maximized learning.

Special Programs and "At-Risk" Students

1. *Describe the methods and clear systems of prevention and intervention teachers will utilize to provide assistance to students that are not performing at expected levels: ensuring continued progress and academic student growth.*

Because teachers will maintain individualized plans for students and monitor learning using formative assessments, they will be aware of student growth and mastery of standards. Also, teachers will utilize pre and post test unit assessments. By using pretest assessments, teachers will see what gaps students have prior to introducing new content. This way, they will maintain a proactive rather than reactive approach to student learning.

The moment the data suggests that students "aren't getting it", Felix A. Penn will implement a Phased Response To Intervention approach. Phase I involves the teachers exclusively implementing differentiated instruction, and employing multiple methods of instruction to reach struggling students. When and if this is not successful, Phase II interventions will be implemented. Phase II involved more personalized, small group teaching, reteaching, and support within the classroom-conducted by the teacher or by additional personnel who "push in" to the classroom to support. If this intervention proves to not be successful, the student will be referred to the Instructional Support Team (IST). This team, comprised of the teacher, administration, parent, and intervention personnel, will look at the data and have a targeted discussion around creating a support plan for the student. It may be suggested at this time that Phase III intervention tutoring is implemented. Phase III tutoring is more intensive, personalized tutoring that occurs in a pull out environment. If improvement takes place, the student will move back through the phases. If no improvement occurs over a timeframe not to exceed twenty days, then the student may be referred to Phase IV Referral for Special Education testing. The Intervention plan always works toward helping the student achieve success in the Least

Restrictive Environment (LRE).

2. *Explain how the instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, including the following:*

- a) *Methods for identifying ELL students.*
- b) *Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL students.*
- c) *Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services.*

1. To identify ELL students, Felix A. Penn will distribute a questionnaire to determine the students home language (All paperwork will be provided in English and Spanish). If another translation is required, one will be provided to the students family at no charge. If it is determined the primary or home language is other than English, the student will be enrolled in classes and provided the same opportunities as all other students. Students who test at the state approved level for exiting the ELL program (at least a 4.8 composite score with reading and writing scores of at least 4.0) will be exited from the ELL program if their performance on other assessments demonstrates their ability to be successful without support.

2. Felix A. Penn School of the Arts are required to meet the North Carolina End of Courses and North Carolina High School Graduation Requirements for all students even ELL students. It is further understood that as second language learners are working to acquire a new language. English Language Learners (ELLs) enter Felix A. Penn, students will be supported by a teacher who is qualified to teach second language learners. Utilizing the NC English Language Proficiency Standard Course of Study and English Language Proficiency Standards, teachers will collaborate and focus on the academic achievement and language acquisition of the ELL.

3. Monitoring of ELL students will including grade reviews, attendance, parent communication, teacher input, and student self-assessment. Students that test at the state approved level for exiting the ELL program will be exited from the ELL program if their performance on other assessment demonstrates their ability to be successful without support. If a student is not successful and language proficiency is determined to be the key fact, the student may be reassessed and re entered into the ELL program. The instructional plan and curriculum will meet the needs of English Language Learner (ELL) students, by way of support. Classification of levels:

- No understanding of English language
- Understands the language
- Has mastered the language

ELL is state mandated, we plan to increase and promote instruction to improve student success by using pullout schedules, monitoring, giving flexibility in assignments, listening, speaking, reading, writing, and comprehension. Language development is a key to improving the student's performance:

- Supportive classroom environment
- Small group instruction
- Ensure student's comfort level

- Pair student's with other students for hands on projects
- Explanation of classroom procedures
- Language development activities
- Teach listening and reading comprehension skills

Our goal is to employ a teacher who can serve our students by ensuring appropriate curriculum materials and supplemental resources are provided to help ELL students. Students will be exited from the program when they test at the state approved level. Our students will exit the ELL program and be followed to the seventh and eighth grade, to ensure that they continue to achieve academic success, reports for the teachers, parents, and students will be provided.

3. *Explain how the school will identify and meet the needs of intellectually gifted students, including the following:*
 - a) *Specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.*
 - b) *Plans for monitoring and evaluating the progress and success of intellectually gifted students.*

Felix A. Penn School of the Arts gifted students will be identified by various assessments. Common Core is structured in such a way that students at all levels will have access to the content so they can learn with an open mind and have awareness of the teacher's instruction. High-performing students will be able to experience content at their instructional level through individual learning styles. Gifted students learn differently and faster; the teachers will challenge these students to learn new things, and explore opportunities inside and outside of school. Intellectually gifted students will be required to maintain a portfolio of their work throughout the school year. Our gifted students will also have a Personal Educational Plan to make sure they are on the right track for success and on a trajectory consistent with their academic ability. The 4-H program of Mecklenburg County has a program that our staff will be involved with the personal development around the portfolio. Also, the 4-H Club has a program where if the students are successful with their portfolio, they can take extra steps and display their portfolio for awards at the local and state level. Student who are high performer in our arts area will have the opportunity to audition at honor ensembles at the district, state, and national levels. Preparation for these honor auditions will be aided by our professional artist residencies and through recommendation of private lesson outside of school.

Plans for monitoring and evaluating the progress and success of intellectually gifted students will be done by implementing and coordinating the following processes:

1. Monitor progress
2. Documentation of identification
3. Challenging academic
4. Well-being for affective assurance
5. Higher level of academic instruction
6. Assessment and measures to appropriately identify this faction of students.

Exceptional Children

*The public charter school cannot deny admission to any child eligible for special education services as identified under the federal legislation Individuals with Disabilities Education Improvement Act (IDEA), IDEA regulations, and Article 9 115C of the North Carolina General Statutes, North Carolina Policies Governing Services for Children with Disabilities. **All public schools are responsible for hiring licensed and 'highly qualified' special educators pursuant to law.** Public schools are required to provide a full continuum of services to meet the unique needs of ALL students with disabilities.*

Identification and Records

1. *Explain how you will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under Section 504 of the Rehabilitation Act.*
2. *Provide the process for identifying students who may be eligible for special education services as identified in the federal 'Child Find' mandate. Be sure to include how student evaluations and assessments will be completed.*
3. *Provide a plan detailing how the records of students with disabilities and 504 Accommodation plans will be properly managed.*
 - a) *Requesting Records from previous schools*
 - b) *Record Confidentiality (on site)*
 - c) *Record Compliance (on site)*

1. Students who have previously been found to be eligible for special education services or protected under Section 504 of the Rehabilitation Act will be identified by school registration paperwork received from their previous school and parental notification.

2. Student needs will be supported through the interventions determined by the Instructional Educational Support Team (IEST). The IEST will be responsible for identifying students who may be eligible for intervention and special education services. The IEST is a school-based team (e.g. parents, General Education and Exceptional Children teachers, psychologists, social worker, speech therapists and administrators). The interventions will be in place for a minimum of thirty academic days. Students will be assessed weekly in order to monitor progress. After twenty academic days, students who make expected growth will no longer be a part of the intervention process and will continue to work with the teacher in the classroom. Students who do not make sufficient growth will either begin a different research-based program or spend more time working on the same program as a second intervention.

If the student does not make progress at this point, he/she will be referred for Exceptional Children testing at the consent of the parent. Persons from varying disciplines including a school psychologist, speech and language therapist, physical therapist, audiologist and/or occupational therapist may conduct evaluations. The team will consider the students progress in the context of his/her opportunity, past experiences, sensory, health, language culture, and developmental challenges.

The comprehensive evaluation of the student will include normative measures to advance the understanding of why the student continues to have difficulty. The student will also be tested with an individually administered standardized achievement test to validate the samples of classroom assessment data with normative data. The evaluation will lead to

appropriate recommendations as to the best plan for instructions. Recommendations will not be limited to special education supports and programs and may include recommendations such as classroom accommodations or continued participation in response to intervention targeted small group instruction.

If the child is determined eligible for special education services the Individualized education program team or IEP Team will be responsible for developing and reviewing an Individualized Education Program or IEP for a child with a disability.

3. Requesting Records from previous schools

Record Confidentiality (on site) Record Compliance (on site)

Felix A. Penn will identify students who are enrolled within the charter school that have previously been found to be eligible for special education services or are protected under section 504 of the Rehabilitation Act. Process for the students will be as follows:

1. Referral
2. Evaluation eligibility
3. IEP and placement

Referral by, a teacher, parent, or other involved person. They can refer a child to be determining if he or she is eligible to receive special education services. Evaluation or assessment for special needs students is an information gathering process that leads to decisions of the students eligibility.

1. IEPs
2. Educational placement
3. Specific intervention and measuring progress

Exceptional Children's Education Programming

1. *Describe the educational programs, strategies, and additional supports the school will provide to ensure a full continuum of services for students with disabilities.*
2. *Describe the methods and support systems that will be in place to ensure students with disabilities receive a Free and Appropriate Public Education (FAPE).*
3. *Describe how implementation of the Individualized Education Plan (IEP) will be monitored and reported to the student, parents and relevant staff.*
4. *Describe the proposed plan for providing related services.*

1. The goal of Felix A. Penn school of the Arts is to ensure that students with disabilities develop mentally, physically, emotionally, and vocationally through the provision of an appropriate, individualized education in the least restrictive environment. We will offer a full continuum of services, including but not limited to, regular, resource and separate setting program to serve students with special needs, ensuring that all of our students become part of the school community regardless of their strengths or weaknesses.

Felix A. Penn School of the Arts will offer a full inclusion program to exceptional students whose educational needs can be met in regular classroom setting in the least restrictive environment. Felix A. Penn School of the Arts will provide this fully inclusive model together with an Exceptional

Children teacher who will offer input to enhance the curriculum for those students. In accordance with the exceptional student ratio in Charlotte and Mecklenburg County, Felix A. Penn anticipates 10% of the student body to be exceptional children. It should be noted that while full inclusion is optimal, Felix A. Penn recognizes that the IEP team will determine the continuum of services for students with disabilities. Some children may require more intensive services in a setting away from non-disabled peers to reach their full potential.

The Exceptional Children teacher will be available to co-teach in classrooms and provide an even smaller students/teacher ratio. This teacher will provide special education consultative services and will assist teachers in developing students strengths and using these strengths to address areas of weakness. The Exceptional Children teacher will also assist general education teachers in making necessary modifications and adjusting the presentation of curriculum as needed so that all students can be successful. Students individualized education plans will be followed and reviewed annually.

2. Felix A. Penn School of the Arts understands that all students are entitled to a Free and Appropriate Public Education (FAPE) and that this best occurs in the Least Restrictive Environment (LRE). It is our belief that students with individualized Education programs (IEPs) and 504 accommodations plans should, to the greatest extent possible, participate in the same classes and experiences afforded to general education students, instructional planning in focused upon ensuring student success. The result is a curriculum that allows students to derive meaning from all of their educational experiences.

When making educational placement decisions for students with disabilities, Felix A. Penn School of the Arts will ensure that parents and leadership are contributing members of the IEP team and together the team is making decisions that are subject to requirements regarding provisions of Least Restrictive Environment. When determining how services will be delivered to students with disabilities, Felix A. Penn School of the Arts will follow all North Carolina Policies Governing Services for Children with Disabilities (2010) rules and recommendations as issued by the North Carolina Department of Public Instruction and State Performance Plan (SPP). If a child with a current IEP enrolls at Felix A. Penn School of Arts, Felix A. Penn will implement the existing IEP to the fullest extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised, and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEA) and state law and regulations.

3. Ongoing process monitoring such as AIMS Web is administered to track rate of progress to determine which concepts and skills need to be targeted for further instruction. Student progress is monitored recurrently to ensure academic success and to allow program individualization a key element of effective special education (Fuchs & Fuchs, 1995). Weekly staff meetings and frequent progress reports will allow Felix A. Penn teachers, administrators, and parents to evaluate the academic and social progress of each students. This approach ensures that students needs are addressed in a timely fashion. The school's IEP Team, which includes the parents and administration, will be responsible for determining the special

accommodations and services that are needed to ensure that all students receives a free appropriate education. The school's IEP Team will monitor the students progress and effectiveness of the students plan.

4. "Learning in the arts can not only impact how young people learn to think, but also how they feel and behave". (Champions of Change: The Impact of the Arts on Learning). Felix A. Penn is responsible for providing a free appropriate public education to children with disabilities. Felix A. Penn will ensure that students with disabilities are properly evaluated by a team of professional specialist. IEPs will be developed, revised, and implemented in accordance with the Individuals with Disabilities Educational Improvement Act (IDEA). The EC teacher will be responsible for implementing the IEPs and monitoring student's progress. Felix A. Penn will be responsible for providing a free appropriate public education to children with disabilities. Children with disabilities have the same right to a free appropriate public education (FAPE) as children without disabilities.

Felix A. Penn School of the Arts Board of Directors will select and provide professional training for our special education teacher to cover related services. Related services include but are not limited to: speech and language pathology, audiology services, psychological services physical therapy occupational therapy, nursing, art therapy, social work services and physical therapy. The implementation and delivery of related services will be based on the student need as determined by the Individualized Education Program (IEP), which includes the school principal, the student's teacher and parent. Key elements of the Individualized Education Plan include the projected data for the beginning of the services and the anticipated frequency, location, and duration of those services.

Student Performance Standards

1. *Describe the student performance standards for the school as a whole.*
2. *Explain the use of any evaluation tool or assessment that the proposed charter school will use in addition to any state or federally mandated tests. Describe how this data will be used to drive instruction and improve the curriculum over time for the benefit of students.*
3. *Explain the policies and standards for promoting students, including students with special needs, from one grade level to the next. Discuss how and when promotion criteria will be communicated to parents and students.*
4. *Provide the public charter school's exit standards for graduating **ALL** students. These standards should set forth what students in the **last grade served** will know and be able to do. Be sure to include plans for the "At-Risk" population.*

1. At Felix A. Penn School of the Arts, our aim is for our students to score approximately 5% above the state and local LEA levels on standardized testing. All students will read at or above their grade level standard within three years of the opening of our school in 2015. All of our graduating eighth graders will enter high school at or above their grade level in math.

2. Felix A. Penn School of the Arts will work with the Core Knowledge Foundation to provide training for our teachers to implement the Common Core State and North Carolina Essential Standards. The assessment assistance

provided to our teachers, will allow us to identify the strengths and weaknesses of our students and creating Personal Educational Plans for all students at Felix A. Penn. This will aid us in our goal of properly preparing our students for the End-of-Grade testing.

3. At Felix A. Penn, we will use a variety of methods to determine whether a student is promoted or retained. Input from the students team of teachers, parents, guidance counselor, and the principal will determine if a students will be promoted or retained. Criteria for promotion to the next grade level will be communicated to students and parents at the beginning of each school year. Students who are in danger of being retained will be notified as well as their parents by the beginning of the fourth grading period. Students with special needs will be promoted as long as their special education teacher, parents, guidance counselor, and principal feel that they are making a years worth of progress in regards to the goals and objectives set forth in their Individualized Education Plan.

4. At Felix A. Penn, all students who graduate from the eighth grade will be well educated in all Common Core areas. Since the core of our educational plan is based on the Core Knowledge Sequence and is aligned with the mission of our school, our students will be knowledgeable in all core subject areas and our focused areas. Our students are expected to be strong leaders and participate in community service and other co-curricular activities. Our at-risk population will benefit from this as those students will be able to demonstrate in multiple ways, other than just standardized testing, that they have learned the knowledge required to graduate.

Student Conduct:

*Provide a brief narrative that disseminates how student conduct will be governed at the proposed charter school and how this plan **aligns** with the overall mission and proposed Education Plan of the charter school.*

Provide a draft copy of the student handbook specific to the proposed charter school within the appendices (Appendix D).

Be sure to include:

- 1. Practices the school will use to promote effective discipline.*
- 2. A preliminary list and definitions of the offenses which may result in suspension or expulsion of students.*
- 3. An explanation of how the school will take into account the rights of students with disabilities in regards to these actions that may or must lead to suspension and expulsion.*
- 4. Policies and procedures disseminating due process rights, including grievance procedures, for when a student is suspended or expelled.*

Each student will be given a student handbook. Parents and students will sign off on the handbook to show that they understand the policies and procedures. A preliminary list and definitions of the offenses which may result in suspension or expulsion will be in the student handbook. Students with disabilities will be disciplined commensurate with their IEP. Their offenses will be reviewed individually by the IEP team. Prior to any suspension the principal will provide the student with the following due process, policies and procedure, grievance, explained in the student handbook. The purpose of the discipline policy is to ensure a safe,

positive, learning environment for all students. In any action requiring probation or suspension, the principal will be included in the decision making process, and the parent or guardian will immediately be notified. If the behavior results in expulsion, the principal will suspend the student, notify the board and schedule a meeting of the parent or guardian with the board. The decision of the board will be final.

Sample of the Five Levels of Offenses at Felix A. Penn

Level 1 Insubordination may result in after school detention and parent teacher conference.

Level 2 Bullying may result in in-school suspension or out-of-school suspension up to ten days.

Level 3 Assault on a student or staff member may result in out-of-school suspension up to thirty days.

Level 4 Illegal substances (drugs, alcohol, or tobacco) on campus may result in a long term suspension up to 365 days.

Level 5 Firearms (loaded or unloaded) or dangerous weapons on campus may result in expulsion.

IV. GOVERNANCE, OPERATIONS and CAPACITY

(No more than ten total pages in this section)

NOTE: Please answer all sections completely. Do not use "same as LEA" or "whatever the law states". Lack of proper documentation could deem the application incomplete.

Governance:

Private Nonprofit Corporation:

*The nonprofit corporation must be officially authorized by the NC Secretary of State by the final approval interview date.

Name of Private Nonprofit: Felix A. Penn School of the Arts

Mailing Address: 2207 Century Oaks Lane

City/State/Zip: Charlotte NC 28262

Street Address: 2207 Century Oaks Lane

Phone: 704-890-4101

Fax:

Name of registered agent and address: Willie Blanche Penn
2207 Century Oaks Lane
Charlotte, North Carolina 28262

FEDERAL TAX ID: 46-3472888

Tax-Exempt Status 501 (c)(3)

The private nonprofit listed as the responsible organization for the proposed charter school has received 501 (c)(3) status:

Yes (copy of letter from federal government attached: Appendix E)
X No

NOTE: If the non-profit organization has yet to obtain the 501(c)(3) status, the tax-exempt status must be obtained from the Internal Revenue Service within twenty-four (24) months of the date the Charter Application is given final approval.

Governance and Organizational Structure of Private Non-Profit Organization:

The private nonprofit corporation is the legal entity that has responsibility for all aspects of the proposed charter school. Its members should reflect the ability to operate a charter school from both business and education perspectives.

Please complete the table provided depicting the initial members of the nonprofit organization.

Board Member Name	Board Title	County/State of Residence	Current Occupation
Ruth E. Sloane	Board Member	MECKLENBURG	Arts

			Administration/Arts-In Education
Robin Woods	Board Member	MECKLENBURG	Community Leader/Youths
Blanche Penn	Board Member/Chair. Founder	MECKLENBURG	Threatre/Recreation/Arts/Business/Chair
Shawn Mumford	Board Member/Treasurer	MECKLENBURG	Business/Facility Manager
Rosland Anthony	Board Member/Secretary	MECKLENBURG	Theatre/Acting/Teacher
Michael T. Sanders	Board Member	MECKLENBURG	Instrumental Music Education K-12
Chenelle Ball-Johnson	Board Member	MECKLENBURG	Organizational Management
Keith Sturghill	Board Member	MECKLENBURG	Computer/Recreation/Author

Please provide the following in this location of the APPLICATION:

1. *A description of the governance structure of the proposed charter school, including the governing board's functions, primary duties, roles and responsibilities as it relates to overseeing the charter school. Include how the board will recruit, hire, and supervise the lead administrator.*

Felix A. Penn board members are committed to serving the needs of the children and our success is measured by the quality of service we deliver to them. The board will provide the financial stability, resources, and expertise of our organization. Felix A. Penn board members will give their time and energy regularly to support the organization. Each board member is responsible for knowing their job and performing to the best of their abilities. The board members duties are to hire, supervise, evaluate and, if necessary terminate employment. The board also monitors and evaluates the operation of the school. The governing board members are required to attend regularly scheduled board meetings and be actively involved in the governance and policies of Felix A. Penn. The board is responsible for selecting the right people in leadership positions that will ultimately ensure the success of the school. The board is responsible for amending and developing any policies that may be needed. The board members should be familiar with the open meeting laws, and any local and state laws. The governing board's functions and governing responsibilities are driven by the school's mission, goals and objectives. They will work closely with the chair to find a facility, recruit and hire staff, and carefully plan and analyze all the needs of the school. The board is expected to properly manage and be accountable for the public funds allotted to the school. The board will recruit, hire, and supervise the principal of the Felix A. Penn School of the Arts. The board will conduct a local, state, and if necessary, national search to find a high-performing highly qualified leader for the school. The board will approve an annual budget and develop and adopt policies for the school, the board set and review personnel policies, following the bylaws, and evaluate the principal at the school for the success of the performance of the students.

2. *Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that a) the school will be an educational and operational success; b) the board will evaluate the success of the school and school leader; and c) there will be active and effective representation of key stakeholders, including parents.*

The number of board members shall be not less than five and not more than fifteen. The duties of the board of directors are to adopt, uphold, and serve the mission, goals and objectives of the charter school. Establishing policies for governance that uphold the laws governing public charter schools in North Carolina. The key focus areas of the board are finance, business managers, lawyers, general counsel, teachers, and social workers. When the structure of the school composed of skilled boards members, the success of the school and most importantly the students. The board will evaluate the success of the school and principal quarterly and annually for the goals that were set by the board members and the mission that was set by the school. There will be active and effective representation of key stakeholders, including parents through our parent's advisory committee, and our mentors and partner leaders in the community. We will also base our success on key stakeholders, partners, mentors and community leaders being involved in our school.

3. *Explain the procedure by which the founding board members have been recruited and selected. If a position is vacant, how and on what timeline will new members be recruited and added to the board?*

Felix A. Penn School of the Arts has selected board members by assessing the needs of our charter school by looking for citizens that believe in the mission, goals, and objectives. The board currently has eight board members, and may expand to a maximum of fifteen by adding an arts administrator, grant writers, lawyers, accountants etc... Felix A. Penn will also have on the board a non-voting community advocate, the schools principal, a teacher and parent of Felix A. Penn. Members of the public may be recruited if they specialize in education, law, finance, management, social work, accounting, curriculum, community organization, and fundraising. We feel if recruit board members from these professions, our board will do well. If there is a vacancy on the board of directors, for any reason, it may be filled by the majority of the remaining directors. At the following board meeting, the board of directors will appoint new directors and officers to the board with a name proposed by the current directors

4. *Outline below the strategic board calendar detailing how often the board will meet according to the bylaws established.*

The strategic board calendar will meet once a month according to the bylaws.

5. *What kinds of orientation or training will new board members receive, and what kinds of ongoing professional development will existing board members receive? The plan for training and development should include a timetable, specific topics to be addressed, and requirements for participation (Board Policies Draft: Appendix J).*

Felix A. Penn board members will take advantage of the North Carolina Charter School governance board training totaling fifteen hours of professional development for charter school board members. The training opportunities, Board Composition and Structure, September 3, 2013, Leading Purposeful Meeting, October 1, 2013, Strategic Goals and Accountability, November 5, 2013, Policies (Development and Oversight), January 7, 2014,

Planning and Oversight (Academics and Finances) February 4, 2014, and off campus Preparing for the road ahead, an education day, October 23, 2013 sponsored by Federal Reserve Bank, and Exceptional Children Conference in Raleigh North Carolina, November 21-22, 2013, The 63rd conference on Exceptional Children. The state charter school has training all year so board's members can receive professional development training throughout the year.

6. *Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Identify any existing relationships that could pose actual or perceived conflicts if the application is approved; discuss specific steps that the board will take to avoid any actual conflicts and to mitigate perceived conflicts.*

Each individual board member will disclose to the school any personal interest or gain they may benefit from by serving as a board member of our school. Board members may serve on the board of directors for only one charter school. Board members may not be vendors that will provide goods and services for our school. Board members will sign a conflict of interest form stating that they are not involved with any duties that would be perceived as conflict of interest.

7. *Explain the decision-making processes the board will use to develop school policies.*

The board of directors of Felix A. Penn School of the Arts will review the needs of the school and the North Carolina laws so that the school is in compliance with our established policies. We will use Roberts Rules of Order to vote on school decisions and policies.

8. *Describe any advisory bodies, councils, or associations listed in the organization chart or to be formed, including the roles and duties of that body, and the reporting structure as it relates to the school's governing body and leadership.*

Felix A. Penn will have a parent advisory committee to support the principal, students, and teachers. The parent advisory committee will oversee the Parent Teacher Organization and will report directly to the board of the board of directors.

The Felix A. Penn School Improvement Team will assist the principal in making decisions to govern the school. They will also monitor achievement, climate, and satisfaction data to assure that the learning environment is producing results consistent with the schools mission and stated goals.

Our parent Teacher Organization will assist the The Parent Advisory committee will work on the roles and duties of that body, which involve volunteer parental services, fundraising, gardening, lunch duties, school activities, and performance and recommendation field trip for the students. The reporting structure as it relates to the school's governing body and leadership is that this body will report to the principal and the principal will report to the Parent Advisory Committee.

The legal counsel for the school provide general counsel for the school. The legal counsel will make sure all local, state, and federal laws are being followed and the schools policies and decisions are in line with those laws. The legal counsel will report directly to the board of directors.

The business manager will work closely with the approved state auditor to provide sound financial record keeping for the school. The business manager will be a contracted positions and they will report directly to the Felix A.

Penn board of directors.

9. *Discuss the school's grievance process for parents and staff members.*

The schools process for handling grievances will be clearly defined. The parent will need to make an appointment with the teacher. If the grievance is not resolved, the teacher must contact a guidance counselor to schedule an appointment with the teacher, parent and student to attempt to resolve the issue. If the grievance still needs to be addressed, the teacher and guidance counselor will request a conference with the principal. If needed, the principal will make contact with the board chair to help develop a resolution. If the staff member or parent is not satisfied with the decision, the parents and staff member may ask for an appeal to the board of directors. Once the board of directors discusses the grievance, that decision will be final.

Governance and Organizational Structure of Private Non-Profit Organization (continued)

Include in the Appendices:

1. *A well-defined organizational chart showing the relationship of the Board of Directors to the parents and staff of the proposed charter school. This chart should also include lines of authority to and from any outside entity that will play a role in managing or supporting the charter school (such as educational service providers, advisory bodies or parent/teacher councils). (Appendix F)*
2. *A one-page resume from each founding board member and responses to the questions found on the Charter School Board Member Form (Appendix G).*
3. *The proposed by-laws, which must include a Conflict of Interest Policy for board members and a stated commitment to the NC Open Meetings Law (Appendix H).*
4. *A copy of the articles of incorporation, if available. If not available, this document must be available prior to interview by SBE, the applicant must demonstrate that it has been applied for prior to submission of the proposed application. (Appendix I)*
5. *Copy of any board policies if adopted already (Appendix J).*
6. *Copies of meeting minutes (if available), relevant to the development of the charter school plan, during the application process (Appendix K).*

Proposed Management Organization (Educational Management Organization or Charter Management Organization)

If the proposed school does not intend to contract with an education service provider, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Private School Conversions: complete ONLY if the proposed charter is a private school conversion.

Otherwise, mark "Not Applicable" and follow the direction #3 in the Application Specifications.

X Not Applicable

Applicable" and follow the direction #3 in the Application Specifications. Understand that the replication means that a new charter school will be governed separately from the charter school the application is modeled after.

X Not Applicable

Projected Staff:

Provide, as Appendix M, a list of positions anticipated for the charter school; (e.g., principal or director; finance officer, administrative support staff; teachers (part-time and full-time); paraprofessionals/teaching assistants, clerical, and maintenance.). Be mindful that your predicted administration and staff match the projected enrollment noted in Section I, course offerings and align with the proposed budget.

Staffing Plans, Hiring, and Management

Include the following information for the proposed charter school:

Felix A. Penn plans to offer our teachers competitive salaries with flexibility in teaching styles in the classroom. Felix A. Penn will provide our full time teachers competitive benefits, and compensation. The Felix A. Penn board of directors will also have a non-voting positions for a teacher who will represent the core curriculum and all arts disciplines. Those two representatives will bring to the board any questions that the teachers may have to ensure that we have our teachers motivated and involved with our parents and students.

Felix A. Penn will attract and retain top-notch teachers. All new staff members will undergo an orientation that teaches school culture, mission, and goals to ensure new staff members are assimilated into the Felix A. Penn family. The school will design a retention and evaluation plan that consists of school-wide professional development which is structured around state, local, and national data analysis as well as school-wide initiatives to improve teaching and learning.

Teachers with less than three years of teaching experience will participate in the Felix A. Penn New Teacher Induction Program. The purposes and goals of Felix A. Penn New Teacher Induction Program are to (1) increase student learning through standardized professional practices. (2) assist beginning teachers with improving instructional skills. (3) provide individual needs assessment and professional coaching through mentoring with experienced teachers, and (4) build teacher confidence through constructive support positive reinforcement and feedback. The principal will identify qualified mentors based on criteria established by a teacher led design. Together, the mentors and new teachers will meet to reflect on professional methods. Additionally, each teacher is required to maintain an Individual Development Plan (IDP) with the oversight of the mentoring teacher. IDPs are based on the state of North Carolina Professional Teaching Standards.

- 2. Provide a description of the relationship that will exist between the charter school employees and the nonprofit board. Provide as Appendix L, a draft of the employment policies to be implemented by the proposed charter school.*

Felix A. Penn will have a board that the students, faculty, and staff will see every day. The principal will report to the board and the staff will report to the principal. See the Appendix N for the up to date draft of the employment policies.

- 4. Outline the board's procedures for hiring and dismissing school personnel, including conducting criminal background checks.*

The board's procedures for hiring and dismissing school personnel, including background check, unethical conduct in the classroom, the board will reference to the employee handbook Appendix N. According to the North Carolina Charter Schools Resource Manual, the school agrees, at its own cost, to conduct thorough background checks on all of its employees. The

State Board of Education will conduct criminal history checks as authorized by statute of School personnel responsible for the fiscal affairs of the Public Charter School. In addition, the State Board of Education may conduct criminal history checks of any Public Charter School personnel or director when the State Board of Education deems it necessary to protect the financial integrity of the Nonprofit or when necessary to protect the health and safety of students or employees.

5. Outline the school's proposed salary range and employment benefits for all levels of employment.

The school's proposed salary range and employment benefits for all levels of employment is, Principal salary range: \$50,000-\$65,000, Full time Teachers: \$33,000-\$38,000, Part time Teachers: \$16,500-\$19,000, Full time Staff: \$20,000-\$30,000, Part time Staff: \$10,000-\$15,000, and benefits for full time employees. Felix A. Penn will offer life insurance, health insurance, and a 12.6% contribution to North Carolina Retirement System.

6. Provide the procedures for employee grievance and/or termination.

The employees will receive an employee handbook on the first day of their employment to review the policies and procedures, grievance and termination policies. They will also sign off that they understand these policies and procedures. In the event of possible termination of an employee, the first steps of discipline must occur before we can start the termination process. The board will give in order, a verbal warning, written warning, final warning or suspension and lastly, termination.

7. Identify any positions that will have dual responsibilities (within or without the organization) and the funding source for each position.

Our goal is for two teachers to have dual responsibilities in their job description. One dual responsibility will be in Physical Education. That teacher will also teach health. Our foreign language teachers' additional role will be supervising and teaching English Language Learners. The funding source is part of our budget and are listed as full time faculty members.

8. Describe the plans to have qualified staffing adequate for the anticipated special needs population, means for providing qualified staffing for ELL and gifted students.

Felix A. Penns goal is to hire a qualified ELL and foreign language teacher that will hold a degree in special education/foreign language and a part time teacher assistant who is experienced in ELL to assist with this population. Felix A. Penn will also provide full time and part time teachers with extra training with staff development to assist them both with ELL and gifted students.

9. Provide a narrative detailing the roles and responsibilities, qualifications and appropriate licenses that each position must have to be hired by the non-profit organization and effectively perform the job function(s).

Principal, responsibilities, pursue the vision and execute the mission of the school, provide leadership and direction to staff, hire, evaluate, and terminate staff, prepare materials for board meetings, including academic achievement data based on comparative and longitudinal measures, and ensure proper budgeting, accounting, auditing, and financial planning. The principal qualifications, master's degree in school/education administration, meet the required score on the North Carolina school leaders licensure assessment, exhibited leadership in working with professional staff, students, and the community toward achieving our goals and mission of the school; most of all success with involvement with parents.

Administrative Assistant, maintain attendance records, scheduling duties, welcome parents, answering phone, children and guests to our school, and perform other duties. Their qualifications is high school diploma or higher degree, several years experience providing administrative support, demonstrated organizational and writing skills, Microsoft office, excel, fax, voicemail etc. and demonstrated ability to relate to our students, teacher and parents.

Teacher responsibilities is to develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter, evaluate students progress, prepare at least quarterly individual student achievement reports for parents, and implement long and short term planning addressing. Teachers qualifications is a Bachelor Degree in Education from a state-approved teacher education program from an accredited college or university, possess any required state teaching certification, demonstrated expertise in the subject to be taught, communication skills, ability to work with parents and co-workers, and demonstrate ability to work with diverse children, including those with special needs.

Teacher Assistant, ability to follow teacher instruction, check and correct students work, keep students on task, serve as proctor during testing, check attendance, demonstrate various instructional activities, and file data according to regulatory requirements. Teacher Assistant qualifications, graduation from high school, working knowledge of effective methods of dealing with children, ELL, and special needs children, skills necessary to operate audio/visual equipment and common office machines, ability to record and store data accurately, and maintain confidentiality of student information.

Exceptional Children Teacher, responsibilities is to plan and implement academic and affective programming to students with severe emotional and behavioral disabilities, prepare student education plans in consultation with parents and IEP team members, deliver instruction designed to meet goals and objectives of IEP's and treatment plans, integrate arts and technology into instruction, and make recommendations based upon assessment data. Exceptional children teacher qualifications, Bachelor Degree in Special Education from a state-approved teacher education program from an accredited college or university, possess a required state teaching certification, at least two years as a special education teacher, demonstrated ability to evaluate tests and measurements of achievement, and demonstrate willingness to be held accountable for student results.

Guidance Counselor, acts as a dependable, informative mentor and guide, typically for a vibrant community of students with diverse individual personalities, interests, and future plans. These compassionate professionals work with youth to help students set reasonable and realistic academic, social, and career goals; create the strategies needed to fulfill those goals; and develop the necessary skills for success. Guidance Counselor qualifications, Masters Degree in School Counseling and appropriate state of North Carolina license.

Staff Evaluation and Professional Development

1. *Identify the positions responsible for maintaining teacher licensure requirements and*

professional development.

The Principal of Felix A. Penn School of the Arts, will be responsible for maintaining teacher licensure for all teachers that the board requires to be maintained.

- 2. Provide a detailed plan noting how the school will mentor, retain, and evaluate staff in a format that matches the school's mission, educational program, and meet the teacher certification and licensure requirements for teachers as prescribed by state law and No Child Left Behind. Be sure this overview matches with the projected staff and funding of the proposed budget section.*

All required and optional professional development will be maintained by the principal. Felix A. Penn School of the Arts will strive to hire teachers from Initially Licensed to Veteran. Initially Licensed teachers will be assigned a mentor teacher. This mentor will assist those ILT's for three years by helping with lesson plans, classroom management, professional development, and other concerns that the ILT may need assistance with to become a successful classroom teacher. Our mentor program will ensure that all of our ITL's feel supported by the board and administrative team. All of our teachers will feel a sense of ownership in the teaching of the curriculum and collaboration across content areas. This will be our tool to keep our teacher turnover percentage low.

- 3. Describe the core components of professional development plan and how these components will support effective implementation of the educational program. Describe the extent to which professional development will be conducted internally or externally and will be individualized or uniform.*

Felix A. Penn understands that successful implementation of the educational program will be based largely on the talent of the teachers within the school. To this end, there are two core components to the Felix A. Penn Professional Development Plan that will drive all teacher training:

1. All teachers will be trained in all essential elements relating to the core programs/initiatives outlined in the Educational Program. All lesson planning, walk-through and teacher evaluation protocols will be calibrated to the Educational Program.

2. With the supervision of the Principal, Individual teachers, content and grade level teams will be responsible for identifying measurable goals based on gaps in achievement data.

- 4. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.*

During the first year, teachers will report to Felix A. Penn for a five day session before students arrive. During that time we will orient all faculty with all introductions, procedures, policies, faculty handbook, and all things Felix A. Penn. The first day will be used to familiarize new teachers to the Charlotte area. We will do tours of our city and educate our teachers on the students that we will be receiving. This will help the teachers better understand the communities in which our students live. Community partners will also be a part of this experience. Charlotte-Mecklenburg Police will attend to familiarize us with the growing gang population among our youth and the way that we as a school assist can our students. During days two, three, and four, we will have training specific for our school and its mission. During this time we will have professional development for our teachers to familiarize them with Core Knowledge and how

we will teach the Common Core State and North Carolina Essential Standards. Our budget reflects our commitment to Core Knowledge and the training they will provide for our teachers. This will be a three day training session. Day one of the Core Knowledge training will cover "The Big Picture", day two, "The Curriculum Plan", and day three, "The Grade-Level Domain Map". During this three day Core Knowledge training, participants will engage in processes that model active instruction they can use in the classroom. Tools, resources, scavenger hunts, and individual and teamwork will be employed. Participants will take a pre- and post- test to assess their understanding. Products created will be used for practical planning purposes at the school. On the fifth day, we will have a technology clinic for all teachers. This will be presented by Frazier Smith and his team from Wingate University. Frazier is an Educational Technology Specialist who provides training for teachers. Frazier will cover in this technology clinic, The Purpose of Technology in the Classroom, Tools for General Classroom Management, Tools for Classroom Assignment Creation and Assistance, Integrating Technology in the Arts Classroom, Support for Self-Paced Learning Projects, and Curriculum Integration. Our budget reflects our commitment to Core Knowledge and Frazier Smith and the innovative training they will provide for our faculty and staff. In between these training sessions, teachers will have ample time set up their classrooms. The building will also be open on the weekend for teachers to continue their setup in order to properly receive students on August 26, 2015.

5. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing structure accommodate this plan.

Felix A. Penn School of the Arts will provide, in our academic school calendar, five professional development days devoted to the Core Knowledge Sequence. "Participants will engage in processes that model active instruction that they can use in the classroom. Tools, resources, scavenger hunts and individual teamwork will be employed. Participants will take a pre-test and post-test to assess their understanding. Products created will be used for practical purposes at the school." Core Knowledge Foundation. Our administrative team and Core Knowledge Leaders will attend a Core Leadership Institute. Once school starts, six of the ten scheduled teacher workdays will be devoted to teacher professional development. These professional developments will be led by experts at the Core Knowledge Foundational, our administrative team, and lead teachers. Other scheduled workdays will be devoted to cross-curriculum planning and collaboration. These professional development days will either be on-campus or off-campus depending on content and collaboration with other area charter schools.

Enrollment and Marketing:

Reaching the full capacity for enrollment will be critical to obtain the necessary financial resources to keep your school viable and operating efficiently. In addition, it is required by law that charter schools provide equal access to all students. Read the charter school state statute regarding admissions GS 115C.238.29F(g) (1-7) carefully.

Marketing Plan

Marketing to potential students and parents is vital to the survival of a charter school. Provide a plan indicating how the school will market to potential students and parents in order to reasonably reflect the racial/ethnic and demographic composition of the district in which the charter school will be located

or of the special population the school seeks to serve: (G.S.115C-238.29F(g)(5)).

Our plans are to have our website up and running, facebook page, e-mail, and a phone number so that families are be able to contact us. With our website we want families to be able to print out their enrollment form, have phones set up for families to call us. Flyers and pamphlets will be distributed at recreation centers, churches, malls, neighborhood meeting, organization meetings, and at sporting events. We will work on posters to post in surrounding businesses. We will also have radio advertisements, meetings with parents so they can meet the board members. Our goals is to secure 250 students and a waiting list by meeting face to face, holding interest forums, networking, handouts, business cards, as well as paper advertisement in the multicultural communities.

Parent and Community Involvement

1. *Describe how you will communicate with and engage parents and community members from the time that the school is approved through opening.*
2. *Describe how you will engage parents in the life of the public charter school. Explain the plan for building engaging partnerships between the family and school that strengthen support for student learning.*

1. Marketing to potential students and parents is vital to the survival of any charter school in North Carolina. We will use social media, internet, open house, forum, word of mouth, public relations, recreation centers, sport events, church activities, organization meetings, and community meetings. Media and community meetings, local newspaper, LinkedIn, youtube, eventbrite, radio, and child-focused publications to inform the community and make public announcements about Felix A. Penn. This information with media will not only assist us with enrollment of students, but it will help us to attract school faculty and staff. Internet is also one of the best tools for marketing, Facebook, Twitter, and a website for the school are important channels through which the general information about the Felix A. Penns educational plan will be provided. Our goal is to have many forums for parents. These meetings will specifically target the parents of rising sixth graders. At our forum we will inform our parents and students about the educational focus and mission of the school. Public relations will be used to reach out to various neighborhoods near Felix A. Penn and surrounding areas and throughout the entire city. The board will contact churches, community organizations, and recreation centers, the YMCA, YWCA, and Boys and Girls Club. We will distribute flyers and brochures to community and neighborhood associations. This information will also be available in Spanish.

At Felix A. Penn, we are currently planning a huge grassroots effort. This will include establishing relationships with community-based organizations such as the YMCA, YWCA, The Charlotte Symphony Orchestra, Theatre Charlotte, and Omit Trade School. We will use these relationships to create our professional residency piece. We will be distributing information about the school to local child care facilities and afterschool programs at area parks and recreation centers around the City of Charlotte. Lastly, we will connect with local clergy and distribute materials about Felix A. Penn at area churches. We are also aware of the importance of establishing a "digital media presence" with our community. Felix A. Penn will plan to proactively publish details about the school via a robust website, social media such as Facebook, twitter and LinkedIn.

2. Felix A. Penn will have a line of open communication with parents. One way will be to share the information on the website, news media, radio, friends, co-workers, churches, organizations, business partners, and through other parents. We believe that word of mouth is one of the best tools that we have because hearing about a school from someone you trust will make you consider sending your child there. We want community leaders, business owners, grandparents and others like them to spread the word about Felix A. Penn. Felix A. Penn believes that an open line of communication is essential when forming relationships with students and parents. When you keep a pathway of communication open there will be full transparency in the development of that child. Parents, students and all Felix A. Penn staff are part of a team headed for victory. We believe that parents are the main catalyst for the success of their children. Students are the product of a life story and we want to be a vital chapter in it. We are entrusting the future of our world to these young people so we will do everything in our power to put them in a position to succeed.

Admissions Policy

Provide the school's proposed policies and the procedures for admitting students to the proposed charter school, including:

1. *Tentative dates for the open enrollment application period; enrollment deadlines and procedures. *Please be advised schools cannot accept applications until after final approval from the SBE.*
2. *Clear policies and procedures detailing the open enrollment lottery plan including policies regarding statutory permitted student enrollment preferences.*
3. *Clear policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.*
4. *Explanation of the purpose of any pre-admission activities (if any) for students or parents.*
5. *Clear policies and procedures for student withdraws and transfers.*

The open enrollment period for each will be held from January 12 through April 12 of each school year. Felix A. Penn will give priority pre-lottery status in admissions to the following student: Students who are the sibling of a current and continuing student enrolled in Felix A. Penn, and students who are the child of a current teacher or current board member.

Once a grade level is full, applications will be placed on a waiting list in the order drawn by lottery or received after the lottery to be admitted to openings created by transfers as they become available.

Re-enrollment for the students will happen prior to the end of the second grading period of each school year. A letter will be sent to all parents concerning their intent to re-enroll their child. This letter must be turned back into the school office no later than the date provided on the form. The letter of intent allows Felix A. Penn to determine the number of students per grade for the following school year. If it is not returned, the child may forfeit their position for the following year.

Students will perform and/or present to our performing and visual arts faculty. These auditions will serve to place students in the appropriate level classes. See Appendix T4 for an example of our placement audition. Procedures for withdrawals and transfers will be delineated to ensure the

smooth transition of exiting students. The guidance counselor will analyze student demographic data to determine if revisions should be implemented to ensure that the marketing strategy is reaching all demographic groups, so each is afforded an equal opportunity for enrollment.

PROJECTED ENROLLMENT 2015-16 through 2019-2020

IDENTIFY LEA FROM WHICH STUDENTS WILL PROBABLY COME

LEA #1 Charlotte-Mecklenburg Schools
 LEA #2
 LEA #3

In the following tables, please list for each year and grade level, the numbers of students that the school reasonably expects to enroll. In addition, please indicate any plans to increase the grade levels offered by the school over time and be sure these figures match those on the initial cover page.

	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000	LEA 600	LEA 000	LEA 000
Grade 06	125	0	0	109	0	0	130	0	0	155	0	0	187	0	0
Grade 07	125	0	0	108	0	0	130	0	0	155	0	0	185	0	0
Grade 08	0	0	0	108	0	0	129	0	0	155	0	0	185	0	0
	250			325			389			465			557		

Transportation Plan:

Describe in detail the transportation plan that will ensure that no child is denied access to the school due to lack of transportation. The details of this plan should align with the Mission, identified need for the charter school, targeted student population, and the budget proposal.

At Felix A. Penn, we will ensure that no child is denied access to our school. We will assist in organizing carpool among parents, and utilizing public transportation. In the first year, we will purchase two vans/buses to transport students who have a need. In year two, should the need arise; we will contract out our transportation services. The school will be located in a central location where students will have easy access to public transportation. The buses or vans will pick up students at assigned shuttle locations that will be determined based on student enrollment and family needs. A transportation survey will be sent to all families after the initial enrollment period to assess their needs. A transportation survey will be sent to all families after the initial enrollment period to assess their needs. Each year, we will re-access the number of buses or vans that we may need to serve our students. It is the goal of the board of directors and principal to work diligently to assist all of our students so that transportation will be a non-issue for any of our students; this includes low-income students, students with special needs, and students experiencing homelessness. This transportation plan aligns directly with our mission. At Felix A. Penn, we will ensure that no child is denied access to our school. We will assist in organizing carpool among parents, and utilizing public transportation. In the first year, we will purchase two vans to transport students who have a need. In year two, should the need arise; we will contract out our transportation services. The school will be located in a central location where students will have easy access to public transportation. The buses or vans will pick up students at assigned shuttle locations that will be determined based on students enrollment and family needs. A transportation survey will be sent to all families after the initial enrollment period to assess their needs. Each year, we will re-access the number of buses or vans that we assist all of our students so that transportation will be a non-issue for any of our students; this includes low-income students, students with special needs, and students experiencing homelessness. This transportation plan aligns directly with our mission Felix A. Penn school of the Arts will motivate, develop, and prepare students for academic excellence by providing a superior academic experience shaped by performing and visual arts, evolving technology, and leadership.

School Lunch Plan:

Describe in detail the school lunch plan that will ensure that no child is lacking a daily meal. The details of this plan should align with the targeted student population and school budget proposal.

We have spoken with local restaurants, eateries, and catering companies who

would be interest in contracting with Felix A. Penn to provide a la carte catered lunch for our students on a daily basic for students who choose this option. This will be offered on a pre-paid basis. Students may also bring their own lunch from home. Use of microwaves will be provided for student use in their designated lunch areas. Should a student forget their lunch, our school will provide lunch from the vendor that we have chosen to provide lunch.

Civil Liability and Insurance (GS 115C-238.29F(c)):

The Charter School shall obtain and maintain insurance at a minimum in the following amounts:

1. Errors and omissions: one million dollars (\$1,000,000) per claim;
2. General liability: one million dollars (\$1,000,000) per occurrence;
3. Boiler and machinery: the replacement cost of the building;
4. Real and personal property: the appraised value of the building and contents;
5. Fidelity bonds: no less than two hundred fifty thousand dollars (\$250,000) to cover employee dishonesty;
6. Automobile liability: one million dollars (\$1,000,000) per occurrence; and
7. Workers' compensation: as specified by Chapter 97 of the General Statutes.

Area of proposed coverage	Proposed amount of coverage		Cost (Quote)
Comprehensive General Liability	\$1,000,000		\$3,614.00
Officers and Directors/Errors and Omissions	\$1,000,000		\$.00
Property Insurance	\$250,000		\$500.00
Motor Vehicle Liability	\$1,000,000		\$181.00
Bonding Minimum/Maximum Amount	\$250,000	\$250,000	\$332.00
Other	\$1,000,000		\$6,459.00
Total Cost			\$11,086.00

*The applicant must provide a quote from an insurance provider as part of this application (as Appendix O) to demonstrate the levels of insurance coverage and projected cost.

Health and Safety Requirements:

All public charter schools are required to follow the regulations regarding health and safety as stated in § 115C238.29F (a).

We, the Board members at (Charter School Name) will develop a written safety plan and policies to be shared with staff, parents and students and be available upon inspection from the Department of Public Instruction and local Health Departments.

blanche1 12/05/2013

(Board Chair Signature) (Date)

Facility:

Note that the SBE may approve a charter school prior to the school's obtaining a facility; however,

students may not attend school and no funds will be allocated until the school has obtained a valid Certificate of Occupancy for Educational use to the Office of Charter Schools.

What is your plan to obtain a building? Identify the steps that the board will take to acquire a facility and obtain the Educational Certificate of Occupancy. If a facility has been identified please fill out the Facility Form (Appendix N).

We are planning to obtain a building in the central area of the city with easy access to public transportation. Before Felix A. Penn can procure a building, we plan to determine the facility budget, by researching what it might cost for the upkeep of that facility, rental fee, insurance, utilities, maintenance inside and outside of the building, cost of renovations, cost of meeting different compliances with building codes, and unforeseen building permits the school might need to open the school to obtain the Education Certificate of Occupancy. Once all the information is gathered and researched, we will proceed to work on the plans to procure said building. This building may be an office building, old school, old church, or a new facility. Obtaining the Educational Certificate of Occupancy is one of the last steps that we will need to do after we have determined the location of the school. Once the building is selected, the application process for the Education Certificate of Occupancy process can be extensive; therefore, we will have all of the information needed in order to expedite the process. We have also visited city planning in Charlotte. We have a contact person that will be working with us when it is time to start the process of obtaining the Educational Certificate of Occupancy. On October 4, 2013 and October 5, 2013, we visited three facilities; Corner Project LLC located at 1123 E. 10th street, 610 W. 28th Street and 1900 Bancroft Street and will be meeting with ACD and several others builders. On October 22, 2013, we had a conference call with ACD builders and other set up. On October 29, 2013, we had a conference call with ADW Architects did a presentation to our board in November 5, 2013 to show us the different option that we may have for facility choices. The only concern the board has is with several of the companies holding availability of their buildings for 2015.

Facility Contingency Plan: *Describe the method of finding a facility if the one the board has identified will not be ready by the time the public charter school will be opening. Include information regarding the immediate spatial needs of the school and identify any programs that will not be immediately offered because a permanent facility has yet to open.*

Should the building that we procure not be ready for the first day of school, we have looked either a mobile school campus or leasing out space at local churches that would fit our needs. If the facility of our choice is not ready for the first day of instruction, our goal is to set up several contract services through one of our recreation centers, YMCA, or work with one of the churches that will assist us in housing our students for a temporary time period. One example being Greater Mount Sinai Baptist Church located at 1243 West Boulevard, Charlotte, North Carolina, 28208, for 250 students and around twenty employees, volunteers, and staff for the first

year. This alternative site will meet the educational needs of our students. This location will also meet the standards set forth by the ECO and will meet all state laws for the time period that we will not be in our permanent facility. We will most likely have to limit our use of technology at the alternative facility because we will be at the mercy of what is already there as far as being "wired up" as we would like.

V. FINANCIAL PLAN

In the following sections present a detailed description of assumptions and revenue estimates, including but not limited to the basis for revenue projections, staffing levels, and costs. The narrative should specifically address the degree to which the school budget will rely on variable income.

Budget: Revenue Projections from each LEA 2015-16

**SHOW
CALCULATIONS
FOR FIGURING
STATE
AND LOCAL
DOLLARS
FOR THE
PROPOSED
CHARTER
SCHOOL**

*Refer to the
Resource Manual
Finance Section
for guidance on
estimated funding
amounts*

State Funds: Charter schools receive an equivalent amount per student as the local education agency (LEA) receives per student receives from the State. Funding is based on the 1st month average daily membership.

- In year 1 – Base state allotments are determined by the LEA in which the student resides
- In year 2 and beyond- Base State allotments are determined by the LEA in which the school is located.

Local Funds: Charter schools receive a per pupil share of the local current expense of the LEA in which the student resides.

Federal Funds: Charter schools must qualify and apply for the individual federal grants based on their population of students.

REFER TO RESOURCE GUIDE FOR ADDITIONAL INFORMATION AND SOURCE DOCUMENTS

LEA #1600 - Charlotte-Mecklenburg Schools

Revenue	2013-2014 Per Pupil Funding	Projected LEA ADM	Approximate funding for 2015-2016
State Funds	\$4,582.77	250	\$1,145,692.50
Local Funds	\$4,438.40	250	\$1,109,600.00
Federal EC Funds	\$3,743.48	25	\$93,587.00
Totals			\$2,348,879.50

Total Budget: Revenue Projections 2015-16 through 2019-2020

INCOME: REVENUE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
-State ADM Funds	\$1,145,693	\$1,489,400	\$1,782,697	\$2,130,988	\$2,552,603
-Local Per Pupil Funds	\$1,109,600	\$1,442,480	\$1,726,538	\$2,063,856	\$2,472,189
-Exceptional Children Federal Funds	\$93,587	\$123,535	\$145,996	\$175,944	\$209,635
-Other Funds*	\$0	\$0	\$0	\$0	\$0
-Working Capital*	\$0	\$0	\$0	\$0	\$0
Z - TOTAL REVENUE	\$2,348,880	\$3,055,415	\$3,655,231	\$4,370,788	\$5,234,427

***If the applicant is depending on other funding sources or working capital to balance the operating budget, please provide documentation such as signed statements from donors, foundations, bank documents, etc., on the commitment of these funds. If these figures are loans, the repayment needs to be explained in the narrative and found within the budget projections.**

Assurances are needed to confirm the commitment of these additional sources of revenue. Please include these as Appendix R.

Personnel Budget: Expenditure Projections 2015-16 through 2019-2020

The personnel list below may be amended to meet the staffing of individual charter schools: This list should align with the projected staff located in the Operations Plan (Appendix M).

BUDGET EXPENDITURE PROJECTIONS Personnel	2015-2016			2016-2017			2017-2018			2018-2019			2019-2020		
	Num Staff	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary	FTE	Avg Salary	Total salary
Administrative & Support Personnel:															
Principal	1	\$50,000	\$50,000	1	\$50,500	\$50,500	1	\$51,005	\$51,005	1	\$51,770	\$51,770	1	\$52,805	\$52,805
Administrative Assistant/Guidance Counselor	1	\$30,000	\$30,000	1	\$30,300	\$30,300	2	\$30,603	\$61,206	2	\$31,062	\$62,124	2	\$31,683	\$63,366
Financial Secretary/Receptionist	1	\$25,000	\$25,000	1	\$25,250	\$25,250	1	\$25,503	\$25,503	1	\$25,885	\$25,885	1	\$26,403	\$26,403
Custodians	1	\$20,000	\$20,000	1	\$20,200	\$20,200	2	\$20,402	\$40,804	2	\$20,708	\$41,416	2	\$21,122	\$42,244
School Nurse	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000	.5	\$40,000	\$20,000
Dean Of Students	1	\$25,000	\$25,000	1	\$25,250	\$25,250	1	\$25,503	\$25,503	1	\$25,885	\$25,885	1	\$26,403	\$26,403
Speech Pathologist	.5	\$50,000	\$25,000	.5	\$50,000	\$25,000	.5	\$50,000	\$25,000	.5	\$50,000	\$25,000	.5	\$50,000	\$25,000
A - Total Admin and Support:	6	\$240,000	\$195,000	6	\$241,500	\$196,500	8	\$243,016	\$249,021	8	\$245,310	\$252,080	8	\$248,416	\$256,221
Instructional Personnel:															
Middle Grades Science	2	\$35,000	\$70,000	3	\$35,350	\$106,050	4.5	\$35,704	\$160,668	4.5	\$36,240	\$163,080	6	\$36,784	\$220,704
Middle Grades Social Studies	2	\$35,000	\$70,000	3	\$35,350	\$106,050	4.5	\$35,704	\$160,668	4.5	\$36,240	\$163,080	6	\$36,784	\$220,704
Middle Grades Language Arts	2	\$35,000	\$70,000	3	\$35,350	\$106,050	4.5	\$35,704	\$160,668	4.5	\$36,240	\$163,080	6	\$36,784	\$220,704
Middle Grades Math	2	\$35,000	\$70,000	3	\$35,350	\$106,050	4.5	\$35,704	\$160,668	4.5	\$36,240	\$163,080	6	\$36,784	\$220,704
Foreign Language/ELL Teacher	1	\$35,000	\$35,000	1	\$35,350	\$35,350	2	\$35,704	\$71,408	2	\$36,240	\$72,480	2	\$36,784	\$73,568
Exceptional Children Teacher	1	\$35,000	\$35,000	1.5	\$35,350	\$53,025	2	\$35,704	\$71,408	2	\$36,240	\$72,480	2	\$36,784	\$73,568
Technology Facilitator/Teacher	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,704	\$35,704	1	\$36,240	\$36,240	1	\$36,784	\$36,784

Visual Arts Teacher	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,704	\$35,704	1	\$36,240	\$36,240	1	\$36,784	\$36,784
Theatre/Dance Teacher	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,704	\$35,704	1	\$36,240	\$36,240	1	\$36,784	\$36,784
Music Teacher	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,704	\$35,704	1	\$36,240	\$36,240	1	\$36,784	\$36,784
Physical Education/Health Teacher	1	\$35,000	\$35,000	1	\$35,350	\$35,350	1	\$35,704	\$35,704	1	\$36,240	\$36,240	1	\$36,784	\$36,784
B - Total Instructional Personnel:	15	\$385,000	\$525,000	19.5	\$388,850	\$689,325	27	\$392,744	\$964,008	27	\$398,640	\$978,480	33	\$404,624	\$1,213,872
A+B = C - Total Admin, Support and Instructional Personnel:	21	\$625,000	\$720,000	25.5	\$630,350	\$885,825	35	\$635,760	\$1,213,029	35	\$643,950	\$1,230,560	41	\$653,040	\$1,470,093
Administrative & Support Benefits															
Health Insurance	5	\$7,644	\$38,220	5	\$7,872	\$39,360	7	\$8,100	\$56,700	7	\$8,352	\$58,464	7	\$8,592	\$60,144
\$25,000 Life And Accidental Death & Dismemberment	5	\$67	\$335	5	\$69	\$345	7	\$71	\$497	7	\$73	\$511	7	\$75	\$525
Nc State Retirement Plan	5	\$4,100	\$20,500	5	\$4,141	\$20,705	7	\$4,183	\$29,281	7	\$4,246	\$29,722	7	\$4,330	\$30,310
Fica	6	\$2,391	\$14,346	6	\$2,421	\$14,526	8	\$2,439	\$19,512	8	\$2,475	\$19,800	8	\$2,525	\$20,200
D - Total Admin and Support Benefits:	21	\$14,202	\$73,401	21	\$14,503	\$74,936	29	\$14,793	\$105,990	29	\$15,146	\$108,497	29	\$15,522	\$111,179
Instructional Personnel Benefits:															
Health Insurance	15	\$7,644	\$114,660	19	\$7,872	\$149,568	25	\$8,100	\$202,500	25	\$8,253	\$206,325	33	\$8,592	\$283,536
\$25,000 Life And Accidental Death & Dismemberment	15	\$67	\$1,005	19	\$69	\$1,311	25	\$71	\$1,775	25	\$73	\$1,825	33	\$75	\$2,475
Retirement Plan--NC State	15	\$4,986	\$74,790	19	\$4,486	\$85,234	25	\$4,667	\$116,675	25	\$4,732	\$118,300	33	\$4,799	\$158,367
Fica	15	\$2,460	\$36,900	19.5	\$2,616	\$51,012	27	\$2,721	\$73,467	27	\$2,759	\$74,493	33	\$2,798	\$92,334
E - Total Instructional Personnel Benefits:	60	\$15,157	\$227,355	76.5	\$15,043	\$287,125	102	\$15,559	\$394,417	102	\$15,817	\$400,943	132	\$16,264	\$536,712
D+E = F - Total Personnel Benefits	81	\$29,359	\$300,756	97.5	\$29,546	\$362,061	131	\$30,352	\$500,407	131	\$30,963	\$509,440	161	\$31,786	\$647,891
A+D = G - Total Admin and Support Personnel (Salary & Benefits)	27	\$1,185,663	\$268,401	27	\$1,467,089	\$271,436	37	\$1,583,895	\$355,011	37	\$1,911,542	\$360,577	37	\$2,259,024	\$367,400
B+E = H - Total	75	\$703,407	\$752,355	96	\$870,893	\$976,450	129	\$860,303	\$1,358,425	129	\$1,186,457	\$1,379,423	165	\$1,277,888	\$1,750,584

Felix A. Penn School of the Arts

Instructional Personnel (Salary & Benefits)															
G+H = J - TOTAL PERSONNEL	102	\$1,889,070	\$1,020,756	123	\$2,337,982	\$1,247,886	166	\$2,444,198	\$1,713,436	166	\$3,097,999	\$1,740,000	202	\$3,536,912	\$2,117,984

Operations Budget: Expenditure Projections 2015-16 through 2019-2020

BUDGET OPERATIONS EXPENDITURE PROJECTIONS		2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
	Administrative & Support:					
Office:	Office Supplies	\$25,000	\$30,000	\$35,000	\$40,000	\$45,000
	Paper	\$10,000	\$20,000	\$30,000	\$40,000	\$50,000
	Computers & Software	\$20,000	\$40,000	\$45,000	\$55,000	\$90,000
	Communications & Telephone	\$15,000	\$25,000	\$30,000	\$45,000	\$50,000
	Copier leases	\$10,000	\$10,000	\$10,000	\$10,000	\$30,000
Facilities	Facility Lease/Mortgage	\$402,000	\$539,000	\$661,000	\$819,000	\$945,000
	Maintenance	\$30,000	\$40,000	\$45,000	\$50,000	\$60,000
	Custodial Supplies	\$30,000	\$32,000	\$34,000	\$40,000	\$50,000
	Insurance (pg19)	\$11,086	\$11,086	\$11,086	\$11,086	\$11,086
Utilities	Electric	\$24,000	\$31,000	\$33,000	\$35,000	\$39,000
	Gas	\$23,000	\$25,000	\$27,000	\$29,000	\$31,000
	Water/Sewer	\$23,000	\$25,000	\$27,000	\$29,000	\$31,000
Transportation	Gas	\$23,000	\$23,000	\$23,000	\$23,000	\$23,000
	Oil/Tires & Maintenance	\$20,000	\$25,000	\$25,000	\$25,000	\$50,000
Other	Marketing	\$20,000	\$25,000	\$25,000	\$50,000	\$60,000
	Child nutrition	\$40,375	\$55,000	\$60,000	\$90,000	\$105,000
Transportation	Van Purchase	\$50,000	\$70,000	\$20,000	\$55,000	\$70,000
	Passes For Public Transportation	\$15,000	\$20,000	\$20,000	\$20,000	\$40,000
Professional Contract	Powerschool Administrator	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
	Legal Counsel	\$31,500	\$26,500	\$26,500	\$26,500	\$26,500
	Auditor	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
	Professional Residencies	\$40,000	\$70,000	\$70,000	\$90,000	\$120,000
	Business Manager	\$38,500	\$38,500	\$38,500	\$38,500	\$38,500
	K - TOTAL Administrative & Support Operations	\$931,461	\$1,211,086	\$1,326,086	\$1,651,086	\$1,995,086
	Instructional:					
Classroom Technology	Computers	\$15,000	\$30,000	\$30,000	\$35,000	\$40,000
	Software	\$15,000	\$25,000	\$25,000	\$35,000	\$40,000
	Instructional Technology	\$20,000	\$35,000	\$35,000	\$50,000	\$60,000
	Ipads	\$20,000	\$40,000	\$20,000	\$45,000	\$30,000
Books and Supplies	Instructional Materials	\$20,000	\$40,000	\$40,000	\$80,000	\$100,000
	Curriculum/Texts	\$20,000	\$45,000	\$45,000	\$65,000	\$75,000
	Copy Paper	\$20,000	\$25,000	\$30,000	\$45,000	\$40,000

Felix A. Penn School of the Arts

	Testing Supplies	\$25,000	\$35,000	\$40,000	\$45,000	\$50,000
Books And Supplies	Band/Orchestra	\$20,750	\$30,000	\$30,000	\$60,000	\$70,000
	Theatre Arts	\$20,750	\$30,000	\$30,000	\$60,000	\$70,000
	Dance	\$20,750	\$30,000	\$30,000	\$60,000	\$70,000
Instructional Contract	Staff Development	\$26,000	\$35,000	\$30,000	\$100,000	\$120,000
Transportation	Field Trips	\$30,000	\$32,000	\$32,000	\$32,000	\$32,000
Facilities	Educational Furniture Lease	\$30,000	\$35,000	\$35,000	\$60,000	\$60,000
		\$303,250	\$467,000	\$452,000	\$772,000	\$857,000
	L - TOTAL Instructional Operations					
	K+L = M - TOTAL OPERATIONS	\$1,234,711	\$1,678,086	\$1,778,086	\$2,423,086	\$2,852,086

Overall Budget:

BUDGET OPERATIONS EXPENDITURE PROJECTIONS	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
J - TOTAL PERSONNEL	\$1,020,756	\$1,247,886	\$1,713,436	\$1,740,000	\$2,117,984
M - TOTAL OPERATIONS	\$1,234,711	\$1,678,086	\$1,778,086	\$2,423,086	\$2,852,086
J+ M =N TOTAL EXPENDITURES	\$2,255,467	\$2,925,972	\$3,491,522	\$4,163,086	\$4,970,070
Z - TOTAL REVENUE	\$2,348,880	\$3,055,415	\$3,655,231	\$4,370,788	\$5,234,427
Z - N = SURPLUS / (DEFICIT)	\$93,413	\$129,443	\$163,709	\$207,702	\$264,357

Budget Narrative: (No more than one and a half pages)

Please include additional information that showcases all assumptions for your budgetary calculations.

1. How was the student enrollment number projected?

Provide an explanation as to why you believe there is a demand for the school that will meet this enrollment projection.

Provide the break-even point of student enrollment.

Our initial projected enrollment starts at 250 students. After year one, we will increase by 75 students. Our second year projected enrollment will be 325. In year, three, four, and five, our annual projected enrollment will increase by 20% of the previous year. Those numbers are 389, 465, and 557 respectively. We at Felix A. Penn, believe we are capable of operating a financially sound school while keeping up with the pace of enrollment. At this time, our break even point for year one will be 206 students; year two, 301 students; year three 367 students; year four 438 students; and year five 528 students. This was calculated by using the following formula. Break Even Point = Fixed Costs/(Revenue/Enrollment) - (Variable Costs/Enrollment). We intend to only focus on providing the best public charter school choice possible to the students and families in Mecklenburg County.

Discuss the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than estimated.

If our anticipated revenues are not received or are lower than expected, we plan to reduce our teacher pay to that equal of the State of North Carolina Salary scale for the first five years. Currently, we have listed in our budget for our teachers to have a salary range between \$33,000 and \$38,000. We do not plan on cutting funding for the focus areas of our school. We believe that the teachers that we hire will understand the importance of ensuring that our students have all necessary classroom materials. It is our belief that our students must have all classroom materials for our arts, technology, and leadership focus areas as well as their core classes. We will not sacrifice these materials. Once our funding has stabilized, the Felix A. Penn board of director will considers raising the base pay for our teachers.

Does the budget rely on sources of funds other than state, county, and federal (e.g. loans, donations etc.? If so, please provide the source and amount. Be sure that the appropriate assurances documentation is provided in the appendices

Our current budget projections does not rely on any other funds other than state, county, and federal dollars.

Provide the student to teacher ratio that the budget is built on.

16-1

2. *Does the school intend to contract for services such as student accounting and financial services, exceptional children instructional support, custodial etc. Describe the criteria and procedures for the selection of contractors and large purchases.*

At this time, we do intend on contracting out our student accounting service. As shown in our budget, their sole responsibility will be operating and maintaining our ADM in PowerSchool. We will also contract a business manager and auditor. These two contractors will be responsible for the financial services needed by our school. We will not be contracting our services for exceptional children instructional support or custodial services. For large purchases, the board of directors will assess the needs for our school. The board of directors will develop the "solicitation communication" describing the services or end products that we wish to lease or purchase. For example, for our educational furniture, instrument lease purchases, etc, we will send out bid forms to at least three companies who provide these materials or services. The board will review and rate the proposals submitted. The company with the lowest bid amount and highest quality will be selected by our board. For contracted services such as our professional residencies, we will seek out members of our community who have high standards for the work that they do. After the selection of these community members who will serve our students in this capacity, they will go through a background check and will also go before the board of directors to be interviewed.

3. *Explain how the budget aligns with the school's mission, curricular offerings, transportation plans, and facility needs.*

In our budget, we are planning on investing in marketing our school as an arts school. We will be investing in digital textbooks, projectors, Apple TVs, iPads and/or Chromecasts and Chromebooks. This set up is significantly less expensive and far more portable than traditional interactive boards. It allows our teachers and students to use their tablet computers and/or notebook computers to connect to the projection system. We will also acquire materials for our fine arts classes. We will use funds set aside for our performing and visual arts to slowly build our inventory of instruments, dance floors, lighting, materials and supplies for our classes and performance venue. We also intend on establishing professional residencies. These professionals will be contracted yearly to provide our students with a connection outside of school with real world experience in the focus areas of our school. Felix A. Penn will not deny a student access to our school due to transportation issues. We have a line item in our budget for van/bus purchases. We also have a line item for public transportation for students who wish to use that option. Field trip dollars will be used to take our students on educational field trips that will expose them to the leaders in our communities and surrounding communities. This budget aligns with our mission in addressing the importance of arts education, using current technology, and developing strong leadership skills within our schools current and future targeted population. Our iPad budget is based on The \$1 Purchase Option. This is ideal for schools that choose to finance and own their equipment. At the end of the lease, we will purchase all the equipment for one dollar. It allows us to install several years worth of equipment today and cover the payments with future budget dollars. The \$1 Purchase Option also offers us unique feature that lets us

50

upgrade or add new technology to the lease without changing the payment amount. To take advantage of the equity option, the lease term is extended using the same payment amount to cover the new acquisition. We plan on supplying each student and member of our staff with iPads and equipping our classrooms with AppleTVs and a projection system. Band and orchestra, theatre arts, budget is based on a lease/purchase agreement for instruments and music classroom materials. Staff development increase in year three is based on the board of directors paying the full amount for our arts and core teachers to join their professional organizations and to attend their annual Professional Development Conferences. Our books and supply budget is based on us using in digital textbooks when at all possible. All primary text and consumable supplies for music classes, dance, theatre arts, and visual arts will be paid for with the book and supply budget line item. Our educational furniture budget line items, is based on a lease/purchase agreement as well.

4. *What percentage of expenditures will be the school's goal for a general fund balance?*

Describe how the school will develop the fund balance.

In year one, our overall budget reflects a 4% surplus in the amount of \$93,955. In year two, our overall budget reflects a 4.24% surplus in the amount of \$129,855. In year three, our overall budget reflects a 4.5% surplus in the amount of \$164,485. In year four, our overall budget reflects 4.75% surplus in the amount of \$207,612. In year five, our overall budget reflects a 5% surplus in the amount of \$261,712. The numbers listed above are the targeted projections we established in order to build our general fund balance.

5. *Provide a description of proposed financing structure. Include financing of facilities, other asset financing and leases.*

At Felix A. Penn, our financing structure is as follows. Facility expense is an average of 17% of our total revenue. Child nutrition is calculated based on 20% of our students not being able to provide their own lunch or pay for our pre-paid meals. The formula used to calculate this line item for example year one: $\$40,375 / 185 \text{ school days} = \$218 \text{ per day} / 50 \text{ students of the total projected enrollment} = \$4.36 \text{ per student per day that cannot provide their own meal}$. Our cost of benefits is an average of 40.7% of total salaries for all full time employees. This number includes a 12.6% contribution to the NC State Retirement Plan. Our cost per students is as follows. In year one, \$9,395.52, and in year two, \$9,401.28, year three., \$9,396.48, year four \$9,399.54, and year five \$9,397.53.

7. *Will the school have assets from other sources (e.g. building, furniture, chairs, computers, etc.)? If yes, please provide a list. Note which are secured and which are anticipated, and include evidence of commitment for any assets on which the school's core operation depends*

At this time, we do not have or anticipate any assets from other sources.

Financial Compliance: (No more than a half of a page)

How will the school ensure adequate internal controls, including segregation of duties, safeguarding of assets, accurate and adequate recording keeping?

Felix A. Penn will contract out an audit organization to assist us in the safeguarding of our assets. The audit organization will work with our business manager. The audit organization and the business manager both are contracted services, therefore will be segregated from the board of directors and school administration. Felix A. Penn's business manager will work closely with the auditor to assure that our books are kept with good recording keeping. Felix A. Penn's board of directors will be hiring an auditor that is approved by the North Carolina Local Government Commission to conduct the school's annual audit.

Provide any known or possible related party transactions (relationship, description of transaction and estimated dollars involved)

At this time, we anticipate having professional residencies. These professionals will be hired to supplement the lessons our core teachers and focus area teachers are teaching. They will provide real world experience for our students. These professionals will be paid on a contracted basis. We have a line item for this in our budget. In the first year, we have allotted \$40,000, second year, \$70,000, third year, \$70,000, fourth year \$90,000, and year five \$120,000.

Provide the name and contact information of the independent audit firm who will conduct the annual financial statement audit. If a firm has yet to be identified please list the firms the board has investigated.

Davis and Davis, CPA
115 S. St. Mary's St. Suite A
Raleigh, North Carolina
919-730-7376
Fax- 248-487-2525

VI. AGREEMENT PAGE

Application Fee:

Pursuant to § 115C-238.29B(e) the charter school applicant must submit a \$500 application fee to the Office of Charter Schools. The applicant must submit their application fee by the December 6, 2013 5:00 pm EST deadline. Payments will be accepted in the form of a check only. Cash or credit cards are not accepted.

**Application Note: The applicant must mail the check along with a copy of the proposed charter LOI to be received before or on the due date of December 6, 2013 5:00 pm EST. Failure to submit payment by the stipulated timeline to the Office of Charter Schools will deem the application incomplete.*

Payments should be made payable to North Carolina Department of Public Instruction

*North Carolina Department of Public Instruction
Office Of Charter Schools
6303 Mail Service Center
Raleigh, NC 27699-6303*

I understand the requirements pursuant to G.S. 115C-238.29B(e).

blanche1

Date: 12/05/2013

Applicant Signature:

The foregoing application is submitted on behalf of Felix A. Penn School of the Arts (*name of non-profit corporation or individuals submitting application*). The undersigned has read the application and hereby declares that the information contained in it is true and accurate to the best of his/her information and belief. The undersigned further represents that the applicant has read the Charter School Law and agrees to be governed by it, other applicable laws, and SBE regulations.

Print/Type Name: blanche1

Board Position: W. Blanche Penn

Signature: _____

Date: 12/05/2013

Sworn to and subscribed before me this
_____ day of _____, 20____.

Notary Public

Official Seal

My commission expires: _____, 20____.

